September 30, 2019

Hon. Pedro Rivera
Pennsylvania Department of Education
Office of the Secretary
333 Market Street
Harrisburg, PA 17126

Dear Secretary Rivera,

The strength of society and any organization lies within its members. The success of a society and any organization is the presence of a leader who is able to create connections between the members to build strength, engage the members to work toward a common mission and vision, and empower each member to learn and grow. The purpose of the Central PA Digital Learning Foundation (CPDLF) is to provide a learning experience for each learner that gives him or her a sense of belonging and purpose through strong connections and positive relationships which leads to engaged learning and life-long empowerment in society. The success of CPDLF is due to the dedication to the mission and vision as well as the hard work of each of its team members from each member of the Board of Trustees to each employee and contractor.

During the last four and a half years, the Board of Trustees, CEO, and staff of CPDLF have been working diligently to restructure, reorganize, and realign to the original mission and vision of its founders while working to build a credible educational choice for families across the state of PA that is accountable in all aspects of its operation. Even though not all of its board members are the same as the founding members in 2002, there is one member who has been part of the Board of Trustees since the beginning and other members remember the reason for the formation as well as the original founders. Several founding members are still involved in some way directly or indirectly and are part of the overall community that helping CPDLF carry out its mission and vision. This has provided a strong sense of purpose for the board which leads to clear direction for the CEO. Our focus is the learner and the learning, making decisions that are in the best interest of the learner.

In the Cyber Charter Renewal Application that follows, you will learn about the various opportunities for learning and growing that have been provided not only for the children who chose to attend CPDLF but also for the staff who are selected because of their alignment to our mission and vision and their strong sense of purpose to connect, engage, and empower in their role at CPDLF. While we are still working on improving who we are and what we have to offer, much has been changed and developed for the
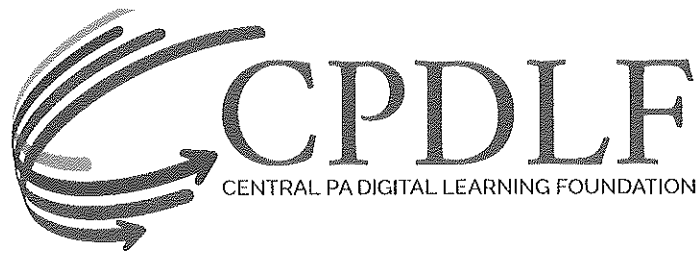
benefit of the learners and their families as well as the staff. We have designed all of our practices to model what we want our learners to know, to do, and to be like as well as model connection, engagement, and empowerment for our staff. As a small cyber charter school, our academic data are low and we are working diligently with the supports provided by PDE through Comprehensive School Improvement to implement best practices that not only result in academic data that is more desirable but, ultimately, result in true learning that empowers each learner to be a successful contributing member of society.

On behalf of the Central PA Digital Learning Foundation Charter School Board of Trustees and the staff, I respectfully submit this Cyber Charter Renewal Application for thoughtful consideration by the PA Department of Education to renew our charter so that we may continue to provide learners across the state of PA with high quality, rigorous, personalized, customized, and flexible learning opportunities.

Sincerely,

Dr. Aiko Malynda Maurer, CEO CPDLF
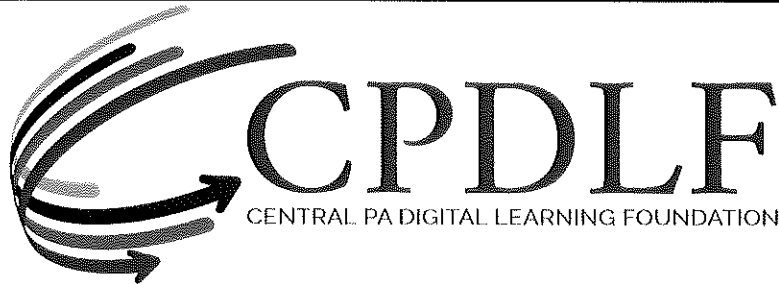
CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

CPDLF
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Central PA Digital Learning Foundation Charter School 2019 Renewal Application

July 2020 – June 2025

pennsylvania
DEPARTMENT OF EDUCATION

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

pennsylvania
DEPARTMENT OF EDUCATION

Commonwealth of Pennsylvania
Tom Wolf, Governor

Department of Education
Pedro A. Rivera, Secretary

Office of Elementary and Secondary Education
Matthew Stem, Deputy Secretary

Advisor to the Deputy Secretary
Dr. Sherri L. Smith, Advisor

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Bureau of Human Resources
Voice Telephone: (717) 783-5446

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Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 7th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750, Fax: (717) 783-6802

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education
Office of Elementary and Secondary Education, Bureau of School Support
333 Market Street, 3rd Floor, Harrisburg, PA 17126-0333
Voice: (717) 525.5779, Fax: (717) 783-6642
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Contents

Introduction and Instructions

Cyber charter schools renewing their charter must apply to the Pennsylvania Department of Education ("Department") for a new five (5) year charter. The Cyber Charter School Renewal Application ("Renewal Application") was developed to meet the requirements of the Charter School Law. Please note that a cyber charter school's Renewal Application must be received by the Department between *July 1 and October 1* of the final year of school's current charter.

The Renewal Application is designed to collect information in the following areas:

- *Student Achievement:* Is the educational program contributing to positive and equitable outcomes?
- *School Operations and Management:* Is this a viable organization with proper governance, fiscal and accounting procedures, commitment to transparency, and appropriate insurance coverages?
- *Overall School Design*: Is the school implementing charter terms with fidelity?
- *Plans for the Future:* If the charter is renewed, what are the plans for the next five years?

A successful Renewal Application shall be clearly articulated and based on credible data and evidence. Data and measurable outcomes shall be used whenever possible. A cyber charter school must indicate whether it has met the goals outlined in its current charter application, provide justification, and include compelling description of future goals. Both strengths and weaknesses shall be identified and discussed.

Renewal applicants shall demonstrate knowledge in the implementation of all federal and state requirements applicable to cyber charter schools.

Importantly, the applicant shall utilize and build on information from previous annual reports and other required filings with the Department. **Annual reports, along with information collected from site visits during the charter's term, will play a central role in the Department's consideration of the renewal.**

If a cyber charter school includes information in the renewal application concerning plans for changes to its operations, a written notice will be provided indicating that a separate amendment request must be submitted pursuant to state requirements.
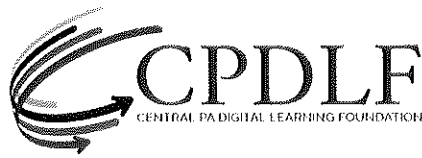
Cyber Charter School Renewal Timeline:

Date	Action
Between July 1 and October 1 of the final year of the charter	The Renewal Application must be received at the Department during this period for the school to operate in the following school year.
Between October 1 and May 31	Initial review of application and documents. Additional information may be requested.
December through May	The Department conducts site visits to school.
By June 30	Decision is rendered by Department.

Instructions:

As a first step in the renewal process, a team of staff, board members and administrators are encouraged to collect and review the following information to assist in completing the application:

1. **Detail student achievement and other outcomes over the term of the charter** – Review and analyze school and student group data from state assessments, formative assessments, measurements of academic growth (PVAAS), adjusted cohort graduation rate, regular attendance, and other measures, along with interventions deployed in support of these measures. Data summaries should be provided for each of the four completed years of the charter term.

    a. **Summarize stakeholder communication and engagement** – Review the types and the number of communications or contacts received by the cyber school. How does the school promote consistent and transparent engagement with parents, students, community members, and education partners around school operations and practices? How did the school respond to concerns raised by stakeholders? Summarize protocols for meetings of the board of trustees, including meeting dates and minutes from all meetings over the past three years.

    b. **Summarize current charter and annual reviews** – Describe how the cyber charter school's programs and operations have been consistent with terms of the current charter. Have any goals changed since the inception of the current charter agreement? Describe the relationship between the approved staffing plan and school programming. What issues were discussed at the time of each annual report and how were they addressed?

2. **Prepare a letter from Chief Executive Officer (CEO)** –This letter, addressed to the Department's Division of Charter Schools, shall summarize achievements and areas for growth over the last charter term, and propose goals and changes the school wishes to address under a renewed charter.

3. **Answer the questions throughout this Renewal Application completely.** Label all attachments and other documents with the corresponding section (i.e., Student Achievement, School Operations, School Design, and Plans for the Future) of the application. Submit typewritten information on 8½ x 11-inch paper, in 11 point font. All pages and appendices must be clearly marked.

4. Complete and provide **Required Attachments** as listed below, along with all other Renewal Application materials.

5. **Submit the 2019 Cyber Charter School Renewal Application no later than 5:00 PM Eastern Standard Time, October 1.** Submit two (2) paper and two (2) electronic (USB drive) ADA-compliant copies of the application to the Department's Division of Charter Schools: 333 Market Street, 3rd Floor, Harrisburg, PA, 17126.

Required Attachments

Section	Attachment	Attached (Y/N)	If Not attached, Explain*
Instructions	Cover letter from CEO	Y	
Application Fact Sheet	Enrollment Charts by Grade (chart provided) – only if the school is requesting to increase the number of grades served.	N	CPDLF serves grades K-12
Application Fact Sheet	Current and Projected Student Enrollment Chart (chart provided)	Y	
Application Fact Sheet	Current and Projected Professional Staffing Levels (chart provided)	Y	
Student Achievement/ Progress Toward Initial Goals & Objectives	Keystone and PSSA Report for Previous Years (chart provided) ** Table 1	Y	
Student Achievement/ Progress Toward Initial Goals & Objectives	List of Formative and Summative Assessments	Y	
Student Achievement/ Progress Toward Initial Goals & Objectives	Assessment Calendar	Y	
Student Achievement/ Educational Programs	Hours of Instruction, Teacher Availability for Assistance, and Method of Instructional Delivery	Y	
Student Achievement/ Educational Programs	School Calendar	Y	
Student Achievement/ Educational Programs	School Improvement Plan (if applicable)	Y	
Student Achievement/ Educational Programs	Curriculum Framework/Maps and/or Scope and Sequences	Y	
Student Achievement/ Educational Programs	Course Offerings, Course Descriptions and Objectives	Y	
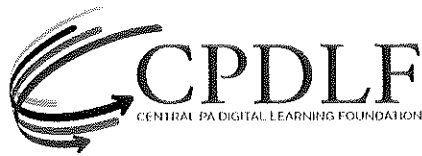
Section	Attachment	Attached (Y/N)	If Not attached, Explain*
Student Achievement/Future Goals and Objectives	Measurable Outcomes and Goals Chart (chart provided) Table 2	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Teacher Induction Plan	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Professional Staff Retention and Turnover Chart (chart provided) Table 3	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Teacher Evaluation Protocol	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Act 48 Plan	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Certification Level Chart Addendum A PDE 414	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Professional Development Calendar	Y	
School Operations and Management/Teacher Evaluation & Professional Development	Union Contracts with Professional Employees, if applicable	N	Not applicable
School Operations and Management/Financial Solvency	Annual Audits for Each Year of the Charter – Addendum B	Y	
School Operations and Management/Financial Solvency	Most Recent Financial Statements	Y	
School Operations and Management/Financial Solvency	Current insurance policies	Y	
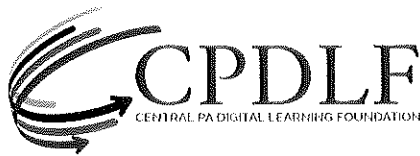
Section	Attachment	Attached (Y/N)	If Not attached, Explain*
School Operations and Management/Financial Solvency	Management contract(s) and benefits packages	N	Employment offer letters offered yearly
School Operations and Management/Financial Solvency	Leases, Deeds or Real Estate Agreements not previously submitted to the Department	N	Not applicable
School Operations and Management/Financial Solvency	Lease agreements and invoices/statements for equipment and services.	Y	
School Operations and Management/Financial Solvency	Investments Chart (chart provided) Table 5 Resource Expenditures	Y	
School Operations and Management/Student Services	Student Services Table Addendum C	Y	
School Operations and Management/Student Services	Policy and procedure manuals regarding instruction provided to students with IEPs	Y	
School Operations and Management/Student Services	Most recent program evaluation	Y	
School Operations and Management/Student Services	Agendas & records of staff & parent special education trainings	Y	
School Operations and Management/Student Services	Special education teacher certifications	Y	
School Operations and Management/Student Services	Special education caseloads	Y	
School Operations and Management/Student Services	Total numbers of students receiving special services & services received	Y	
School Operations and Management/Student Services	Federal child counting sample	Y	
School Operations and Management/Student Services	Existing statewide service providers under contract	Y	
School Operations and Management/Student Services	Anticipated or tentative service providers to support enrollment increases	Y	
School Operations and Management/Student Services	Policy and procedure manuals regarding English Language Learners (ELL) instruction/programming	POLICY - Y	

Section	Attachment	Attached (Y/N)	If Not attached, Explain*
School Operations and Management/Student Services	Most recent English Language Learners program evaluation	y	
School Operations and Management/School Governance	List of Board members who have served since the last renewal, the dates they served and in what capacity	Y	
School Operations and Management/School Governance	Board meeting calendar, agenda, and board minutes for all board meetings held within the last school year; Board policies and procedures.	Y	
School Operations and Management/School Governance	Staff Organizational chart	Y	
School Operations and Management/School Governance	Signed Ethics Forms (as required by the State Ethics Commission) for each Board member currently serving	Y	
School Operations and Management/School Governance	Evaluations of the External Management Organization (EMO), if applicable	Y	
School Operations and Management/School Governance	Explanations and evidence that the Board of Trustees complied with regulations of a governing entity.	Y	
School Operations and Management/School Governance	Sample Sunshine Notice for public meeting(s)	Y	
Overall School Design/ Communications to Parents & Community	Examples of Communication, Outreach and Marketing to the Community and Parents	Y	
Overall School Design/ Communications to Parents & Community	Board Meeting Minutes	Y	
Overall School Design/ Communications to Parents & Community	Satisfaction surveys from stakeholders	Y	
Overall School Design/ Communications to Parents & Community	Dates, times, and agendas for parent meetings and sign-in sheets.	Y	

Section	Attachment	Attached (Y/N)	If Not attached, Explain*
Overall School Design/Communications to Parents & Community	Examples of formal parental and/or community complaints and resolutions	Y	
Overall School Design/ Student Enrollment	Enrollment Chart (chart provided) Table 6	Y	
Overall School Design/ Student Enrollment	Waiting list data for each year	N	CPDLF does not have a waiting list
Overall School Design/Policies and Procedures/Technology and Support	Technology plan	N	CPDLF is in the process of developing a technology plan.
Overall School Design/Policies and Procedures/Technology and Support	Children Internet Protection Act (CIPA) policy	Y	
Overall School Design/Policies and Procedures/Technology and Support	Policies and procedures concerning appropriate use curriculum and training materials.	Y	
Overall School Design/ Policies & Procedures/ Technology and Support	Three months of help desk reports	Y	
Overall School Design/ Policies & Procedures/ Technology and Support	Cyber Bullying Policy	N	Incorporated into the Acceptable Use and Internet Safety Policy
Overall School Design/ Policies & Procedures/ Truancy Policies	Attendance, Truancy and Withdrawal Policy	Y	
Overall School Design/ Policies & Procedures/ Truancy Policies	All forms used for Truancy Communications to parents, resident school district, etc.	Y	
Overall School Design/ Policies & Procedures/ School Safety	School Safety Plan	Y	
Overall School Design/ Policies & Procedures/ School Safety	Student Handbook	Y	
Overall School Design/ Policies & Procedures/ School Safety	Staff clearance protocols, Act 4, Act 126, Act 168, Act 82 and Act 24	Y	
Overall School Design/ Policies & Procedures/ School Safety	Suicide Awareness and Prevention Policy and Act 71.	Y	

Section	Attachment	Attached (Y/N)	If Not attached, Explain*
Overall School Design/ Policies & Procedures/ School Safety	Annual Safe Schools Report	Y	
	Signature Page	Y	
Addendum A	PDE 414	Y	
Addendum B	Finance & Facilities, Budget	Y	
Addendum C Additional attachments	Student Services Table	Y	

**Charts for certain specific information are included in the application. Copy and paste these charts into the response document or recreate them for submission with the remainder of the Renewal Application.

Application Fact Sheet

The Application Fact Sheet is intended for administrative processing of the Cyber Charter Renewal Application. Information furnished below must be an accurate representation of the complete Renewal Application.

Cyber Charter School Name: Central PA Digital Learning Foundation Cyber Charter

School Address(es):
(The cyber charter school must identify the administrative office where all student records are maintained pursuant to section 1743-A (h).)

580 Foot of Ten Road, Duncansville, PA 16635 (Administrative Office)
2123 W. Main Street, Stroudsburg, PA 18360

County: Blair

Intermediate Unit: IU8

Charter Start Date: July 1, 2002   **Date Current Charter Expires:** June 30, 2020

Federal Employer Identification Number: 74-3047304

AUN #: 108070001

Vendor Identification Number: n/a

Chief Executive Officer (CEO):

First: Aiko   Middle: Malynda   Last:

Maurer

Address: 580 Foot of Ten Road, Duncansville, PA 16635

Telephone: (814) 682-5258   Email: ceo@cpdlf.org

Grades and Age Ranges

Group	Grade/Age Range					
Elementary	K-5					
Middle	6-8					
Secondary	9-12					
Grades Educated	☑K ☑1 ☑2 ☑3 ☑4 ☑5					
	☑6 ☑7 ☑8 ☑9 ☑10 ☑11 ☑12					

Current and Projected Student Enrollment:

Year	Enrollment
2019-2020	200
2020-2021	250
2021-2022	350
2022-2023	500
2023-2024	525

Current and Projected Professional Staffing Levels:

Year	Number of Professional Staff
2019-2020	20
2020-2021	22
2021-2022	26
2022-2023	31
2023-2024	32

If there is an increase from one year to another, is the increase due to addition of grade levels?

○ Yes   ⊖ No

What retirement system does the cyber charter school provide for employees?

PSERS

Provide, in Excel format, a list of all staff by title; detail professional certification(s) (if any) for each employee listed.

See Attachment #1: 2019 All Staff with Certifications by Job Title

I. Student Achievement and Other Outcomes

A. Progress toward Initial Goals

- **Describe how the cyber charter school has met or made reasonable progress toward initially established goals defined in the current charter application. If goals were revised, discuss why and how the new goals provide a better fit with the overall mission of the cyber charter school. Responses must include both school and student group data from state assessments, formative assessments, measurements of academic growth (PVAAS), adjusted cohort graduation rate (if applicable), regular attendance, and other measures, along with interventions deployed in support of these measures.**

The goals provided in the 2011 Charter Renewal Application included to continually grow the course offerings as well as create course content to meet the needs of learners and to be pro-active in educating school districts about our ability to meet the needs of learners in a small-school setting.

The charter for CPDLF was renewed in January of 2015 with corrections submitted in June 2015. Starting July 2015, the Appalachia Intermediate Unit began a management contract for the services of a Chief Executive Officer. On August 31, 2015, the current CEO, Dr. Aiko Malynda Maurer, began providing management services through IU 8. Since 2015, changes to the course offerings to better meet the needs of learners are as follows:

1. Florida Virtual Global – Content developed by Florida Virtual and managed by teachers provided by Florida Virtual Global thus expanding the list of electives available in grades 9 to 12.

2. Odysseyware – Content developed by Odysseyware and managed by CPDLF instructors thus providing an opportunity for CPDLF instructors to adapt the assignments to meet the needs of the learners.
3. Odysseyware Academy - Content developed by Odysseyware and managed by teachers provided by Odysseyware Academy thus expanding the list of electives available in grades 9 to 12 as well as provide an additional source for curriculum in grades 3 to 10
4. Summit Learning – Core content developed by Summit Learning but completely editable by CPDLF instructors to meet the needs of individual learners. CPDLF instructors professionally trained by the Summit Learning Team construct weekly lessons which are presented live with a recording available for those who are not able to attend. This platform provides the most customizable content in a personalized environment designed to provide a learning environment that deepens the learning while building Habits of Success and skills for self-directed learning. This content is available for grades 3 to 10.
5. In 2019, Accelerated Learning was added for grades K-2 and is taught by CPDLF instructors.
6. K12, which is now available as PEAK, is still being offered; however, the traditional K12 curriculum taught by K12 teachers is being phased out. PEAK courses will still be available with a PEAK teacher to continue the variety of electives available for our students.
7. Florida Virtual courses taught by CPDLF instructors are still available primarily for students in grades 9-12.

Since arriving at IU 8 and ultimately, CPDLF, Dr. Maurer has been building relationships with superintendents and principals in the IU 8 region as well as across the state of PA. Fostering positive, collaborative working relationships with all school districts is the primary goal of the CPDLF Board of Trustees as well as the CEO and Business Manager. CPDLF exists to partner with school districts as we all work together to provide a quality, rigorous educational program.

In 2016, the direction of the programming was shifted to focus on getting to know each student as an individual, taking time to make a connection and build a positive, trusting relationship which provides an opportunity for engagement and empowerment as a learner who takes ownership of their learning. The framework for the Connects U! program was designed and began to be built and implemented to Connect, Engage, and Empower with the learner through the use of

- Learning Guides who are responsible for a small group of learners to mentor, guide, coach, and check in with at least weekly, more if needed
- Lessons that explicitly teach self-directed learning skills, develop habits for successful learning and living, guide the learner through career awareness, exploration, and development
- Development of a warehouse of resources (materials, organizations, opportunities, etc.) that are available to the learner to help them be successful academically as well as to develop as a contributing member of society.

CPDLF is a 24/7 asynchronous educational program that allows students to access their course content any time of the day, any day of the week, including Saturdays and Sundays. In 2015, attendance was taken and tracked using a system where the student clicked on an Attendance "button" at any time of the day to be marked as present for the day. This system did not authenticate or validate who clicked on the "Attendance" button nor did it equate to the student actually doing any work for the day. In 2016, attendance guidelines were redesigned at the request of the CPDLF Board of Trustees and further refined each year following to accurately align work completed with attendance. In 2019, attendance is a combination of activities and personal connections with Learning Guides. See Attachment 2: Attendance Procedures and Guidelines for details.

We believe that the changes in attendance allow the student to be responsible for their learning and hold the cyber charter school accountable for providing a quality educational program. While adhering the truancy regulations, Student Attendance Intervention Plans are created for those students who repeatedly do not complete enough work or activities to be counted as present. For those students who fail to follow SAIPs and are marked absent for 10 consecutive days, they are returned to their resident school district; thus, reducing the amount of lost educational time for the student and unnecessary costs to school districts. As a result of these changes, our enrollment has fallen slightly as students learn that they cannot come to this cyber charter school and hide from their responsibilities as a learner. Also, as we learned and developed an efficient system and students learned the new guidelines, our attendance rates dropped. Below are the attendance rates with Academic Score as reported on the SPP for the previous 5 years that were available:

	2013-14	2014-15	2015-16	2016-17	2017-18
Academic Score	48.8	39.3	47.6	46.4	36.6
Attendance	91.07	94.31	94.64	97.51	90.86

In the spring of 2016, PLDC led by Dr. Pat Crawford and Dr. Jay Scott was contracted to begin strategic planning in the form of Results by Design. This process included meetings with the CPDLF Board of Trustees and the entire staff of CPDLF to review the Mission of CPDLF and develop Vision statements as well as core beliefs and values. See Attachment 3 for the Results by Design work that is still in progress. In the winter of 2019, a Steering Committee that also included local organizations and partners as well as parents and students continued the work to develop the School Improvement Plan. Following is the vision statement for learners and the measures of success as presented in the School Improvement Plan that CPDLF is now working to achieve.

Long-Term Vision for Students *What will students know and be able to demonstrate upon leaving the school?*	Measures of Success *How will you know you are on track to achieving your vision or students?*
CPDLF is committed to providing the Ideal Virtual Learning Experience so that each child will grow as a functioning and contributing member of society equipped to choose the future they desire upon leaving CPDLF.	All Learners have the skills, habits, and knowledge necessary to be successful in their future.
CPDLF Learners will demonstrate -Connectedness (Attachment, Stress Management, Self-Regulation, Self-Awareness, Empathy/Relationship Skill, Executive Function) -Engagement (Growth Mindset, Self-Efficacy, Sense of Belonging, Relevancy of Learning) -Empowerment (Self-Directed, Curious, Purposeful, Resilient, Agents, Tenacious Academically)	Connected – All learners are attending weekly check-ins with their Learning Guides Engagement – All learners are demonstrating growth in all their learning progressions and have developed a life-ready pathway Empowerment – All Learners graduating from CPDLF demonstrate the development of a life-ready graduate and have a plan for next steps after high school

At the beginning of the 2019-20 school year, CPDLF opened a site in Stroudsburg, PA after receiving permission from PDE in June of 2019. See Attachment 4 for Charter Amendment Request and subsequent approval. This site is designed to provide on-site tutoring, special education services, state testing location for those within an hour of the site, and a location for enrollments and family engagement events. The purpose is to provide more localized support for families to be successful in the cyber environment.

- **If the school has been designated for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (A-TSI), discuss what steps are in place to resolve the designation. Reference information from the school's School Improvement Plan, where applicable.**

CPDLF has been designated for CSI for 2019-20 to 2021-22. We are working cooperatively with our School Improvement Facilitator as well as our Regional Coordinator to meet the needs of our students. Since the summer of 2016, the CEO of CPDLF has been working with the Board of Trustees and the staff at CPDLF to restructure and reorganize the organization and the programming at CPDLF to provide a quality rigorous educational opportunity for students across the state of PA. While we are still working on improving state testing data, we have evidence of increased engagement and learning due to the restructuring and changes in educational programming. Thus, with the designation of a school in CSI, we are now receiving additional support to continue to make the necessary improvements in our curriculum and educational program. Please see the School Improvement Plan (Attachment I.B.7. SIP Plan) for details on the changes being implemented in the 2019-20 school year. To help with the improvements, the CPDLF board has created two temporary administrative level positions. The Director of Technology and Innovation and the

Director of Teaching and Learning have specific goals related to improving academic performance as well as enrollment. See Attachment 5 for the job descriptions for the Director of Teaching and Learning as well as the Director Technology and Innovation.

- **Describe the strategies in place to ensure that historically underserved students (students with special needs, those at risk of failure, and those not making reasonable progress) are meeting – or are being given the opportunities and reasonable accommodations to meet – the academic goals. Use data and other evidence to document how those strategies are proving effective.**

  While the Connects U! program is intended to provide support for all students with weekly check-ins between the student and the learner that may also include the learner's coach (parent), there are also several other supports in place for the various needs of students.

  - Help Desk Chat – 12 hour continuous live help available from the technology department and instructors
  - Learning Labs – Mondays and Thursdays from 1:00 to 3:00 all Learning Guides and Instructors at the Duncansville site are available for students to come to the Duncansville site voluntarily. Virtual tutoring is also available at this time and at any time previously arranged between the student and the instructor or Learning Guide. Different times will also be available at the Stroudsburg site as enrollment in that area increases. Virtual and one-site assistance are available upon request.
  - MTSS Team - The MTSS team reviews MAP benchmark data collected at the beginning, middle, and end of the year and offers tiered interventions to learners to help close learning gaps that are identified.
  - SAP Team – The SAP team receives referrals from CPDLF staff and families and works with community organizations to provide students with necessary supports needed in the home
  - IEP Team – Each student identified with special needs has an IEP team that includes the student, parent, related services providers, CPDLF instructors, and Learning Guide. This team communicates regularly with each other to continuously review the progress of the student. Direct Instruction for the student related to the IEP goals is provided by the Special Education Teacher virtually or face to face as indicated in the IEP while SDIs and accommodations are usually provided by the instructor, unless otherwise noted in the IEP. When progress is not being made, the IEP team meets to review the plan and make any adaptations necessary for the success of the child.
  - 504 Team – Individual 504 plans are developed by the Principal and other team members with the expertise and knowledge necessary to develop a successful academic plan for the student.

- **Using the chart on the following page, report the school's scores for each of the state assessments for the preceding years. Report out for each applicable student group, including, at a minimum, students with IEPs,**

English learners, economically disadvantaged, and each major racial/ethnic student group. Explain how the scores correspond to the goals identified in the current charter. Discuss how the scores correspond to academic growth as established in the Pennsylvania Accountability System.

• **List formative and summative assessments.**

CPDLF uses a Mastery-based system with the goal of master the content in the courses. Leaners have various opportunities to demonstrate competencies in this mastery-based system. To measure learner progress, instructors use a variety of diagnostic, formative and summative assessments.

CPDLF uses formative assessments for the purpose of improving a student's learning. Formative classroom-based assessments (CBA) such as reviewing notes, graphic organizers, quizzes, running records, quick write assignments, discussions, and reflective writing are used frequently to inform instruction. Instructors are encouraged to follow their assessments with instructional alternatives that present concepts that are noted as difficult for students. This may happen as individual interventions, flex grouping or whole group. Interventions use new instructional strategies and engaging students in different and more appropriate learning experiences to scaffold their learning.

CPDFL uses DIBELS® Next for universal screening, benchmark assessment, and progress monitoring tool for learners in Kindergarten to Sixth grade. These assessments are short one-minute fluency measures that can be used to align instruction and also inform when interventions are needed.

A large part of this approach is explicit practices of instructors giving meaningful feedback to learners. Professional learning is provided on a regular basis to build the understanding that formative assessments or assignments are tools instructors should use to give feedback to students and guide their instruction. Formative assessment is not viewed as a grade, nor used to judge a teacher's performance. One tool used when providing feedback on learner work is the RISE (Reflect, Inquire, Suggest, Elevate) Model of Meaningful Feedback, which is correlated to Bloom's thinking levels taxonomy.

Summative assessments at CPDLF is used for the purpose of evaluating the student's achievements. In addition to classroom-based summative assessments, CPDLF uses Measuring Adequate Progress (MAP). Measuring Adequate Progress (MAP) as a norm-reference, growth measure. MAP provides student performance reports that predicts success on Pennsylvania State Assessments. MAP dynamically adjust question difficulty to each learner's responses to provide a personalized assessment that accurately measures each student's instructional level despite grade level. This information helps the Multi-tiered System of Support (MTSS) team with data to inform and provide interventions. The Reading, Math, and Science test are given three terms each year, Fall, Winter and Spring. All assessments occur within an online course through online proctoring software.

CPDLF uses the courseware tests, mid-terms and final, research projects, culminating projects, authentic assessments, presentations, performances, and portfolios as classroom-based summative assessments. The Authentic assessments are normally

comprehensive projects that ask students to answer essential questions in a content area and demonstrate through mastery in a performance or a product as professionals in the field would. These opportunities are customized with individual or small groups of learners with clearly defined SMART Goals to develop meaningful and applicable skills, and to provide an opportunity to grow application of knowledge and skills.

Lastly, Course grades are made up of participation in weekly instructional lessons, progress on meeting your learning goals, and grades on assignments. Grades are reported at eight checkpoints throughout the year with a combination of progress and achievement. For example, checkpoint 1 represents 12% of the full year's worth of work. If a learner has only demonstrated mastery on 10% of the work, that is reflected in the checkpoint grade, as an 83% for progress. This is then combined with the cumulative achievement grade for a final checkpoint grade. Each checkpoint is approximately 23 instructional days.

- **Attach Assessment Calendar.**
  See Attachment 6: Assessment Dates

- **Describe systems for collecting and analyzing data and how the data is used to inform instruction and planning.**

  Growth data are collected at three points within each school year; Fall, Winter, and Spring. During the first weeks of the school year, students take the Measures of Academic Progress and/or DIBLELS Next assessment to establish an instructional baseline for the year. The data is analyzed and distributed to the instructors and learning guides withing 10 days of completed testing. MAP data is also imported to our primary learning management system to inform instruction and planning for the school year.

  CPDLF uses the Multi-tiered System of Support (MTSS) framework to provide targeted support to struggling students. The MTSS team supports academic growth and achievement, but it also supports many other areas including behavior, social and emotional needs, and absenteeism. The MTSS team meets every other week to review data collected from MAPS, DIBELS, learning management systems, attendance, PA State Assessments, and course grades. Instructors and Learning Guides will use all data to categorize students into Tier I, II, and III. The learner will also be categorized using teacher input and recommendations. (Ex: learner scores high on assessment, but not performing on grade level in courses)

  Tier Grouping of learners will be analyzed every 9 weeks and any learner who has met their progress goal will move up a Tier Level. If a learner does not meet their projected goal, they will stay in that Tier Level or if need be, move down a Tier level for more extensive support. If a learner is well below grade level, the learner will be progress monitored at his/her current level.

  In the Winter, students take the MAP assessment a second to measure progress on the yearly goals and some Keystone Assessments as required. Additionally, data from our primary learning management system is also analyzed with the growth scores to see if students are engaged in the content through attendance, goal setting, and

proficiency. This analysis is shared with instructors, learning guides, students, and parents within 10 days of completed analysis.

In the Spring, students take PSSA, Keystone, and MAP assessments. This data is analyzed for appropriate year-long growth as the data becomes available. Again, data from our primary learning management system is also analyzed with these assessments to see if students are engaged in the content through attendance, goal setting, and proficiency. A final review of students happens with the MTSS team for recommendations for placements or altering placements along with any resources or extended school year or summer school needs.

- **Provide a high-level summary of achievement and other outcomes to include trend information and results by student group.**

In reviewing data from the Future Ready PA Index, CPDLF is in comprehensive school improvement. However, there are many places the school has shown success in the 2018-2019 school year and growth from the past five years.

In Science/Biology, the all students group met the standard demonstrating growth, along with the economically disadvantaged sub-group. CPDLF had 68.0 % of the students in 2019 in Pennsylvania met or exceeded proficiency in Science, far exceeding the state average. Science score of 8th exceeded the state average in all reporting categories with the exception of Earth and Space Science. Overall, 81.8 % percent of students scored proficient or advanced in Grade 8 Science, exceeding the state average of 58.2.

Despite not meeting the interim improvement goals overall in English Language Arts, the economically disadvantaged sub-group showed an increase in performance from the previous year. CPDLF also posted the highest percentage of proficient or in English Language Arts 8 in the last 5 years.

Conversely, in mathematics CPDLF leaners scored much lower than the state average, having no leaners score in the proficient or advanced category. Mathematics/Algebra does not meet the interim improvement goal overall, but demonstrated growth overall and in all sub-groups.

Additionally, CPDLF also celebrates that the percent of the 4-year cohort to graduate CPDLF met the interim goal/improvement target for College and Career Measures. However, regular attendance continues to be a struggle for CPDLF. In 2018-2018 the regular attendance was only reported at 68.8%, well below the state average of 85.4%.

- **What do these data suggest in terms of the school's short- and long-term goals?**

With the learning gaps noted in the data analysis around mathematics, language arts, and attendance. Table 2 displays future goals that were obtained by starting the with reported Future Ready percentage for 2018-19, MAP data as well as 2018-19 attendance data, and classroom-based assessments. The goals provide an expected improvement each year that is reasonable for achievement while also achieving at a rate to meet the 2030 Statewide Goal.

- **How do these goals relate to school improvement plan, if any?**

School improvement rationale statements provided a focus for the development of the future goals in Table 2. The increments for each year were developed by calculating the growth necessary to reach the 2030 Statewide Goal. Thus, by meeting these future goals each year, CPDLF will no longer be in school improvement.

B. Educational Programs

- **Provide a detailed description of the curriculum offered by the cyber charter school, and how it meets the requirements of 22 Pa. Code Ch. 4 (relating to academic standards and assessment).**

High School Program:
The curriculum offered at this level focuses on the development of abilities needed to succeed in work and advanced education. The curriculum is standards-based and provides all students opportunities to develop the cognitive skills that require higher-order thinking and application, such as synthesizing multiple sources, making inferences and evaluating arguments. The program also focuses on Habits of Success skills such as learner agency, curiosity, empathy, growth mindset, resilience, and self-efficacy.

Planned instruction aligned with academic standards in the following areas is provided and required for every student in the high school program.

- Language arts, integrating reading, writing, listening, speaking, literature and grammar.
- Mathematics, including problem-solving, mathematical reasoning, algebra, geometry and concepts of calculus.
- Science and technology, including participation in hands-on experiments and at least one laboratory science chosen from life sciences, earth and space sciences, chemical sciences, physical sciences and agricultural sciences.
- Social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth and the world).
- Health, safety and physical education, including instruction health and safety, nutrition, physical fitness, and the prevention of alcohol, chemical and tobacco abuse.
- Family and consumer science, including principles of consumer behavior and basic knowledge of child health, childcare and early literacy skill development.

Additionally, students can choose from a wide range of electives. Including, but not limited to, these listed below:

- Computer Applications and Basic Coding courses
- Environment and ecology
- World languages
- Business education and information technology skills
- College-level advanced placement courses

Middle School Program:

The middle school instruction aligned with academic standards serves learners and provides a flexible framework to personalize the delivery and pacing of the curriculum upon student needs identified by the school entity. The curriculum is standards-based and provides all students opportunities to develop the cognitive skills that require higher-order thinking and application, such as making connections and inferences and explaining evidence. The program also focuses on Habits of Success skills such as learner agency, curiosity, self-regulation, growth mindset, resilience, and executive function.

Planned instruction aligned with academic standards in the following areas is provided and required for every student in the middle school program.

- Language arts, integrating reading, writing, listening, speaking, literature and grammar.
- Mathematics, including mathematical reasoning, algebra and problem-solving.
- Science and technology, which involves active learning experiences and which may include laboratory experiments and instruction in agriculture and agricultural science.
- Social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth, and the world).
- Health and physical education, including instruction in concepts in health and safety, nutrition, physical fitness, and the prevention of alcohol, chemical and tobacco abuse.

Additionally, students can choose from a wide range of electives. Including, but not limited to, these listed below:
- Computer Applications and Coding
- The Arts, including art, music, dance and theatre.
- Career education

Elementary Program:

The elementary program provides opportunities for individualized pacing of learning along with a strong social and emotional development that reflect various rates of development and learning styles of young children. The curriculum is standards-based and provides all students opportunities to develop the cognitive skills that require higher-order thinking and application, such as making connections, recognizing point of view and predicting and hypothesizing. The program also focuses on Habits of Success skills such as learner agency, curiosity, self-regulation, growth mindset, relationship skills, and executive function.

Planned instruction aligned with academic standards in the following areas is provided and required for every student in the middle school program.
- Language arts, integrating reading, writing, phonics, spelling, listening, speaking, literature and grammar, and information management
- Mathematics, including problem-solving and computation skills.
- Science and technology education
- Social studies (civics and government, economics, geography and history).
- Health and physical education
- Art, music, dance and theatre

Additionally, students who have not achieved proficiency in reading and mathematics during adequate to their natural grade level receive additional instructional opportunities through a Multi-tiered System of Support (MTSS).

- **Describe the curriculum delivery method. Provide specific information pertaining to the hours of instruction, availability of teachers for direct assistance, method of instructional delivery, etc.**

  CPDLF learners have many ways to achieve their learning goals. Curriculum is delivered through a variety of online course options with support provided through direct teaching, learning support, coaching, mentorship, peer and collaborative learning, feedback and assessment, and skills development activities.

  All courses are delivered completely online through a variety of Learning Management Systems and web conferencing software. No on-site class meetings are required. All assessments occur within an online course through an online proctoring software. Direct teaching and online learning support is provided synchronously through web conferencing software, along with the coaching and mentoring programs. Additionally, learners can access course 24/7 with learning guides and instructors available approximately 12 hours a day, Monday through Friday. This learning support is available via email, chat and web conferencing as needed.

  Each learner's learning plan is customized to accommodate learning style and learning goals regarding curriculum delivery. Learners are given voice and choice in the learning management platform, level of self-directedness, amount of project based learning, and other factors in their learning plan. Direct teaching and online learning support through synchronously web conferencing instruction is provided at the rate each learners needs to be successful. Optional Learning Labs are available for face to face tutoring at the two physical locations. These are opportunities to meet with instructors and learning guides to work on emotional, instructional or technical obstacles the learners may be facing. Learning guides also meet learners when requested in public libraries to provide differentiated support.

- **Describe how students are assessed and how this information is used to improve student achievement and attain learning objectives.**

  Assessments provide information for both students and instructors, thus they cannot mark the end of learning. At CPDLF we strive to follow assessments with high-quality, corrective instruction designed to remedy identified learning errors. Students engage in a variety of Diagnostic, Formative and Summative assessments throughout the school year.

  Each course experience begins with a diagnostic assessment and engages learning periodically through the course in additional diagnostic assessments. Formative classroom based assessments (CBA) such as quizzes, tests, writing assignments, presentations, performances, and learning logs are used frequently to inform instruction. Instructors trust the results from these assessments because of their direct relation to course-level instructional goals and learning targets. Additionally, Instructors are encouraged to follow their assessments with instructional alternatives that present those

concepts using new instructional strategies and engaging students in different and more appropriate learning experiences.

In addition to classroom-based assessments, CPDLF uses DIBELS Next. CPDFL uses DIBELS® Next for universal screening, benchmark assessment, and progress monitoring tool for learners in Kindergarten to Sixth grade. These assessments are short one minute fluency measures that can be used to align instruction and also inform when interventions are needed.

Lastly, CPDLF uses the Measuring Adequate Progress (MAP) as a norm-reference, growth measure. MAP is an adaptive test where the difficulty of questions is adjusted or adapted by the learner's performance during the test. By dynamically adjusting to each student's responses, MAP Growth provides a personalized assessment that accurately measures each student's instructional level despite grade level or age so instructors and learning guides have a better understanding of the learners instructional level. MAP Growth measures what students know and informs what they're ready to learn next and how much growth has occurred between testing events. This information helps the Multi-tiered System of Support (MTSS) team with data to inform and provide interventions.

MAP provides student performance reports that predicts success on Pennsylvania State Assessments. The Reading, Math, and Science test is given three terms each year, Fall, Winter and Spring. All assessments occur within an online course through an online proctoring software. MAP scores are imported into our learning management system to allow instructors to personalize learning to target the instructional level per concept area of each test and across grade levels as needed. Additionally, MAP growth data allows our instructors to adjust instruction as needed and track growth throughout the school year and over multiple years.

- **Describe instructional strategies used to support student learning.**

Instructional strategies include all approaches that an instructor may take to engage students in the learning process actively. We understand that instructors are best served when they utilize a variety of instructional strategies as opposed to one or two. Variety reduces the changes that students are bored and more likely be exposed to strategies that align with their individualized learning style.

Teachers must be proficient with a well-rounded set of effective instructional strategies to maximize their effectiveness and to increase student learning opportunities. At CPDLF we focus on instructional strategies researched of McCreL and Robert Marzano, known as the nine most effective instructional strategies, including:

1. Identifying similarities and differences.
2. Summarizing and note taking.
3. Reinforcing effort and providing recognition.
4. Homework and practice.
5. Nonlinguistic representations.
6. Cooperative learning.
7. Setting objectives and providing feedback.
8. Generating and testing hypotheses.
9. Cues, questions and advance organizers.

Additional instructional strategies used in learning experiences at CPDLF are actually framed a Learning Strategies to our learners. These strategies include Cornell Notetaking, SMART goals, Making a Plan, Study with a Friend, Test Myself, and Test Anxiety. These strategies provide instructors with the tools to help learners meet specific learning targets. Furthermore, these strategies ensure that learners are appropriately challenged to grow across all domains along with critical thinking and problem-solving skills.

- **Provide specific examples of staff professional development opportunities provided by the school and how these opportunities support and enhance the delivery of instruction.**

Professional Learning occurs before the school year starts as well as throughout the year. Instructors and Learning Guides professional learning is delivered in a variety of formats to further enhance the learning experiences and provide support for academic staff. This models the approach we use to promote engaging learning for our students.

Types of Professional learning experiences:

- Targeted professional learning will be used to deliver nine one-hour long sessions focused on improving teaching practices in order to support student learning.
- Job-embedded instructional coaching will be used to provide ongoing, systematic professional learning that focuses on high leverage teaching practices and deepening teachers' content knowledge.
- Online, asynchronous personalized professional learning will promote a growth mindset, stretch academic staff interests, connect learning to individual aspirations, and differentiate instruction to build a culture of learning with all adults at CPDLF.

Previous professional learning has focused on research based instructional strategies following the research of McCreL and Robert Marzano, Habits of Mind, Learning Targets, Formative and Summative Assessments and Understanding by Design curriculum mapping and lesson planning.

See Attachment 36: 2019-20 Professional Learning Plan for additional examples and details.

- **Attach school calendars for both the current school year and the upcoming school year.**

  See Attachment 7: 2018-19 Calendar
  See Attachment 8: 2019-20 Calendar

- **Attach the latest version of the School Improvement Plan if the school has been designated for CSI or A-TSI.**

  See Attachment 9: 2019-20 School Improvement Plan

- **Provide clear explanation and evidence of how the school has complied with requirements and regulations in the administration of the PSSA, PASA, and/or Keystone Exams. Address any complaints and corrections regarding compliance in this area.**

   CPDLF complies with requirements and regulations in the administration of the state assessments conducting Keystones in the winter and spring of each year, PSSA exams in the spring of each year, and PASA, when we have a qualifying student. CPDLF has not had to address any complaints or corrections in this area.

- **Attach the curriculum framework, maps, or scope and sequence for English Language Arts, mathematics, science, and social studies.**
  - **Attach descriptions and objectives for all courses.** Included in attached

   Curriculum maps:

   See Attachment 10: K-12 ELA Curriculum Map

   See Attachment 11: K-12 Math Curriculum Map

   See Attachment 12: 3-12 Science Curriculum Map

   See Attachment 13: 3-12 Social Studies Curriculum Map

Table 1: State Assessment (PSSA, Keystone, PASA) Report for Previous Years

Copy the following table and make copies for each tested grade level and for each tested subject (mathematics, English Language Arts, and science).

In the blank student group cells, insert any measurable student group (e.g., white, black, Hispanic, etc.). A student group is considered measurable when there are 20 or more students.

Subject: Algebra

Student Group	Proficiency	Year 1	Year 2	Year 3	Year 4	Year 5	Results indicated for CSI/A-TSI designation: Yes or no
All Students	% Below Basic	48.3	36.8	48	37.5	41.9	
	% Basic	48.3	60.3	44	52.1	54.8	Yes
	% Proficient	0	2.9	8	10.4	3.2	
	% Advanced	3.4	0	0	0	0	
IEP	% Below Basic	45.5	72.7	68.8	50	70	
	% Basic	54.4	22.7	31.3	50	30	
	% Proficient	0	4.5	0	0	0	
	% Advanced	0	0	0	0	0	
LEP	% Below Basic	N/A	N/A	100	100	N/A	
	% Basic	N/A	N/A	0	0	N/A	
	% Proficient	N/A	N/A	0	0	N/A	
	% Advanced	N/A	N/A	0	0	N/A	
Economically Disadvantaged	% Below Basic	57.1	38.8	57.1	50	45.5	
	% Basic	42.9	59.2	40	41.2	54.5	
	% Proficient	0	2	2.9	8.8	0	
	% Advanced	0	0	0	0	0	

Subject: Biology

Student Group	Proficiency	Year 1	Year 2	Year 3	Year 4	Year 5	Results indicated for CSI/A-TSI designation: Yes or no
All Students	% Below Basic	67.5	49.4	45.3	44.4	30	
	% Basic	25	44.7	50.9	50	60	
	% Proficient	5	5.9	3.8	5.6	6.7	
	% Advanced	2.5	0	0	0	3.3	
IEP	% Below Basic	83.3	67.9	75	68.4	60	
	% Basic	16.7	32.1	25	31.96	40	
	% Proficient	0	0	0	0	0	
	% Advanced	0	0	0	0	0	
LEP	% Below Basic	N/A	N/A	50	100	N/A	
	% Basic	N/A	N/A	50	0	N/A	
	% Proficient	N/A	N/A	0	0	N/A	
	% Advanced	N/A		0	0		
Economically Disadvantaged	% Below Basic	83.3	45.2	51.4	50	36.8	
	% Basic	8.3	53.2	45.9	45	57.9	
	% Proficient	8.3	1.6	0	5	0	
	% Advanced	0	0	0	0	5.3	

Subject: Literature

Student Group	Proficiency	Year 1	Year 2	Year 3	Year 4	Year 5	Results indicated for CSI/A-TSI designation: Yes or no
All Students	% Below Basic	35	36	21.4	30.6	29	Yes
	% Basic	40	46	53.6	51	48.4	
	% Proficient	25	18	25	18.4	22.6	
	% Advanced	0	0	0	0	0	
IEP	% Below Basic	50	36	21.4	30.6	29	
	% Basic	50	46	53.6	51	48.4	
	% Proficient	0	18	25	18.4	22.6	
	% Advanced	0	0	0	0	0	
LEP	% Below Basic	N/A	N/A	50	0	N/A	
	% Basic	N/A	N/A	50	100	N/A	
	% Proficient	N/A	N/A	0	0	N/A	
	% Advanced	N/A	N/A	0	0	N/A	
Economically Disadvantaged	% Below Basic	37.5	35.3	29.4	39.4	33.3	
	% Basic	37.5	55.9	52.9	45.5	55.6	
	% Proficient	25	8.8	17.6	15.2	11.1	
	% Advanced	0	0	0	0	0	

Grade: 3   Subject: ELA

Student Group	Proficiency	Year 1	Year 2	Year 3	Year 4	Year 5	Results indicated for CSI/A-TSI designation: Yes or no
All Students	% Below Basic	N/A	20	37.5	0	50	Yes
	% Basic	N/A	25	0	66.7	50	
	% Proficient	N/A	25	50	33.3	0	
	% Advanced	N/A	0	12.5	0	0	
IEP	% Below Basic	N/A	66.7	50	N/A	N/A	
	% Basic	N/A	33.3	0	N/A	N/A	
	% Proficient	N/A	0	50	N/A	N/A	
	% Advanced	N/A	0	0	N/A	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	N/A	66.7	100	0	N/A	
	% Basic	N/A	16.7	0	50	N/A	
	% Proficient	N/A	16.7	0	50	N/A	
	% Advanced	N/A	0	0	0	N/A	

Grade: 3   Subject: Mathematics

Student Group	Proficiency	Year 1	Year 2	Year 3	Year 4	Year 5	Results indicated for CSI/A-TSI designation: Yes or no
All Students	% Below Basic	N/A	62.5	37.5	66.7	100	Yes
	% Basic	N/A	25	25	0	0	
	% Proficient	N/A	12.5	37.5	0	0	
	% Advanced	N/A	0	0	33.3	0	
IEP	% Below Basic	N/A	66.7	50	N/A	N/A	
	% Basic	N/A	33.3	0	N/A	N/A	
	% Proficient	N/A	0	50	N/A	N/A	
	% Advanced	N/A	0	0	N/A	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	N/A	83.3	100	50	N/A	
	% Basic	N/A	0	0	0	N/A	
	% Proficient	N/A	16.7	0	0	N/A	
	% Advanced	N/A	0	0	50	N/A	

Grade: 4   Subject: ELA

Student Group	Proficiency	Year 1	Year 2	Year 3	Year 4	Year 5	Results indicated for CSI/A-TSI designation: Yes or no
All Students	% Below Basic	42.9	100	25	100	25	Yes
	% Basic	42.9	0	75	0	50	
	% Proficient	14.3	0	0	0	25	
	% Advanced	0	0	0	0	0	
IEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	

Grade: 4   Subject: Math

Results indicated for Student Group Proficiency CSI/A-		Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019 TSI designation: Yes or No	
All Students	% Below Basic	71.4	50	100	100	100	Yes
	% Basic	14.3	50	0	0	0	
	% Proficient	14.3	0	0	0	0	
	% Advanced	0	0	0	0	0	
IEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	

Grade: 4   Subject: Science

Results indicated for Student Group Proficiency		Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	CSI/A-TSI designation: Yes or No
All Students	% Below Basic	14.3	50	0	0	0	Yes
	% Basic	42.9	50	50	0	40	
	% Proficient	14.3	0	50	100	60	
	% Advanced	28.6	0	0	0	0	
IEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	

Grade: 5   Subject: ELA

Results indicated for Student Group Proficiency CSI/A-		Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	TSI designation: Yes or No
All Students	% Below Basic	25	33.3	50	22.2	20	Yes
	% Basic	37.5	44.4	0	55.6	60	
	% Proficient	37.5	22.2	50	22.2	20	
	% Advanced	0	0	0	0	0	
IEP	% Below Basic	100	50	N/A	50	N/A	
	% Basic	0	50	N/A	50	N/A	
	% Proficient	0	0	N/A	0	N/A	
	% Advanced	0	0	N/A	0	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	50	42.9	50	20	N/A	
	% Basic	50	42.9	0	80	N/A	
	% Proficient	0	14.3	50	0	N/A	
	% Advanced	0	0	0	0	N/A	

Results indicated for Student Group Proficiency CSI/A-		Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	TSI designation: Yes or No
All Students	% Below Basic	37.5	66.7	100	66.7	60	Yes
	% Basic	25	33.3	0	22.2	40	
	% Proficient	37.5	0	0	11.1	0	
	% Advanced	0	0	0	0	0	
IEP	% Below Basic	100	100	N/A	100	N/A	
	% Basic	0	0	N/A	0	N/A	
	% Proficient	0	0	N/A	0	N/A	
	% Advanced	0	0	N/A	0	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	50	71.4	100	100	N/A	
	% Basic	0	28.6	0	0	N/A	
	% Proficient	50	0	0	0	N/A	
	% Advanced	0	0	0	0	N/A	

Grade: 6   Subject: ELA

Results indicated for Student Group Proficiency CSI/A-		Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	TSI designation: Yes or No
All Students	% Below Basic	14.3	9.1	0	0	0	Yes
	% Basic	14.3	63.6	50	100	50	
	% Proficient	71.4	27.3	33.3	0	38	
	% Advanced	0	0	16.7	0	13	
IEP	% Below Basic	0	0	0	0	N/A	
	% Basic	50	100	100	100	N/A	
	% Proficient	50	0	0	0	N/A	
	% Advanced	0	0	0	0	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	33.3	16.7	0	0	N/A	
	% Basic	33.3	66.7	75	100	N/A	
	% Proficient	33.3	16.7	25	0	N/A	
	% Advanced	0	0	0	0	N/A	

Grade: 6   Subject: Math

Results indicated for Student Group Proficiency CSI/A-		Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	TSI designation: Yes or No
All Students	% Below Basic	57.1	54.5	57.1	50	25	Yes
	% Basic	14.3	27.3	42.9	50	63	
	% Proficient	28.6	18.2	0	0	13	
	% Advanced	0	0	0	0	0	
IEP	% Below Basic	100	100	100	0	N/A	
	% Basic	0	0	0	100	N/A	
	% Proficient	0	0	0	0	N/A	
	% Advanced	0	0	0	0	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	66.7	66.7	80	50	N/A	
	% Basic	33.3	16.7	20	50	N/A	
	% Proficient	0	16.7	0	0	N/A	
	% Advanced	0	0	0	0	N/A	

Grade: 7   Subject: ELA

Results indicated for Student Group Proficiency CSI/A-		Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	TSI designation: Yes or No
All Students	% Below Basic	25	22.2	25	0	8	Yes
	% Basic	37.5	11.1	25	40	75	
	% Proficient	25	66.7	50	60	17	
	% Advanced	12.5	0	0	0	0	
IEP	% Below Basic	33.3	50	0	N/A	N/A	
	% Basic	33.3	0	100	N/A	N/A	
	% Proficient	33.3	50	0	N/A	N/A	
	% Advanced	0	0	0	N/A	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	25	33.3	20	0	N/A	
	% Basic	50	33.3	40	66.7	N/A	
	% Proficient	25	33.3	40	33.3	N/A	
	% Advanced	0	0	0	0	N/A	

Grade: 7   Subject: Math

Results indicated for Student Group Proficiency CSI/A-		Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	TSI designation: Yes or No
All Students	% Below Basic	50	44.4	62.5	40	91	Yes
	% Basic	25	55.6	37.5	60	0	
	% Proficient	12.5	0	0	0	9	
	% Advanced	12.5	0	0	0	0	
IEP	% Below Basic	66.7	100	100	N/A	N/A	
	% Basic	0	0	0	N/A	N/A	
	% Proficient	33.3	0	0	N/A	N/A	
	% Advanced	0	0	0	N/A	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	50	33.3	60	33.3	N/A	
	% Basic	50	66.7	40	66.7	N/A	
	% Proficient	0	0	0	0	N/A	
	% Advanced	0	0	0	0	N/A	

Grade: 8   Subject: ELA

Results indicated for Student Group	Proficiency	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	CSI/A- TSI designation: Yes or No
All Students	% Below Basic	53.8	33.3	33.3	0	10	Yes
	% Basic	38.5	26.7	16.7	75	50	
	% Proficient	7.7	40	50	25	40	
	% Advanced	0	0	0	0	0	
IEP	% Below Basic	100	57.1	0	N/A	N/A	
	% Basic	0	28.6	100	N/A	N/A	
	% Proficient	0	14.3	0	N/A	N/A	
	% Advanced	0	0	0	N/A	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	66.7	22.2	50	0	N/A	
	% Basic	33.3	33.3	25	66.7	N/A	
	% Proficient	0	44.4	25	33.3	N/A	
	% Advanced	0	0	0	0	N/A	

Grade: 8   Subject: Math

Results indicated for Student Group	Proficiency	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	CSI/A-TSI designation: Yes or No
All Students	% Below Basic	84.6	66.7	83.3	87.5	67	Yes
	% Basic	15.4	20	16.7	12.5	33	
	% Proficient	0	13.3	0	0	0	
	% Advanced	0	0	0	0	0	
IEP	% Below Basic	100	85.7	100	N/A	N/A	
	% Basic	0	0	0	N/A	N/A	
	% Proficient	0	14.3	0	N/A	N/A	
	% Advanced	0	0	0	N/A	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	100	66.7	100	83.3	N/A	
	% Basic	0	22.2	0	16.7	N/A	
	% Proficient	0	11.1	0	0	N/A	
	% Advanced	0	0	0	0	N/A	

Grade: 8   Subject: Science

Results indicated for Student Group Proficiency		Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	CSI/A- TSI designation: Yes or No
All Students	% Below Basic	61.5	46.7	50	37.5	0	
	% Basic	15.4	6.7	0	25	29	
	% Proficient	23.1	26.7	50	37.5	71	
	% Advanced	0	20	0	0	0	
IEP	% Below Basic	100	71.4	100	N/A	N/A	
	% Basic	0	14.3	0	N/A	N/A	
	% Proficient	0	0	0	N/A	N/A	
	% Advanced	0	14.3	0	N/A	N/A	
LEP	% Below Basic	N/A	N/A	N/A	N/A	N/A	
	% Basic	N/A	N/A	N/A	N/A	N/A	
	% Proficient	N/A	N/A	N/A	N/A	N/A	
	% Advanced	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	% Below Basic	83.3	33.3	75	33.3	N/A	
	% Basic	16.7	11.1	0	33.3	N/A	
	% Proficient	0	44.4	25	33.3	N/A	
	% Advanced	0	11.1	0	0	N/A	

C. Future Goals and Objectives

What goals and measurable outcomes will the cyber charter school set to achieve over the next five years?

As the Connects U! program continues to develop and Learning Guides become more adept at providing the individualized mentoring and coaching necessary for students to be successful in a cyber environment, the goals for the 2019-20 school year are as follows:

- The Learning Guide group course pass rate is at least 80% with an overall goal of 100% pass rate.
- The Self-Management and Diversified Occupations (Connects U! courses) taught by the Learning Guides will have at least 75% of the learners attend the weekly lessons taught using the 6 E format live or watch the recording.
- At least 70% of the learners in a Learning Guide group will attend their weekly check-ins via Zoom or in person

Use the table below to detail academic goals as measured by the Future Ready PA Index and the blank rows to insert other, school-selected academic and non-academic goals. Be sure to include goals for any new grades being proposed. If CSI or A-TSI designated, use goals and objectives listed in school improvement plan.

Table 2: Goals for Future Planning

Note: Projected goals were obtained by starting the with reported Future Ready percentage for 2018-19 and calculating the percentage of increase needed each year to meet the 2030 Statewide Goal.

Goal	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
PSSA/Keystone Exam goals for all grades tested						
-English Language Arts	20%	25.6%	31.1%	36.7%	42.2%	47.8%
-Mathematics	9.3%	15%	20.7%	26.3%	32.0%	37.7%
-Science	20%	25.7%	31.5%	37.2%	42.9%	48.6%
Regular Attendance	68.8%	71.1%	73.4%	75.7%	78%	80.3%
4 year	53.6%	57.1%	60.7%	64.2%	67.7%	71.3%
	61.3%	63.9%	66.4%	69.0%	71.5%	74.1%
Career Readiness Skills	64.2%	67.3%	70.3%	73.4%	76.5%	79.6%
Attendance at live sessions		75%	80%	85%	90%	95%
Weekly Zoom Check-ins		70%	80%	85%	90%	95%

2019-20 thru 2021-2022 School Improvement Rationale Statements

If leadership and staff are provided continuous professional development to develop and sustain practices related to national school climate standards,

Then educators will design learning experiences that promote curriculum content, continued monitoring and standards for social, emotional, ethical, and civic learning and are fully integrated into the classroom and school in ways that align with 21st century learning and with students' prevailing cultures, circumstances, and languages,

And students and stakeholders will perceive the school as warm, inviting, and helpful.

If we use rigorous and relevant learning progressions that are established and communicated in student-friendly language to all stakeholders,

Then educators will provide multiple options for showing what learners know and can do as well as provide Honest, Actionable, and Timely (HAT) feedback

And learners will set goals, track and use their own achievement data to meet growth targets.

2019-20 School Improvement Goals

1) By June 30, 2020, 100% of the Academic Staff will design and facilitate a collaborative and cross-curricular learning experience that supports ELA and Math academic growth as well as incorporates standards for social and emotional learning to increase community and belonging thus decreasing the dropout rate.

2) By June 30, 2020, 25% of our learner population will participate in a collaborative and cross curricular learning experience as evidenced through reflective learning logs.

3) By the end of the 2019-20 school year, 100% of the Academic Staff will create and deliver (live or recorded) weekly instructional lessons that incorporate the 6Es (Engage, Explore, Explain, Evaluate, Elaborate, Express) instructional framework and demonstrate proficiency or higher as measured by the CPDLF Performance Review Tool.

4) By the end of the 2019-20 school year, at least 70% of the learners required to participate in weekly instructional lessons (live or recorded) will do so as measured by attendance and

II. School Operations and Management

A. Staff Evaluation and Professional Development

- What protocol is used to evaluate teachers and administrators? Describe the standards and frequency of observation and evaluation for professional staff and administrators? Discuss the specific activities and trainings employed to support professional staff in a cyber environment.

For the 2015-16 school year, the principal was using the PDE Teacher Effectiveness tool through ETEP. Teachers with Instructional I certifications were observed and evaluated two times per year and teachers with Instructional II certifications were evaluated annually. The Principal on an as needed basis via a video recording provided trainings and instructions. The Principal and CEO approved requests for participation in job relevant conferences and/or workshops.

In the summer of 2016, the Summit Learning Model was introduced to the staff and piloted in grades 7 and 8. At the end of September 2016, the principal resigned and an interim principal with no prior experience as a principal was asked to fill the position until the end of the school year. With the changes in leadership and reorganization, CPDLF moved away from the PDE Teacher Effectiveness tool for evaluation as the tool did not accurately evaluate the responsibilities and tasks of the academic staff. A new performance review tool which better reflected the reinstated mission and vision of the school was adapted from the Summit model and piloted with the academic staff. See Attachment 14: 2016-17 Performance Review Cycle Tool. Teachers with an Instructional I certification were evaluated two times per year based on the evidence provided primarily by the teacher. Teachers with an Instructional II certification were evaluated annually based on the evidence provided primarily by the teacher. Academic Staff were provided instruction on how the tool was to be used as well as provided with professional development every month to increase their knowledge of the new model being used as well as build skills they were now being asked to utilize. See Attachment 32: 2016-17 Professional Development Documentation for details on the different professional learning opportunities that were provided.

In the summer of 2017, a new principal was hired who had previous private school experience as a school leader but no public or cyber school experience. The performance tool from 2016-17 with slight modifications was used to evaluate the Instructional I teachers two times per year and the Instructional II teachers once per year. See Attachment 15: 2017-18 Performance Review Cycle Tool. As the principal worked with the tool and the number of new skills being required and evidences being collected, a

plan was devised to focus on certain skills during a period of time to truly build teacher effectiveness. This led to the Performance Review Plan for 2018-19. Although training and instruction were provided on almost a weekly basis by the principal, targeted professional development was incorporated on a monthly basis as the principal was able to identify the areas of need among the staff. See Attachment 33: 2017-18 Professional Development Documentation for the various opportunities for professional learning that were provided.

In the summer of 2018, the principal implemented the Performance Review Plan (Attachment 16: 2018-19 Performance Review Plan) for the Academic Staff and modified the observation and evaluation method to be more of a coaching and check-in model than the previous evaluation method. The Performance Review Plan outlined the measures and evidences required as well as provided the observation and review schedule for each quarter while using the same tool as the previous year (Attachment 17: 2018-19 Performance Review Cycle Tool). This plan better reflected the mission and vision as well as concentrated the observation and coaching on the skills necessary for successful an online personalized and customized teaching. During the 2018-19 school year, the CEO implemented a review plan for the administrative staff. The CEO met individually with those under her supervision in early spring for a check-in and to introduce the review tool (Attachment 18: 2019 Admin Team Check-In and Performance Review Tool). designed for the Admin Team member to report on their adherence to the Admin Team values and progress toward department and individual goals. The review was completed after the 2018-19 school year was completed and included summer school, to fully capture the year's activities and progress on responsibilities. The professional development plan (See Attachment 34: 2018-19 Professional Development Documentation) for the year provided intense and targeted learning two times per month to enhance teaching skills as well as to develop relational skills that are necessary for success in an online 24/7 asynchronous setting.

In the summer of 2019, the principal re-evaluated the observation and coaching model of evaluation and designed a rubric system designed to specifically measure success in factors that specifically aligned to the vision of Connect, Engage, and Empower for learner success. A tool for each of the two different positions that comprise the Academic Staff, Learning Guide and Instructor, now exists to specifically measure the skills, knowledge, responsibilities expected for each position. See Attachment 19: 2019-20 Performance Review Plan and Attachment 20: Draft 2019-20 Performance Review Tool for Learning Guides and Attachment 21: Draft 2019-20 Performance Review Tool for Instructors. The Admin Team Check-in and Performance Review tool was also slightly revised to better capture all

aspects of the positions being reviewed with the tool (Attachment 22: 2019-20 Admin Team Check-In and Performance Review Tool). The established cycle is a check-in to report progress and make any necessary adjustments at the end of each quarter (October, January, April, and July) with July being the final review and evaluation The professional development plan for the year was designed to meet the needs of the School Improvement Plan (Attachment 9: 2019-20 School Improvement Plan) to create a sense of belonging in school culture and become more intentional about teaching.

- **What protocol is used to evaluate non-professional staff? Describe the standards and frequency of observation and evaluation for non-professional staff.**

  Support staff are evaluated at least annually. The factors in the tool reflect not only the job responsibilities but also the demonstration of alignment to the mission and vision of CPDLF. As processes and procedures were refined at CPDLF, the Performance Review tool used to evaluate the support staff was also refined.

  See Attachment 23: 2017-18 Support Staff Performance Review
  See Attachment 24: 2018-19 Support Staff Performance Review
  See Attachment 25: 2019-20 Support Staff Performance Review – Confidential Administrator
  See Attachment 26: 2019-20 Support Staff Performance Review – Student Records

- **Analyze the quality of teaching at the cyber charter school; provide supporting evidence by including outcomes of teacher evaluations and teacher surveys in the discussion.**

  The concept of "teaching" has been evolving and improving at CPDLF over the past 5 years. In 2015-16, the educational program was primarily contained in the different learning management systems with vendor provided content. The students worked through the content following pacing charts provided by the Mentors (Teachers) and adjusting learning based on feedback provided by the Mentors. Tutoring and academic assistance was provided by the Mentors and Facilitators upon request by the student. Instruction was primarily provided by the content provided in the learning management system purchased from the vendor. The Mentors adjusted content, set due dates, and provided feedback and grades.

  In 2016-17, the implementation of the Summit Learning Pilot Program in grades 7 and 8, the addition of another content provider Odysseyware, and the restructuring of the organization away from Mentors to Instructors led to more involvement and engagement between Instructors and students. This increased involvement and engagement continued in the 2017-18 school year with the hiring of a new principal, raising the expectations for Instructors and

Learning Guides as well as the formalizing of a new program called Connects U!. In the Connects U! program, Learning Guides were expected to create and teach lessons on Habits of Success as presented in the Summit Learning model as well as help students develop self-directed learning skills and study skills. In 2018-19, Instructors were required to provide each of their classes with an Instructional Launch which not only informed the students of what they were supposed to accomplish that week but also provided short instructional lessons on topics the students may find challenging for that week. In the Connects U! course, the Learning Guides were required to adapt lessons built by a team of teachers who developed base lessons following the 6E framework for their specific caseload of learners assigned to them. In the 2019-20 school year, the implementation of actual teaching was expanded to include all Instructors developing a weekly lesson using the 6 E format for all of their courses.

As the educational model at CPDLF shifted, so did the evaluation tool. See Section II A. Staff Evaluation and Professional Development for the progression of improvement to the staff evaluation tool aligned to measure teacher effectiveness based on the requirements for each year. See Attachment 27: Performance Review Results: 2016-17, 2017-18, and 2018-19 for the results of the teacher evaluations for each year. In the spring of 2019, PDE conducted teacher focus groups and collected surveys from teachers as part of our school improvement collection of data. See Attachment 28: PDE Educator, Parent, and Student Survey Results for results of the Educator survey and focus groups as well as results for parent and student surveys as well as focus groups.

In the summer of 2019, CPDLF hired 4 new Academic staff members to fill vacant positions and to replace an Academic Staff member whose employment agreement was not renewed due to a lack of improvement in effectiveness. This new group of staff chosen specifically for their teaching skill sets received extensive training before starting the new year. The professional learning plan for this school year is focused on teaching using the 6E format with job-embedded coaching. With a new teacher evaluation tool, it is expected that positive results will be demonstrated in student learning.

- **Using the tables below, provide staff retention rates for both professional and non- professional staff for each year of the charter term; use exit interview, survey, and other sources to explain any significant variations. Repeat table for non-professional staff.**

The decline in the number of staff, professional and non-professional, from the end of the 2015 - 2016 school year to the beginning of the 2016-17 school year was due to significant downsizing and reorganization of CPDLF. At the end of the 2015-16 school year, all but 4 positions were eliminated with new positions being created and some of the personnel whose positions were eliminated were hired into newly created positions. See Attachment 29: Reorganization

Documents for more details. As CPDLF continued to be reformed with new processes and procedures, a few professional staff left because they were no longer interested in the position they were holding. Others left for opportunities in school districts that were closer to home or for higher pay. There has been more turnover with the professional staff than with the non-professional staff.

Table 3: Professional Staff Retention and Turnover

Professional Staff	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
Total number of professional staff	33	15	16	18	18
Number of professional staff employed in September returning from end of previous year	33	11	14	15	13
Number of professional staff employed in June who completed a full school year of employment	33	15	12	13	n/a

Non-Professional Staff	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
Total number of non-professional staff	8	6	5	5	5
Number of non-professional staff employed in September returning from end of previous year	8	4	5	5	5
Number of non-professional staff employed in June who completed a full school year of employment	6	5	5	5	n/a

- **Complete Addendum A: PDE 414**

    See Attachment 30: PDE 414

- **Discuss how the cyber charter school meets the requirements for ESSA's "Effective Educators." Include data for: (1) effectiveness, (2) experience level, and (3) mapping of credential to teaching assignment for the most recent completed school year.**

    CPDLF is a very small school with secondary classes averaging around 20 per grade and the averages in elementary grades being less than 10. For this reason, we hire only core subject teachers and those teachers are teaching multiple grades and/or subjects with no duplicates in teaching assignments. All core subject teachers hold a PA certification and many have teaching experience. We strive to hire qualified and

effective teachers to be able to provide a quality educational experience for each learner. Please see Attachments 1 and 30 for teaching assignments and certifications.

- **Submit documentation and discuss evidence that teachers and other staff have the training and resources they need to perform effectively.**

  Since the reorganization of CPDLF at the end of the 2015-16 school year, professional learning has been concentrated on developing mindsets and skill sets that support the mission and vision and lead to successful outcomes for the learner and the school. Outside resources have been utilized to develop the mindsets and skills of each individual staff member. In 2016-17, all academic staff received the same trainings and professional learning to build a strong foundation upon all are firmly adhering to in their every day responsibilities. In 2017-18, professional development was once again planned for the entire group of academic staff while allowing for individuals to attend conferences and workshops based on their interests and where they wanted to grow. The next year, 2018-19, the concept of voluntary participation in some professional learning opportunities was introduced. By mid-year, it became clear which personnel were interested in growing and working to improve practices at CPDLF, thus causing a division among the staff. The end of the 2018-19 school year looked much different with regard to the number of personnel that remained as part of CPDLF. Four academic staff members chose to find employment elsewhere and they were replaced with four personnel who have a passion for learning and helping children learn. The onboarding for the new staff members and the intense training at the beginning of the school is already beginning to show positive results in learner engagement and success rates. This preliminary evidence demonstrates that the professional learning plans are effective. For full details of the professional development offered during each of the past four years, please see the following attachments.

  See Attachment 31: 2015-16 Professional Development documentation
  See Attachment 32: 2016-17 Professional Development documentation
  See Attachment 33: 2017-18 Professional Development documentation
  See Attachment 34: 2018-19 Professional Development documentation
  See Attachment 35: 2019-20 Professional Development Calendar
  See Attachment 36: 2019-20 Professional Learning Plan

- **Attach a copy of teacher induction plans; include records of inductees' mentoring experiences, records of entering/uploading Act 48 credits, and a list of current mentors.**

  Since the reorganization at the end of 2015-16, CPDLF has not hired any first year teachers. Because we have been laying the same foundation for effective teaching practices in an asynchronous virtual setting, all teachers have been on the same learning level. This summer, 2019, CPDLF hired its first, first-year teacher, who is also a graduate of CPDLF. The First Year Teacher Induction Plan previously

submitted as a charter renewal correction has been updated and revised to reflect current practices. It is important to note that all new academic staff at CPDLF must go through an onboarding process to become acclimated to the mission, vision, policies, procedures, and processes. This onboarding plan has been developing over the years as we have been growing. Currently, the plan is being drafted by reviewing what has taken place over the past three years and an intensive onboarding course that includes Induction will be available in Canvas for participating during the first year of employment. There are five new staff members participating in a CPDLF Induction process that includes reading and discussing the following books:

- Growth Mindset by Carol Dweck
- Inevitable by Chuck Schwann and Bea McGarvey
- Inevitable Too! By Chuck Schwann and Bea McGarvey
- Fish! By Stephen Lundin, Harry Paul, and John Christensen
- QBQ! The Question Behind the Question by John G. Miller.

The discussions facilitated by one of the four school leaders occur in Canvas that takes place over the course of the year with weekly assignments to be completed. Once a month, a one hour group virtual session occurs to discuss the current book as well as to determine how the new staff are doing and what else they may need to be successful.

See below for corresponding attachments and the mentors for the two first year teachers this year.

See Attachment 37: First Year Teacher Induction Plan

See Attachment 38: Act 48 Entering/Uploading Report

Current first year teacher mentors:
Leslie Rupp – Mentor
Tori McCloskey – Inductee
Bonnie Waltz – Mentor
Travis Weyandt – Inductee Special Education

o **Describe the professional development in place to support teachers in providing a standards-based education for all students. Include a copy of professional development calendar.**

At the start of each year, professional learning experiences are aligned to research-based instructional strategies and instructor look-fors to support teacher development of standards-based learning activities, assessments, and resources that will support intrapersonal, interpersonal, and cognitive competencies.

All academic staff participate in regular curriculum planning teams to maintain a sustainable curriculum process that fosters teacher buy-in, high-quality curriculum development, and long-term momentum to redesign teaching and learning at CPDLF. Using our curriculum mapping tool, Atlas, we have regular professional learning experiences that provide training and development in the area of curriculum

mapping to uncover gaps and opportunities for growth within the Pennsylvania standards. Instructors work with the Director for Teaching and Learning to examine best practices in implementing a standards-based education for all learners at CPDLF.

The academic staff is provided with additional learning experiences that provide key strategies to outline what students will know, understand and do within each subject, grade level, and course. We work with teachers in a sustained, team level approach to create and maintain unit level course mapping. In small content teams, the Director of Teaching and Learning to guides instructors through the process of unitizing what they teach by identifying clear learning targets and unpacking the standards into clearly articulated content and skills. Once learning targets have been established, the Director of Teaching and Learning works with teachers individually or in small groups to create pacing guides, which establish when the standards will be taught throughout the academic year.

Additionally, teachers receive explicit professional learning experiences around social and emotional learning standards and competencies as it relates to their curriculum. During this all academic staff gain a comprehensive understanding of the latest research on social-emotional learning (SEL), explore related resources, and create plans to successfully integrate SEL standards and competencies into existing or new curricula.

See Attachment 35: 2019-20 Professional Development Calendar
See Attachment 36: 2019-20 Professional Learning Plan

- Describe the rationale for the professional development and how it relates to the overall cyber charter school mission and student outcomes.

    All professional learning is aligned to our mission and vision while also ensuring that we are meeting all the requirements and responsibilities of a public education entity.

- Does the cyber charter school have any collective bargaining agreements with professional employees? If so, please attach.

    Not applicable

B. Financial Solvency:

See Attachment 39: Addendum B Financial and Facilities Information
See Attachment 40: Addendum B 5-Year Budget Information
See Attachment 41: Addendum B Budget Detail Information

- **How frequently are the school budget and financial records reviewed by the Board of Trustees? Please describe the review process.**

    The school budget for the new fiscal year is reviewed and approved at the June board meeting. We discuss the personnel salaries and benefits along with the software/technology needs for the year. Once the school year has started, the board

then reviews the revenues and expenses presented at the board meeting. The checks that are written are summarized in a report that the board also approves and the total dollar value is included in the finances presented. Every board meeting (every 2 months) the finances and status of the budget is reviewed.

- **Who is responsible for review of contracts, invoices, and receivables? Who has signature authority?**

  The CEO is responsible for reviewing all contracts, while the CEO and other admin team personnel can review invoices. The Business Manager does final reviews contracts, invoices and receivables. The check signatures are the CEO and Board President.

- **Describe the school's financial controls and procedures for the management of financial resources.**

  See Attachment 42: Internal Control Policy

- **Attach copies of annual audits for each year of the current charter renewal period.**

  See Attachment 43: Audit Report (2015)
  See Attachment 44: Audit Report (2016)
  See Attachment 45: Audit Report (2017)
  See Attachment 46: Audit Report (2018)

  The 2019 audit is underway and will be completed in October/November 2019.

- **Attach a copy of the most recent financial statement.**

  See Attachment 47: Fund Balance Reconciliation 8-30-19

- **Attach copies of all current insurance policies.**

  See Attachment 48: Current Insurance Policies

- **Attach copies of management contract(s) and benefits packages.**

  There are no management contracts just employment offer letters that are offered to employees on a yearly basis. See Attachment 49: Sample Full Time and Part Time Offer of Employment Letters for a sample of what is included in the offer letter including a summary listing of benefits.

- **How many bank accounts exist for the cyber charter school? Provide bank locations, type of accounts, and account numbers.**

  CPDLF uses the Duncansville, PA branch of First Commonwealth Bank and has (3) bank accounts, as follows:
  1 - General Checking XXXXX8929
  2 - Payroll Checking XXXXX9398
  3 - Investment Account XXXXX9430

- **Detail all fund balance reserves (dedicated and unrestricted) as of the date of renewal application.**

    $300,000 committed fund balance for future operating costs including, but not limited to, future site expansions.

    $600,000 committed fund balance for future pension costs.

    $300,000 committed fund balance for future employee benefit costs including, but not limited to, health care increases.

    $250,000 committed fund balance for future technology expenses.

    $420,000 committed fund balance for two (2), three year (3) temporary employment positions (Director of Technology and Innovation and Director of Teaching and Learning).

    $230,000 committed fund balance for future revenue in the event of decreased enrollment

    Adopted as of June 30, 2019

- **If applicable, discuss and provide documentation regarding how any findings from any Department of Auditor General report were resolved.**

    Not applicable

- **Attach copies of leases, deeds, or real estate agreements.**

    See Attachment 50: Fusia Dance Sublease
    See Attachment 51: IU8 Lease

- **Attach lease agreements and invoices/statements for equipment and services.**
    See Attachment 52 for a copy of the lease agreement for the copy machines located at the Duncansville office.

- **Explain how the cyber charter school commits resources to ensure it achieves its mission. Describe the intersection between the school's purchasing philosophy and educational goals.**

    The resources CPDLF utilizes directly correlates to its mission. Our staff are dedicated to connecting and engaging with our learners while in a cyber environment. The purchases made by CPDLF are also used for the same reason. Some things may be a direct service while other items are indirectly used to achieve the mission but still gives us the end result we aspire for, connecting-engaging-empowering our learners.

- **Cut and paste (or recreate) the table below into your report in order to reflect expenditures the charter school has made over the last five years in staff and professional development, technology, materials, and other supplies. Indicate how each investment supports the cyber charter school's priorities as stated in the current charter agreement.**

Table 5: Resource Expenditures

Investment Area:	Year 1	Year 2	Year 3	Year 4	This year
Professional Development	5,111	4,070	10,250	38,572	49,361
Books and Resources	121,050	104,841	36,761	134,767	118,166
Technology	79,849	74,138	78,242	212,478	225,961
Other (specify)					

- **Provide any other information or data that describes how resources have been used and/or leveraged to further the school's mission and support the school's unique design.**

It is the goal of the Board of Trustees and CEO to use our resources wisely. We strive to meet the needs of the learners where they are both academically and socially emotionally. This requires us to incorporate an interviewing process that is more comprehensive, providing us with information on not only the qualifications, skills, and abilities of each candidate but also to gather information on their mindset and attitude. This results in a longer process for interviewing which requires more human resources; however, we have experienced that the extra time spend searching for the right candidate for the position has allowed us to better serve the needs of our learners. Upon hiring, we take the new employee through an extensive onboarding process. Again, a very time consuming process that involves various staff members but we have found this is necessary for a person to adequately adjust to our school culture and consequently, help us improve our school culture as well as meet our mission and vision and ultimate goal of continuous improvement. Our educational program involves each learner being assigned to a Learning Guide who mentors, coaches, and works with the child to help them be successful in a virtual learning environment while also developing habits that will help them remain successful in all aspects of their lives as they continue to grow. This added support is very time consuming and emotionally draining; however, it has demonstrated that this additional support is very necessary for the success of our learners in this environment. Therefore, while the practices take time and money to implement, it is necessary for the success of the learner.

- **Provide information on School Facilities:**

  o **Provide addresses of all facilities, the ownership of each facility, and the purpose of each facility.**

  CPDLF has two physical locations:
  1. CPDLF Duncansville Learning Center, 580 Foot of Ten Road, Duncansville, PA 16635 leased from Appalachia Intermediate Unit 8. This location is the main office where all the records, materials, and supplies are kept. The majority of the full time staff report to this location and work from this location Monday through Friday. Tutoring, special education services, family engagement, enrollment, and testing are also provided at this location.

  2. CPDLF Stroudsburg Learning Center, 2123 West Main Street, Stroudsburg, PA leased from Fusia Dance LLC. This location is primarily a drop-in site to be used for tutoring, special education services, family engagement, enrollment, and testing. There is a site manager for this location who opens the site for scheduled times or special appointments.

  o **Are there any plans to ask for an amendment to move or expand any facilities in the next five (5) years?**

  Student physical locations will be tracked to determine if another site should be provided in another location in the next 5 years.

C. Student Services

- **Complete Addendum C and provide copies of policies and procedure manuals regarding instruction of students receiving special education services:**

  See Attachment 53: Addendum C

  See Attachment 87 for all polices regarding Special Education

  See Attachment 54: Special Education Processes, Procedures, and Norms

- **Most recent program evaluation**

  See Attachment 55: Special Education Cyclical Monitoring Report

- **Redacted samples of agendas and records of staff and parent special education trainings**

  See the following attachments for the trainings specifically provided for the special education staff.

  Attachment 56: 2015-16 Special Education Trainings
  Attachment 57: 2016-17 Special Education Trainings
  Attachment 58: 2017-18 Special Education Trainings
  Attachment 59: 2018-19 Special Education Trainings

  Please also see Attachments 31 to 34 for Professional Development provided each year for all Academic Staff. Many of the learning was applied also in the special education setting.

- **Copies of special education teacher certifications for current employees**

  See Attachment 60: Special Education Teacher Certifications

- **Special education teacher caseloads for each year of the charter term**

  Please see Attachment 61: Special Education Program Profiles for each of the following years,
    - 2015-16
    - 2016-17
    - 2017-18
    - 2018-19

For each year of the charter term:

1) Total number of students receiving services
2) Services received by disability type

   See Attachment 53: Addendum C

- **Copy of federal child count sample**

  See Attachment 62: Special Education Data Report 2015-16
  See Attachment 63: Special Education Data Report 2016-17
  See Attachment 64: Special Education Data Report 2017-18
  See Attachment 65: Special Education Data Report 2018-19

o **List of all existing statewide service providers currently under contract**
o **List and description of current, anticipated or tentative service providers that may be needed**

CPDLF currently contracts with the following service providers:

Learning Lamp

- Learning Lamp provides CPDLF with a certified individual who provides scheduled behavior support for special education students with Autism and Emotional needs.

Mr. Dante Tambellini

- Mr. Tambellini serves as a School Psychologist for CPDLF who completes the following: special education initial evaluations, record review for re-evaluations, testing if additional data for a re-evaluation report is deemed needed by the IEP team, Functional Behavior Assessments, and psychological counseling if needed.

Humanus, Inc.

- Humanus provides CPDLF with certified therapists who provide virtual Speech and Language Therapy and Occupational Therapy.

Appalachia Intermediate Unit 8

- Appalachia IU 8 provides CPDLF with certified therapists who provide Speech and Language Therapy and Occupational Therapy. CPDLF has also been able to utilize IU 8's Autism Assessment Team and School Social Worker.

  As CPDLF continues to grow we see a more immediate need for service providers near our Stroudsburg Campus to provide Speech, Occupational Therapy and Direct Instruction to some of our students. Future needs would include contracting with statewide providers.

- **Provide copies of policies and procedure manuals regarding instruction of English language learners:**

  See Attachment 66: SP09 – English as Second Language Policy / Bilingual Program Policy

o **Document translation policy**
   CPDLF does not have a specific policy related to translation but rather follows the rather follows the guidelines provided by the PA Department of Education (See Attachment 67) and the guidelines provided by the U.S. Department of Education (See Attachment 68).

o **Most recent program evaluation**

There does not appear to be a program evaluation just for our LEP available for CPDLF. As a school that receives Federal Programs monies, we were monitored in 2016-17 and 2017-18, and those Consolidated Program Reviews did include a portion regarding LIEP. Please see Attachment 69: Consolidated Program Review 2016-17 and Attachment 70: Consolidated Program Review 2017-18.

CPDLF also belongs to the Appalachia Intermediate Unit 8 ESL Consortium. Participation in the consortium provides trainings for ESL Instructors as well as consultation and assistance with policies, procedures, and reporting. Please see Attachment 71: AIU8 ESL Consortium Agreement.

A description of the Language Instruction Educational Program (LIEP), including:
- supports and accommodations provided for ELs to learn content
- targeted language instruction to promote academic English development
- involvement of parents in their child's education and in important programmatic decision-making at the school
- how they resource their program appropriately with certified EL teachers
- training for content area staff in working with ELs
- instructional resources provided for accommodating ELs in content classes and delivering targeted English language development instruction
- how they conduct on-going and annual evaluation of their program and make necessary changes to ensure that it is effective.

CPDLF ESL Plan for English as a second language students, English Learners

See also attached, II.C.2.a. SP09 – English as Second Language Policy / Bilingual Program Policy

In fulfillment of Chapter 4, Section 4.26; ESSA; Equal Educational Opportunities Act of 1974, 20 U.S.C. § 1701 et seq.; and all applicable state and federal laws. (Please see the end of this document for definitions of an EL and an EL teacher.)

The planned instruction for English Learners is indicated below; the instruction and assessment practices to be used to strive for the academic goals and attain academic standards under paragraph (3) and the high school graduation requirements under 4.24 (relating to high school graduation requirements) as well as rules and regulations indicated above.

ESL planned instruction will have as its primary goal that identified English Learners, including identified Foreign Exchange students, will reach WIDA grade level proficiency in the English language domains of speaking, reading, writing, listening, and reading comprehension, as demonstrated in the classroom and on the WIDA ACCESS assessment to meet the Pennsylvania requirements for Exiting, Reclassification, and successful Monitoring for four years as required by ESSA (Every Student Succeeds Act) and all applicable state and federal laws. Additionally, all non-ESL Program Specialist teachers will also provide English

language instruction in their specific classroom subjects utilizing appropriate accommodations.

Instruction will be accomplished through utilizing the Pennsylvania ESL Standards as developed by PDE for PreK-12 learners in the following : Social and Instructional; Language Arts; Mathematics; Science; and Social Studies, as well as the WIDA ESL Standards used for WIDA assessments.

Assessments for initial Screening following the identification of an EL through the Home Language Survey (indicating a language other than English on any one of the three questions) will be the WIDA Screener. EL students will progress through the WIDA levels of Entering, Beginning, Developing, Expanding, and Bridging into grade level English language proficiency, and aligned with Pennsylvania Common Core Standards. Additionally, ELs will be assessed using the WIDA ACCESS assessment every school year.

Below is the assessment plan (relating to local assessment system) designed to determine the degree to which students are achieving academic standards. including the descriptions of methods and measures used to determine achievement, how information from the assessment shall be used to assist students who have not demonstrated attainment of the academic standards at a proficient level or higher and how the information from the assessments shall be stored in the student's permanent file.

Within 30 days from the start of school or 14 days thereafter, all Primary Home Language Other Than English students (PHLOTES) will be given the appropriate grade level WIDA Screener.

Should the PHLOTE be assessed as an English Learner, the EL student will be assessed annually with the WIDA ACCESS assessment to determine progress in acquiring English Language Skills.

Additionally, the EL student's measure of language proficiency will be determined by teacher anecdotal records, portfolios, report cards, and scores on assessments that are normed on ELs. Multiple measures will be in effect to judge such progress toward English proficiency and academic standards.

Yearly, the EL Academic Progress Team will meet to review such progress and determine the EL student's needs for the following school year, and whether Exiting/Reclassification is a possibility between June 1 and October 1 as soon as WIDA ACCESS results are available. The Team will utilize the Reclassification/Monitoring form. Parents will be kept informed of test results using *Transact* so that parents may have results in their preferred language, whether the WIDA Screener or WIDA ACCESS test.

The district will report all progress and information by completing PIMS and submitting such report(s) in a timely manner electronically to the Pennsylvania Department of Education. Other reports will include the LIEP Survey and the ELRS reports, and other information as required by PDE.

A plan will be developed for improving EL achievement, including specific, measurable goals for student growth as well as for those ELs who have been

Reclassified, and those Reclassified who may need academic assistance.

Achievement goals shall demonstrate a connection to the academic standards under 4.12, including but not limited to annual improvement goals for student scores on State and local assessments.

EL students will have available specific accommodations and adaptations in all content area classes, designed to increase the comprehensible input of each EL student in the content areas (and English Language classes if applicable), and achieving growth and mastery of those subjects. ESL Program Specialists, using the long term, established scientifically-based research of Krashen and Cummins, including use of the Affective Filter, the Natural Order of Language Acquisition, and the Sheltered Instructional Observation Protocol (SIOP) methods, will work to progressively increase the English language proficiency of the EL students.

Progress shall be measured by the WIDA ACCESS assessment, academic subjects such as writing, and mathematics, the Pennsylvania Standards for English Language Arts, as well as other multiple measures indicated previously. A meeting designed to measure the progress of each EL student will occur at least once a year. The amount of EL instructional time will be determined by the PDE Guidelines for English Language Learners and the Basic Education Circular for English Language Proficiency, as follows:

Weekly minimum ELD instructional times:

ESL level 1 / 2 = 5-6 hours weekly

ESL Level 3   = 4-5 hours weekly

ESL Level 4/5 = 2- 3 hours weekly

Exited/Reclassified EL students will be monitored for a minimum of four years using the PDE Monitoring forms, and will receive scaffolding support. EL students not achieving progress will receive additional EL instruction through a concentrated effort designed to assist with areas of concern, such as tutoring during the school day or after school.

A description of the professional personnel, school library, classroom, and other resources the school plans to devote to the attainment of academic standards are available in the administrative offices and on our website.

All professional and support personnel will be involved in ongoing and continual ESL professional development training and education that supports the academic growth of EL students. Additionally, all EL students will have full access to computer instruction designed to assist the student at the student's proficiency level.

The cultural and diversity needs of the EL students will be recognized and noted in the library through the utilization of books, CDs, and other pertinent materials designed to assist the EL student in academic achievement in and out of the classroom. All extracurricular activities will be designed to assist the EL students move toward the academic standards approved by PDE and also assist

EL students toward language proficiency and graduation.

A plan for additional instructional opportunities for students not achieving at the proficient level include identification procedures for areas of academic concern , alternate instructional strategies, monitoring of assessment procedures, and opportunities for extended learning time or other appropriate accommodations and adaptations.

EL students not achieving at the proficiency level will experience an increase in EL instructional time, as well as additional materials (books, computer programs) designed to maximize proficiency opportunities. Furthermore, parent(s)/guardian(s) will be assisted in helping the EL student work independently under the supervision of the parents at home.

A meeting of the EL Progress Team, consisting of ESL teachers, counselors, principals, and the ESL administrator/coordinator, will review the progress of the student's multiple measures and write a specific plan of action for attainment of proficiency. Content area teachers will be assisted in their efforts to provide scaffolding to EL students not reaching proficiency. EL students will be offered the opportunity to remain in school until the age of twenty-one is attained as defined by law and complete the school year they become twenty-one.

Definitions

1. **"English Learners"** or **"ELs"** refers to students who have been determined to be Limited English Proficient ("LEP") or Non-English Proficient and thus require language assistance services "to overcome language barriers that impede [their] equal participation in … instructional programs," as required by 20 U.S.C. § 1703(f).
2. **"ESL Teaching Credential"** refers to the valid credential that a teacher providing English language development instruction (otherwise known in Pennsylvania as "English as a second language" or "ESL") to ELs must hold to provide such instruction, as required by PDE and reflected in PDE's guidelines, circulars, and other documents.

D. School Governance

- **Attach organizational chart for the cyber school.**

  See Attachment 72: 2019-20 Organizational Chart

- **Attach list of board members who have served since the last renewal, the dates they served, and in what capacity. Attach copies of the executed ethics form for each board member.**

  See Attachment 73: Board Member Lists
  See Attachment 74: Ethics Forms

- **Discuss leadership changes on the board and within school administration and**

reasons for these changes.

> See Attachment 75: Leadership Changes

- **Provide policies governing the election or appointment of board members. How do election or appointment policies ensure adequate representation from key school stakeholders?**

The CPDLF Board of Trustees is comprised of active superintendents, retired superintendents, and business personnel. While there are not specific guidelines on the number of each group represented, the Board of Trustees attempts to maintain representation from 3 of the 4 counties in the IU 8 region as well as in the Stroudsburg area where our new site is located. Currently, there is representation from Blair and Bedford counties. With recent resignations, the board is searching for a candidate from Cambria County as well as the Stroudsburg area. Below is an excerpt from the Bylaws pertaining to Board of Trustees. Please see attached Bylaws section 3 page 2 for full details (Attachment 76).

3.1 Composition. The Board of Trustees shall be composed of not less than seven (7) and not more than thirteen (13) natural persons of full age. No more than two employees from any one school district in the Commonwealth of Pennsylvania shall be permitted to serve on the Board of Trustees.

3.2 Election of Trustees. Nominations shall be placed before the Board of Trustees as needed at any regularly scheduled or special meeting open to the public. Nominations may be made by a Nominating Committee or by any Trustee. The Trustees will cast an open, public ballot. A simple majority of a quorum is required for election.

- **Attach board meeting calendar, board agendas, meeting minutes from last three complete school years.**

> See Attachment 77: 2016-17 Board Meeting Calendar, Agendas, Minutes
> See Attachment 78: 2017-18 Board Meeting Calendar, Agendas, Minutes
> See Attachment 79: 2018-19 Board Meeting Calendar, Agendas, Minutes

- **Include copies of all current board policies and procedures.**

> See Attachment 80: Policies-Board
> See Attachment 81: Policies-Community
> See Attachment 82: Policies-Employee
> See Attachment 83: Policies-Finance
> See Attachment 84: Policies-Medical
> See Attachment 85: Policies-Operations
> See Attachment 86: Policies-Property
> See Attachment 87: Policies-Special Education
> See Attachment 88: Policies-Students

- **Include a sample of the public notice of a public board meeting. Describe how Sunshine notices are provided for all public meetings and how key stakeholders, including parents and families, are involved in board meetings.**

  Public board meeting listed on the annual school calendar, as well as on the CPDLF website. All meetings are open to the public and families are encouraged to attend. Notices for all meetings, including Sunshine Notices appear in the local newspaper, The Altoona Mirror.

  See Attachment 89: Proof of Public Notice

- **If the cyber charter school utilizes an external management organization, describe how that relationship has functioned over the course of the charter; note any changes to the management agreement not previously provided to the Department.**

  CPDLF currently contracts with the Appalachia Intermediate Unit 8 to provide management services for the CEO and Business Manager. See Attachment 90 for the original management agreement from July 2015 to June 2018 and Attachment #91 for the current management agreement for July 2018 to June 2023.

  o **Describe how the board has held the external management organization accountable for measurable results.**

    In addition to the CEO Board reports (Attachments 94 to 97) provided before each board meeting, the board has also requested that they be provided with a Budget to Actual report and an updated Fund Balance Reconciliation, which also includes an update of cash on hand. See Attachments 77 to 79 for the reports provided to the board at each board meeting. The business manager presents the reports and answers any questions at each board meeting. The board also invites the auditor to the board meeting to present the annual audit to get an overall report of the financial state of the organization and to ask any questions they may have. In 2017, the board also contracted with PLDC to perform an assessment of the programming of the school and collect information from parents, students, and staff. Attachment 92 provides the assessment report presented to the board in May 2017. During the 2016-17 school year, the CEO also conducted an internal Inspection of the various departments in the organization. This same inspection was conducted in January 2018 so results could be compared. The results of those inspections can be found in Attachment 93: CPDLF Internal Inspections.

- **Discuss evaluations of the management organization conducted by the board and any relevant reports from the management organization to the board. (include as appendices)**

  Before each board meeting, the CEO and sometimes other members of the Administrative Team provide the board members with a summary of the current status of the school as well as progress on goals, projects, and initiatives. Between board meetings, the CEO will periodically send out updates to items discussed at the board meeting or to provide up to date information on what is occurring at the

school. Board members may send questions via email or call the CEO to obtain additional information. The CEO shares answers to questions via email or at the board meetings to all board members to make sure that all are aware of the same information. CEO Board Reports presented at each board meeting have been provided in the following attachments.

See Attachment 94: CEO Board reports 2015-16
See Attachment 95: CEO Board reports 2016-17
See Attachment 96: CEO Board reports 2017-18
See Attachment 97: CEO Board reports 2018-19

- **Provide evidence that the Board of Trustees has been responsive and effective as a governing entity. Provide specific examples of governance challenges and how these challenges have been resolved.**

  The CPDLF Board of Trustees is comprised of active superintendents, retired superintendents, and a business member all currently located in the IU 8 region. The 35 superintendents in this region are highly supportive and cooperative with each other. This creates a sense of teamwork that sets the stage for the CPDLF Board. Each member is a contributing and supportive member of the board and of one another. The CEO works to maintain positive relationships with all members of the board and that is evidenced in the collaboration and support provided by the Board. The CEO sends out board updates via email at least every 4 weeks, sometimes more frequently as the need arises. When issues arise that require board attention or input, each board member is always cooperative to choose a date to convene a special board meeting or to provide their input during the board meeting. One of the challenges for active superintendents revolves around salaries for the CPDLF staff. In our region, there is a wide range of district salaries represented on the board. The solution they provided was that the salaries and raises for each of the school districts represented on the board would be averaged and that would be reflected in the calculation of the CPDLF salaries. A restructuring of salaries was completed for the 2016-17 school year as part of the reorganization and then again for the 2019-20 school year as part of recalibration with the current school districts represented on the board. A salary matrix was also implemented in the 2019-20 school year. The resulting recalibration and salary matrix resulted in a significant increase in teacher salaries, which created a lot of dialogue at board meetings. The board members, business manager, and the CEO worked out the differences and concerns to arrive at a solution acceptable by all members.

III. Overall School Design

A. Communications to Parents and Community

- **Generally discuss how formal parental and/or community complaints have been investigated and resolved.**

Parent complaints are addressed first at the Learning Guide or Instructor level. When an issue cannot be resolved at that level, the issue is addressed with the Principal by either the Learning Guide, Instructor, or parent. The Principal investigates by gathering data, evidence, and/or information from the staff and families. A conversation with the families and/or the staff member to address the issue occurs upon completion of the investigation. If the parent or the staff member still does not feel that the issue has been resolved, the parent or staff member report it to the CEO via phone or email. The CEO then conducts and investigation of all involved in the process and meets with the person from whom the complaint originated to resolve the issue. If the issue is still not resolved, the CEO explains the process for filing a complaint with the Board of Trustees and/or with the Department of Education or other appropriate agency. In the past 4 years, an employee complaint has been filed with the Department of Labor and Industry. The CEO complied with the investigation and the complaint was determined to be unfounded. A complaint from a parent was filed with the Better Business Bureau to which the CEO provided evidence and the complaint was closed.

- **Provide examples of communications between school leadership and key stakeholders. Include dates, times, and agendas of important parent meetings or events; include copies of sign-in sheets for the session.**

CPDLF requires parent attendance on Enrollment Day to provide information to the parent that will help the child be successful in the cyber school setting. This also sets the stage for a relationship with the parent as well as the child. Each week, Learning Guides check in with their learners via Zoom. Many times parents are part of these check-ins, especially in the younger grades. In addition to the constant communication between Learning Guides and parents, the principal also attends check-ins periodically and sends out email communications to keep parents informed. CPDLF also hosts two Family Engagements nights to provide a fun way to engage with families while also learning and building a relationship with them (either in person or via Zoom). Please see the following attachments for details on sessions with parents as well as results of parent surveys. Attachment 28 also includes survey results from parents and students.

See Attachment 98: May 31 and June 5 2017 Parent Feedback Zoom Sessions
See Attachment 99: 2017-18 Reboot Session Documents
See Attachment 100: November 2017 Family Engagement Night Documents
See Attachment 101: January 2018 Family Engagement Night Documents
See Attachment 102: March 2018 Family Engagement Night Documents
See Attachment 103: May 2018 Parent Survey
See Attachment 104: June 2018 Parent Engagement Meeting Documents
See Attachment 105: October 2018 Family Engagement Night Documents
See Attachment 106: March 2019 Family Engagement Night Documents

- **Describe the mechanisms in place to measure stakeholder satisfaction and solicit input. Include copies of most current surveys and include a summary of responses. Describe the role of parents in school improvement planning, if any.**

CPDLF has conducted parent surveys over the past three years and PDE conducted a survey of parents and students in February 2019. The results of the surveys can be found in the attachments listed in the previous bullet. As a school in School Improvement, parents are part of our School Improvement Teams as are students. Please see Attachment 9 for the School Improvement Plan in which are listed the members of each team.

B. Student Enrollment
- **Is the enrollment stable with no greater than 10% decline in any given year and/or near capacity? What is the average "churn rate" for the last five years?[1] Discuss trends in student turnover and retention data.**

The decrease in attendance from 2015-16 to 2016-17 was due to a significant change in programming. Learning Guides were implemented to maintain contact with their caseload of students. Those students who had no contact with their Learning Guide or were not working in their courses were removed from our enrollment and transferred back to the district.

Overall enrollment has continued to decline due to stricter guidelines on attendance (work counts as attendance) and expectations of coursework. Students who are successful in our program tend to stay with us. Sometimes, we are an interim solution to help the student get ready to transition back into the school district. Our purpose is provide a learning environment that helps the student grow in all aspects. We encourage students to choose the educational program that works best for their needs.

- **Populate the following table to provide the history of student enrollment for each year**

Table 6: Student Enrollment

Student Enrollment	Year 1	Year 2	Year 3	Year 4	This Year
	2015-16	2016-17	2017-18	2018-19	2019-20
Total student enrollment at the end of the school	239	188	171	162	n/a
Number of students enrolled in June who were enrolled for the full school year	111	114	97	93	n/a
Number of current students, excluding graduates, who were enrolled at the end	168	216	167	152	144
Percentage of change	42%(+)	13%(-)	2%(+)	7% (+)	n/a
Churn Rate	4.8%	2.8%	3.1%	3.0%	n/a

[1] Churn Rate is the Number of Enrollments divided by the Number of Withdrawals (# of Enrollments/# of Withdrawals).

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

    Students' school district of residence is notified on the day of enrollment by the Student Records Officer via a faxed request for records and notice of enrollment at CPDLF.

    Parents wishing to withdraw their students from CPDLF sign a Withdrawal form which is then faxed by the Student Records Officer within 1-5 business days to the student's school district of residence.

- **Describe efforts by the cyber charter school to ensure equitable deployment of resources.**

    CPDLF deploys resources based on student need to achieve academic success. Physical resources are shipped directly to the student's home. Our first choice is to provide the resources electronically as that is the fastest method; however, sometimes physical resources are needed. Physical resources could include books assigned in ELA or materials needed to complete a lab for a Science course.

- **For each year, provide waiting list data, detailing how many students were on the waiting list at the beginning of the year, how many were extended opportunities to enroll, and how many enrolled during the year.**

    Not applicable

- **If the school has been under- or over-enrolled in any given year, provide an explanation for the variance.**

    CPDLF does not have an enrollment cap, thus, we would not be under- or over-enrolled.

- **Drawing upon exit interviews and other sources, discuss factors influencing student transfer and any corrective policies implemented by the school. How are these policies evaluated?**

    The majority of the students who withdraw return to their home district for a variety of reasons which relate to their ability to be successful in their education. The new attendance guidelines that require a certain amount of work to be completed on a weekly basis have resulted in a nominal amount of students who struggle with the motivation and self-direction to be either dropped from our enrollments due to lack of attendance or a transfer to another cyber school. The change in curricular requirements that hold the child accountable for their own learning have also caused students to decide to go elsewhere. We do have a number of students who are on altered plans as they want to be learn and do well but they are in need of modifications or adaptations either for a short period of time or an extended period of time. Our Learning Guides and Instructors work diligently to learn each child's strengths and weaknesses using a variety of data sources to devise individualized

learning plans with the Principal and the Learning Coach.

C. Policies and Procedures

a. Technology and Support

1. How is technology used to deliver and support curriculum and instruction?

      i. Include copy of the technology plan.

As CPDLF is a cyber charter school and we provide all curriculum and instruction through technological means. At CPDLF, we pride ourselves on the relationships that we build with our learners and their families across the state. To continue and strengthen these relationships, our learning guides and instructors utilize email (all students are assigned an email at enrollment through the Google Apps for Education system), Google Hangouts (and instant messaging system), and Zoom (a video meeting platform) to connect with and engage the learners under their care. Each learner is required to have a "video check-in" each week with their learning guide. The use of this video technology helps students say on task and assists the learning guides in monitoring progress.

All students K-12 interact with technology for their course content and activities. Various content management systems are utilized for these courses based on the needs of the learner. These systems include Canvas, Summit Learning, Google Classroom, and Odysseyware. Each of these systems includes additional functionalities such as a grade book, communication tools, and progress tracking.

In addition to their regular courses learners at CPDLF take courses in self-management and diversified occupations each year. These courses are lead by the student's learning guide and include topics on the appropriate use of technology, communication skills, study skills, time management, and plagiarism to enhance the students technological skills and awareness.

2. How is the cyber charter school improving student learning through the effective use of technology? What enhancements are planned to improve technology in the next charter?

CPDLF is improving student learning by taking a personalized approach to each of our learners. Not only do we have a variety of platforms and topics to offer our learners, but we have a variety of supplemental technologies that are available to our students and teachers. We have supplemental reading material and activities available through RazKids and Lexia and supplemental language arts and mathematics activities through iXL.

In addition to the courseware and supplemental activities we have available for our students, we utilize technology in our mentoring processes. By requiring each learner to complete a "video check-in" with

their learning guide each week, the learning guides can assist each student in goal setting and achievement each week. This highly personal contact helps to develop a system that prevents students from "falling through the cracks" or feeling like they are not connected to their school.

As we look forward to our next charter we have planned to conduct a needs assessment of our technology resources that contains hardware, software, and courseware. This will allow us to connect even more with our learners and their families about what is important to them. It will also allow us to replace technologies or add additional technologies where gaps exist in our current learning environment.

3. **Attach a copy of the Children's Internet Protection Act policy.**

    See Attachment 107: CIPA Policy

4. **Attach copies of policies and procedures concerning appropriate use of curriculum and training materials.**

    See Attachment 108: Acceptable Use Policy

5. **Provide most recent three (3) months of help desk reports showing the number of tickets and average time to close ticket. What are the most common help desk questions?**

    The most common help desk issues deal with schedule and course changes. Since the technology department oversees the different learning platforms utilized at CPDLF, we track the changes through the helpdesk system.

    See Attachment 109: Help Desk Reports

6. **How is technical support provided to students and parents?**

    Technical support is provided to students and parents through the CPDLF help desk. This system provides for phone support during our normal business hours and live chat support from 7am - 6pm during the school year using a combination of technology department staff and part-time instructors to monitor the chat sessions. In addition, any student can enter a help request 24 hours a day that will be addressed within one business day.

7. **Describe the hardware, software, and Internet connections provided to students.**

    Each student is provided with a Chromebook that is connected to the CPDLF Google Apps for Education account. All software needed for coursework is available as a web-based tool that can be accessed from the Chromebooks internet browser. These Chromebooks contain built-in speakers and webcams. In addition to the Chromebook, students are

provided with a printer with ink and a mouse (as requested).

Regarding internet access, CPDLF families are able to choose a broadband Internet Service Provider of their own preference. Families receive ISP reimbursement twice a year.

8. **If spyware is installed on student computers, describe the type of spyware used and explain its purpose.**

CPDLF utilizes a program called GoGuardian on all student Chromebooks. This program allows Learning Guides to monitor the screens of their assigned students and provide support by viewing the students' questions/issues in real-time. This software also allows CPDLF to be alerted if any unacceptable websites have been accessed or any key terms have been used on the device. (For example, if a student completed a search on the word "suicide" the GoGuardian system would alert CPDLF administration to investigate the usage.)

9. **How does the cyber charter school verify the authenticity of student work? How are exams administered and proctored?**

Online work/exams are managed through each platform's security and unique, confidential login information. Our various platforms utilize logging of time on task and controlled start and finish access for assessments. Our learning guides and instructors also monitor student progress and evaluate both online and offline student work for validity and consistency. In addition to these methods, our GoGuardian system also has the ability to control what screens a student computer can access for proctoring specific tests/activities/assignments for students.

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

Our student information system (SIS) Alma is used for recording accurate student enrollment and withdrawal information. Student's addresses, parent information, phone numbers, and enrollment date and withdrawal dates are all maintained on the system. Editing access is granted to student records and technology departments with limited inquiry access by employees – all of which is controlled by multiple levels of password security controlled by the school's technology coordinator. Confidential data as defined under FERPA is disseminated only to those individuals working for the CPDLF with a direct need to know for educational purposes. Any other dissemination of data is done only with the express permission of the minor's parent or guardian.

- **Include a copy of the school's policy on cyber bullying. Explain how the policy is shared with students and families.**

    Attachment 108: Acceptable Use and Internet Safety policy includes information regarding misuse of CPDLF technology to bully or to

harass. The Acceptable Use and Internet Safety Policy is provided to the parent and the student on the day of enrollment. The parent and the student must sign an agreement stating that they will maintain proper use of CPDLF technology at all times.

b. Truancy Policies

- **How is the "school day" defined? How is student attendance for the day monitored and audited? How are students held accountable for attendance? How are parents held accountable for student attendance?**
  - A "Week" at CPDLF starts on Wednesday and ends on the Tuesday following.
  - A "Day" at CPDLF starts at 12:00 am and ends at 11:59 pm.
  - Recording attendance is done weekly by Learning Guides and Instructors.
  - Attendance is required on 5 out of the 7 days in that time period. Saturdays and Sundays may be used in place of a typical school week day. Replacement will be determined by your Learning Guide or Instructor.
  - The 5 days of attendance per week are based on:
    - At least one video check-in with your Learning Guide (e.g., Zoom)
    - Completion of Connects U! Weekly coursework
    - GoGuardian activity
    - Progress in courses

Parents are notified of unexcused absences and are aware of the following procedures with regard to absences.

- 1-2 accumulated unexcused absences - reminder of violation of compulsory attendance requirements sent to parent/guardian
- 3 accumulated unexcused absences = Truant
  - Parent/Guardian will receive certified mail notification of missed days. Participation in an Attendance Improvement Conference required.
- 6 accumulated unexcused absences = Habitually Truant
  - Parent/Guardian will receive certified mail notification of missed days.
  - Under 15 years of age
    - Referral to community-based attendance improvement program

    -OR-

    - Referral to CYS for services
    - Citation with local magistrate may be filed (up to $750 fine)

- o 15 years of age or over
  - Referral to community-based attendance improvement program

    -OR-
  - Citation with local magistrate will be filed (up to $750 fine and possible loss of driver's license)
  - May include referral to CYS services
- 10 accumulated unexcused absences - a doctor's excuse for all additional absences may be required

10 CONSECUTIVE unexcused absences: Student will be dropped from CPDLF enrollment and returned to the home school district

- **Provide copies of the cyber charter school's policies and procedures regarding attendance, truancy, and withdrawal. Attach copies of all forms used to implement these policies.**

  See Attachment 2: Attendance Guidelines
  See Attachment 110: Truancy Policy

- **Describe the school's policy on truancy. Attach copies of all forms used.**

  CPDLF is a cyber charter school that operates in a customizable, flexible, and personalized learning environment 24/7. Regular attendance at school is important and necessary for successful learning. Please see Attachments 2 and 110 for details on attendance and Truancy as well as forms that are used.

- **Explain in detail the processes and procedures the cyber charter school uses to notify a student's school district of residence of a student's truancy. How often has the cyber charter school provided such notification to resident school districts in the previous school year? Attach copies of all forms used.**

  For the 2017-18 school year, the law was changed so that cyber charter schools no longer report attendance or truancy records to school districts. In the 2016-17 school year, CPDLF reported absences to school districts on a weekly basis via email. School District representatives were invited to participate in School Attendance Improvement meetings to help facilitate a viable plan for attendance; however, with the change in the law, school districts no longer participate in School Attendance Improvement meetings.

  See Attachment 111 for a sample letter to school districts

c. **Extracurricular Activities**
   - **Does the cyber charter school maintain any agreements with local school districts regarding participation of cyber charter school students in district extracurricular activities? If so, please describe the agreement(s).**

     CPDLF currently has one agreement in place with a local school district for its cyber charter student(s) to participate in the district's extracurricular activities. The student has participated on the local high school's soccer and volleyball teams.

     The process to create and manage agreements with any school district is:
     - Student and parent/guardian indicate interest to principal in writing (usually email)
     - CPDLF Principal contacts school district principal to initiate process
     - Local school district submits a written agreement to CPDLF that includes any costs that will be incurred, how CPDLF will be provided with updated information regarding student participation, eligibility requirements for the student, and procedure for CPDLF to report whether these eligibility requirements are being met (normally on a weekly basis).
       - Principal or Learning Guide submits eligibility requirement information to school district contact as outlined in agreement.
     - Final draft of agreement is approved by CPDLF CEO.

   - **Does the cyber charter school host any social events for enrolled students? If so, explain. Are they available to all students?**

     CPDLF hosts two Family Engagement Nights per school year as opportunities for interaction with fellow students, fun learning activities, and relationship building. Each event has an educational theme with stations of activities for students and their families. All the academic staff are present to facilitate personal connections. These events are available to all students to participate either by attending in person or via video chat (Zoom, Skype, or similar venue).

d. **School Safety**

   - **Attach a copy of your School Safety Plan.**

     See Attachment 111: CPDLF Emergency Procedures
     See Attachment 112: IU Emergency Procedures

- **Describe the cyber charter school's Student Assistance Programs (SAP). Include information about agreements with county agencies to provide mental health and drug abuse counseling, when necessary.**

CPDLF Student Assistance Program (SAP)

The CPDLF SAP Team is comprised of trained staff members from various roles within our school. Other members of our team may include community liaisons from our local drug and alcohol and mental health agencies. Our SAP team works together to bring resources to our school to remove barriers to learning. Our program assists in identifying issues including alcohol, tobacco, other drug use and mental health issues which could pose a barrier to a student's success.

One way a referral is made to the SAP team is through a confidential form. When the team meets they review the referral and determine if parent permission is needed to proceed further into the SAP process or if the student should be referred to another team within the school. If the SAP process is decided upon then a member of the team obtains the parent's signature and data is gathered from the student's instructors within the school and the parent. A team member then meets with the parent and the student to determine the next steps which could include a referral for drug and alcohol counseling or mental health services. Another way a referral can be made to the SAP team is if a student would happen to search the word "suicide". When this occurs an alert, through our Go Guardian system, is automatically sent to the Principal who is a member of the SAP team. This triggers an automatic referral to the team and the Principal or a member of the team calls the parent immediately to check on the student and their well-being. A call to Crisis is also made. A team member follows up with the parent and student to see if a referral is needed for additional services.

While receiving treatment, the CPDLF SAP team works with the parent and student to provide support to remove the barriers and increase the student's success in school.

While CPDLF does not currently have formal agreements with local organizations that provide mental health and drug abuse counseling, the SAP team has enlisted the assistance from the following organizations in the past or presently. While most of these agencies listed are Blair County organizations, which is where the majority of our students are located, the SAP team also accesses the PA Association of Student Assistance Professionals website, PA Department of Drug and Alcohol Programs website, and PA Network for Student Assistance Services website as well as regional coordinators to locate services outside the Blair County area.
- Home Nursing Agency
- UPMC Behavioral Health
- Blair County Drug and Alcohol
- Appalachia Intermediate Unit 8 – Social Workers
- Evolution Counseling
- Blair Family Solutions

- **Describe the cyber charter school's expectations for student behavior and discipline. Explain how the cyber charter school's discipline policy complies with Chapter 12 of the Pennsylvania Education Regulations, Title 22, particularly with respect to due process for students.**

The CPDLF Board of Trustees has adopted a Student Code of Conduct and Discipline policy (S27) in order to provide a safe and orderly educational environment for learners. While attending and/or representing CPDLF, every learner is expected to behave in accordance with
public laws, school rules, and lawful directions of assigned staff, and to deal fairly and courteously with fellow learners, staff, and other stakeholders.

Additionally, CPDLF has developed an Expected Behaviors matrix. This explains acceptable and expected learner behaviors and characteristics (**C**onnection, **P**resence, **D**etermination, **L**earning, and **F**ocus) as well as the environments and locations in which these expectations should take place (**G**roup events, **R**esponses to individuals face-to-face, **I**nteractions virtually, and virtual **T**ools and tasks--four areas of "GRIT" which are valuable to online learning). When these expected behaviors are not met, instructors and Learning Guides will follow a flow of appropriate disciplinary measures with the goal of helping the learner grow in these areas. Infractions that indicate that the Expected Behaviors are not being met include (but are not limited to) violations of the Honor Code (also see section titled Honesty & Academic Integrity), plagiarism/cheating, inappropriate use of technology (violation of acceptable use policy, including cyber-bullying), profane or abusive language, truancy, theft, fighting (while on school premises), possession or intake of alcohol, illegal controlled substances or tobacco (while on school premises), or other wrongful conduct not specifically referenced above that impedes, interferes with, obstructs or violates the mission of CPDLF and the safety of its learners and/or staff. These infractions are generally identified as minor or major:

- Minor infractions-include lack of response to check-ins, first offense of academic dishonesty, first offense of technology agreement violation. Repeated minor infractions constitute a major infraction.
- Major infractions-include (but not limited to) repeated technology agreement violations,
- repeated academic dishonesty, cyber-bullying, fighting.
- If a learner is found to have violated the CPDLF standards of conduct, the staff member identifying the infraction initiates a SWPBIS (School Wide Positive Behavior Interventions and Supports) team referral form which outlines the progression of required meetings with the learner, parent/guardian, and other academic staff up to and including the Principal and CEO.

The incident will also be documented in the Student Information System (Alma).
All disciplinary actions will be conducted in accordance with due process procedures.

Disciplinary actions involving learners with disabilities will comply with all federal and state laws, policies, and procedures.

Disciplinary actions may include:
- o verbal warning to learner
- o phone call to parent/guardian
- o written warning to learner and parent
- o required meeting with Learning Guide, and/or Instructor
- o Informal hearing: Meeting with Learning Guide and/or Instructor and Principal (Zoom or face-to-face)
- o Meeting with Learning Guide and/or Instructor, Principal, and CEO
- o Formal Hearing: Meeting with Learning Guide and/or Instructor, Principal, CEO, and governing Board representative(s)
- o 1-day suspension of account

Note: prior to the suspension of an account, student and guardian will be informed of the reason for the suspended account and given an opportunity to respond. If the health, safety or welfare of the school community is threatened in any way, prior notice may not be given.
- o 3-day suspension of account: with informal hearing (see above).
- o Suspension of account for longer than 3 days with required

As part of the Enrollment and Re-enrollment process each year, learners and parents are required to sign and submit the Acknowledgement Page at the end of this guidebook which indicates that they agree to abide by the expected behaviors, guidelines, and policies of CPDLF.

See Attachment 114: Discipline Incident Form

- **Provide a copy of the Student Handbook and/or other materials detailing behavior and consequences for students.**

See Attachment 115: 2019-20 Learner and Learner Coach Guidebook

- **List and discuss the cyber charter school's suspension/expulsion history for the past 3 years. Describe the interventions/processes in place to reduce the number of suspensions and expulsions. If there are concerns regarding suspensions/expulsions, describe the steps/adjustments to address these concerns.**

Suspensions of accounts only for a limited period of time (1-2 school days) while meeting is held with parent.
There have been no expulsions.

- **Attach copies of the staff clearance protocols for Act 4 Background Checks, Act 126 Child Abuse, Act 168 Employment History, Act 82 Lifetime Bans, and Act 24 Reporting Arrests.**

  Every employee/contractor is required to complete the following:

  1. Pennsylvania State Police Request for Criminal Records Check (Act 34).
  2. Fingerprinting Clearance (Use school code 1KG6XN to register)
  3. Department of Public Welfare Child Abuse History Clearance (Act 151)
  4. Federal Criminal History Record Information (CHRI) in a manner prescribed by the Department of Education.
  5. Arrest/Conviction Report and Certification Form (Act 24, Act 82)
  6. Commonwealth of Pennsylvania Sexual Misconduct/Abuse Disclosure Release (Act 168)
  7. Child Abuse Reporting Training (Act 126)
  8. Suicide Awareness & Prevention (Act 71)

  These documents must be kept on file in the employee's personnel file and must be current at the date of hire. No employee/contractor is permitted to work without completing these clearances, trainings, or release/acknowledgement documents. See Attachment 116: Sample Due Des for Renewing Clearances Form that is provided to each employee to remind them of the due dates of their various clearances.

- **Attach a copy of the Suicide Awareness and Prevention policy and Act 71 Youth Suicide Awareness and Prevention plan.**

  See Attachment 117: Suicide Awareness Policy & Prevention Plan

- **Attach a copy of the most recent Annual Safe Schools Report.**

  See Attachment 118: Safe Schools Report

- **Provide a copy of the school's board-approved Health and Safety Requirements policy.**

  The main office of CPDLF located in Duncansville resides in an Appalachia Intermediate Unit 8 facility and we follow all safety procedures as established by IU 8. Additional emergency procedures necessary for our situation are outlined in Attachment 112. In the 2018-19 school year, CPDLF completed a School Safety survey. The survey, results, and annual School Safety Report provided for the board in June 2019 are provided in Attachments 119, 120, 121.
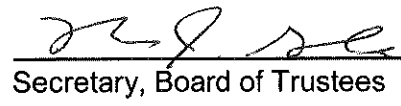
Cyber Charter School Charter Renewal Application Signature Page

We, the undersigned, have reviewed and approve the submission of this Cyber Charter School Renewal Application to the Pennsylvania Department of Education.

Chief Executive Officer   9/25/19   Date

Royce Ann Boyd   9/25/19   Date
President, Board of Trustees

       9-25-19   Date
Secretary, Board of Trustees

Verification of Compliance with the Charter School Law and
the Public Official and Employee Ethics Act

The Board of Trustees of the Central PA Digital Learning Foundation Charter School affirms that, to the best of their knowledge and belief, they have complied with the requirements of the Charter School Law, 24 P.S. § 17-1701-A *et seq.*, and the Public Official and Employee Ethics Act, 65 Pa.C.S. 1101 *et seq.* when negotiating and executing the sublease of its facility located at 2123 West Main Street, Stroudsburg, PA 18360.

Board of Trustees _____   **Date** 9-12-2019

Board of Trustees _____   **Date** 9-12-19

Board of Trustees _____   **Date** 9/12/19

Board of Trustees _____   **Date** 9/12/19

Board of Trustees _____   **Date** 9-12-19

Board of Trustees _____   **Date** 9-25-19

Board of Trustees _____   **Date** 9-26-19

Board of Trustees _____   **Date** _____

Board of Trustees _____   **Date** _____

CENTRAL PENNSYLVANIA DIGITAL LEARNING
FOUNDATION CHARTER SCHOOL
580 FOOT OF TEN ROAD
DUNCANSVILLE, PA 16635

RESOLUTION OF THE BOARD OF TRUSTEES

Authorization to Submit Charter Renewal Application

WHEREAS, the Central Pennsylvania Digital Learning Foundation Charter School (the "School") is a cyber charter school chartered by the Pennsylvania Department of Education.

WHEREAS, the School's current Charter commenced on July 1, 2015 and ends on June 30, 2020.

WHEREAS, it is the desire and intent of the Board of Trustees of the School to have the School's Charter renewed by the Pennsylvania Department of Education.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees and it is hereby resolved by the authority of the same as follows:

That the Board of Trustees of the Central Pennsylvania Digital Learning Foundation Charter School intends to direct the Chief Executive Officer of the School to submit a charter renewal request and application to the Pennsylvania Department of Education as well as to take all other actions necessary in accordance with applicable laws to facilitate the charter renewal process.

Resolved this 12th day of September 2019.

Central Pennsylvania Digital Learning Foundation Charter School

By: _Royce Ann Boyd_

Its: _Board of Trustees - President_

Attest: _H. M. E._

Its: _9/12/19_

2019 CPDLF Charter Renewal Application Attachment Listing

Section			Attachment #	Title
App Fact Sheet			1	2019 All Staff with Certifications by Job Title
I. Student Achievement and Other Outcomes	A. Progress toward Initial Goals		2	Attendance Procedures and Guidelines
			3	Draft Results by Design
			4	Charter Amendment Request
			5	Job Descriptions: Director of Teaching and Learning Director of Technology and Innovation
			6	Assessment Dates
	B. Educational Programs		7	2018-19 Calendar
			8	2019-20 Calendar
			9	2019-20 School Improvement Plan
			10	K-12 ELA Curriculum Map
			11	K-12 Math Curriculum Map
			12	3 - 12 Science Curriculum Map
			13	3 - 12 Social Studies Curriculum Map
anagement	A. Staff Evaluation and Professional Development		14	2016-17 Performance Review Cycle Tool
			15	2017-18 Performance Review Cycle Tool
			16	2018-19 Performance Review Plan
			17	2018-19 Performance Review Cycle Tool
			18	2019 Admin Team Check-In and Performance Review Tool
			19	2019-20 Performance Review Plan
			20	Draft 2019-20 Performance Review Tool for Learning Guides
			21	Draft 2019-20 Performance Review Tool for Instructors
			22	2019-20 Admin Team Check-In and Performance Review Tool
			23	2017-18 Support Staff Performance Review
			24	2018-19 Support Staff Performance Review
			25	2019-20 Support Staff Performance Review – Confidential Administrator
			26	2019-20 Support Staff Performance Review – Student Records
			27	Performance Review Results: 2016-17 2017-18 2018-19
			28	PDE Educator, Parent, and Student Survey Results
			29	Reorganization Documents
			30	PDE 414
			31	2015-16 Professional Development Documentation
			32	2016-17 Professional Development Documentation
			33	2017-18 Professional Development Documentation
			34	2018-19 Professional Development Documentation
			35	2019-20 Professional Development Calendar
			36	2019-20 Professional Learning Plan
			37	First Year Teacher Induction Plan
			38	Act 48 Entering/Uploading Report
	B. Financial Solvency		39	Addendum B Financial and Facilities Information
			40	Addendum B 5-Year Budget Information
			41	Addendum B Budget Detail Information
			42	Internal Control Policy
			43	Audit Report (2015)
			44	Audit Report (2016)
			45	Audit Report (2017)
			46	Audit Report (2018)
			47	Fund Balance Reconciliation 8-30-19
			48	Current Insurance Policies
			49	Sample Full Time and Part Time Offer of Employment Letters
			50	Fusia Dance Sublease
			51	IU8 Lease
			52	Lease Agreement for Copier

2019 CPDLF Charter Renewal Application Attachment Listing

Section		Attachment #	Title
II. School Operations and M	C. Student Services	53	Addendum C
		54	Special Education Processes, Procedures, and Norms
		55	Special Education Cyclical Monitoring Report
		56	2015-16 Special Education Trainings
		57	2016-17 Special Education Trainings
		58	2017-18 Special Education Trainings
		59	2018-19 Special Education Trainings
		60	Special Education Teacher Certificates
		61	Special Education Program Profiles
		62	Special Education Data Report 2015-16
		63	Special Education Data Report 2016-17
		64	Special Education Data Report 2017-18
		65	Special Education Data Report 2018-19
		66	English as Second Language Policy/Bilingual Program Policy
		67	PA Department of Education Translation Guidelines
		68	U.S. Department of Education LEP Guidelines
		69	Consolidated Program Review 2016-17
		70	Consolidated Program Review 2017-18
		71	AIU8 ESL Consortium Agreement
	D. School Governance	72	2019-20 Organizational Chart
		73	Board Member Lists
		74	Ethics Forms
		75	Leadership changes
		76	Bylaws
		77	2016-17 Board Meeting Calendar, Agendas, Minutes
		78	2017-18 Board Meeting Calendar, Agendas, Minutes
		79	2018-19 Board Meeting Calendar, Agendas, Minutes
		80	Policies – Board
		81	Policies – Community
		82	Policies – Employee
		83	Policies – Finance
		84	Policies – Medical
		85	Policies – Operations
		86	Policies – Property
		87	Policies – Special Education
		88	Policies – Students
		89	Proof of Public Notice
		90	AIU8 Management Agreement July 2015 - June 2018
		91	AIU8 Management Agreement July 2018 - June 2023
		92	May 2017 PLDC Assessment
		93	CPDLF Internal Inspections
		94	CEO Board reports 2015-16
		95	CEO Board reports 2016-17
		96	CEO Board reports 2017-18
		97	CEO Board reports 2018-19

2019 CPDLF Charter Renewal Application Attachment Listing

Section		Attachment #	Title
III. Overall School Design	A. Communications to Parents and Community	98	May 31 and June 5 2017 Parent Feedback Zoom Sessions
		99	2017-18 Reboot Session Documents
		100	November 2017 Family Engagement Night Documents
		101	January 2018 Family Engagement Night Documents
		102	March 2018 Family Engagement Night Documents
		103	May 2018 Parent Survey
		104	June 2018 Parent Engagement Meeting Documents
		105	October 2018 Family Engagement Night Documents
		106	March 2019 Family Engagement Night Documents
	C. Policies and Procedures	107	CIPA Policy
		108	Acceptable Use Policy
		109	Help Desk Reports
		110	Truancy Policy
		111	Sample District Attendance Letter
		112	CPDLF Emergency Procedures
		113	IU Emergency Procedures
		114	Discipline Incident Form
		115	2019-20 Learner and Learner Coach Guidebook
		116	Sample Due Dates for Renewing Clearances Form
		117	Suicide Awareness Policy and Prevention Plan
		118	Safe School Reports
		119	2018 Act 44 Survey
		120	2019 School Safety Survey Findings
		121	June 2019 School Safety Report to the Board
			Application Signature Pages

Cyber Charter School Charter Renewal Application Signature Page

We, the undersigned, have reviewed and approve the submission of this Cyber Charter School Renewal Application to the Pennsylvania Department of Education.

_____   9/25/19
Chief Executive Officer   Date

_____   9/25/19
President, Board of Trustees   Date

_____   9-25-19
Secretary, Board of Trustees   Date

Verification of Compliance with the Charter School Law and the Public Official and Employee Ethics Act

The Board of Trustees of the Central PA Digital Learning Foundation Charter School affirms that, to the best of their knowledge and belief, they have complied with the requirements of the Charter School Law, 24 P.S. § 17-1701-A *et seq.*, and the Public Official and Employee Ethics Act, 65 Pa.C.S. 1101 *et seq.* when negotiating and executing the sublease of its facility located at 2123 West Main Street, Stroudsburg, PA 18360.

_____
Board of Trustees

_____9-12-2019_____
Date

_____
Board of Trustees

_____9-12-19_____
Date

_____
Board of Trustees

_____9/12/19_____
Date

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Board of Trustees

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Date

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Board of Trustees

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Board of Trustees

_____9-25-19_____
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Board of Trustees

_____9-26-19_____
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Board of Trustees

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Date

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Board of Trustees

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Date

CENTRAL PENNSYLVANIA DIGITAL LEARNING
FOUNDATION CHARTER SCHOOL
580 FOOT OF TEN ROAD
DUNCANSVILLE, PA 16635

RESOLUTION OF THE BOARD OF TRUSTEES

Authorization to Submit Charter Renewal Application

WHEREAS, the Central Pennsylvania Digital Learning Foundation Charter School (the "School") is a cyber charter school chartered by the Pennsylvania Department of Education.

WHEREAS, the School's current Charter commenced on July 1, 2015 and ends on June 30, 2020.

WHEREAS, it is the desire and intent of the Board of Trustees of the School to have the School's Charter renewed by the Pennsylvania Department of Education.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees and it is hereby resolved by the authority of the same as follows:

That the Board of Trustees of the Central Pennsylvania Digital Learning Foundation Charter School intends to direct the Chief Executive Officer of the School to submit a charter renewal request and application to the Pennsylvania Department of Education as well as to take all other actions necessary in accordance with applicable laws to facilitate the charter renewal process.

Resolved this 12th day of September 2019.

Central Pennsylvania Digital Learning Foundation Charter School

By: _Royce Ann Boyd_

Its: _Board of Trustees - President_

Attest: _____

Its: _9/12/19_

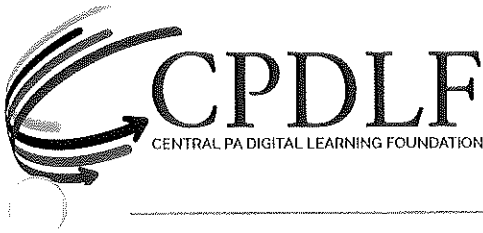| Last Name	First Name	Job Title	Certifications				
Snowberger	Michele	Confidential Administrative Assistant					
Mayers	Deanna	Director of Teaching and Learning	Elementary K-6	Instructional Technology Specialist	Principal K-12		
Keel	Justin	Director of Technology and Innovation	Educational Technology				
McCloskey	Tori	Learning Guide and Instructor	Grades PK-4	Grades 4-8 (all subjects 4-6, English Language Arts and Reading 7-8			
Murtha	Patti	Learning Guide and Instructor	Health & Physical Education K-12				
Pazcoguin	Rebecca	Learning Guide and Instructor	Social Studies				
Rupp	Leslie	Learning Guide and Instructor	Elementary K-6	Mid Level English 7-9	English 7-12	Social Studies 7-12	Mid Level Citizenship Ed 7-9
Jancula	Heather	Learning Guide and Instructor / ESL	Social Studies 7-12	Program Specialist ESL PK-12			
Morrissey	Geraldine	Learning Service Coordinator	Special Education PK-12	Elementary K-6			
Mayer	Brittany	Part Time Administrative Assistant					
Day	Brieana	Part Time Instructor	English K-6	English 7-12	Reading Specialist		
Forsythe	Kimberly	Part Time Instructor	Biology 7-12	Chemistry 7-12			
Longwell	Paul	Part Time Instructor	General Science 7-12	Physics 7-12			
Pincherri	Briana	Part Time Instructor	Mathematics 7-12	Business Computer Info Tech K-12	School Counselor PreK-12		
Rogers	Wesley	Part Time Instructor	Mathematics 7-12				
Weidlich	Renee	Part Time Nurse					
Fairbanks	Melissa	Part Time Special Ed Instructor	Special Education PK-12	Elem. K-6			
Waltz	Bonnie	Part Time Special Ed Learning Guide	Mental and/or Physical Handicapped				

CPDLF 2019 Charter Renewal Fact Sheet - All Staff by Title

Last Name	First Name	Job Title	Certifications				
Salyards	Kimberly	Principal	Administrative I - Principal K-12	Emergency Permit - General Science 7-12, Mathematics 7-12			
Dodge	Joan	Project Coordinator / District Assessment Coordinator					
Dikum	Barbara	Relationship / Marketing Coordinator					
Noonan	Tricia	Special Education Learning Guide and Instructor	Elementary K-6	Special Education N-12			
Weyandt	Travis	Special Education Learning Guide and Instructor	Grades 4-8 (all subjects 4-6, Mathematics 7-8)	Emergency Permit - Special Education PK-8, Special Education 7-12			
Cox	Cathy	Student Records Officer/Special Education Secretary					
Kelley	Brandon	Technology Coordinator					

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Draft Attendance Guidelines 2019-20 school year

- In Alma, attendance can be entered retro one week and tied to ONE course/period
  - We should use Connects U period/instructor (ie, the LG)
- We want to value connection and relationships
- If check-ins happen generally on Tuesdays, attendance should be discussed in the check-in with the learner and then gets entered by the LG (due by Thursday @ noon)
- "Formula" for attendance days
  - **1 day for having a weekly Zoom (or other video) check-in** with goal-setting (see below)
    - Entered in Alma for Tuesdays
    - Lose ½ day if check-in only happens via phone (?)
      - This gives them 6 weeks until they would accumulate 3 unexcused absences for missing this piece
  - **1 day for Connects U coursework** completion
    - Entered in for Weds
  - **1 day for their activity in GoGuardian** (engaged, showing school-related activity etc)
    - Entered in for Thursdays but based on the whole previous week's activity
  - **2 days for their actual progress in their courses**, based on progress toward goals that were set at the previous week's check-in, attendance info entered by instructors, and overall goal of completing in one year (or half a year for semester courses)
    - Entered in for Fridays and Mondays
      - 4-25% sections
- Use a Google form for the LGs to record. While they are doing check-ins (they will be using the SLP mentoring tool) so they don't lose the information and we don't create more spreadsheets
  - Draft Google Form (JK)
- Gives LGs the freedom to create 'attendance plans' for their learners way before an official SAIP meeting has to happen
- **Instructors should take attendance (entered directly into Alma) on Wednesdays for the week prior for their courses based on progress in the course (~3% per week)**
- Filing with magistrate:
  - 3 unexcused: SAIP meeting/plan
  - 6 unexcused: add referral to CYS or Evolution to plan
  - 9 unexcused: add citation (may) filed with magistrate

Link to Draft 2019-20 Attendance Guidelines: Learner & Learner Coach

Attendance at CPDLF

CPDLF is a cyber charter school that operates in a customizable, flexible, and personalized learning environment 24/7. Regular attendance at school is important and necessary for your child's success and our goal is to help your child be successful. New Pennsylvania Compulsory Attendance laws require children aged 6 to 18 years to attend school. The following outlines what counts as attendance at CPDLF and how you can help your child be successful. *We value CONNECTION and RELATIONSHIPS.*

- A "Week" at CPDLF starts on Wednesday and ends on the Tuesday following.
  - Example: Wednesday, August 28 through Tuesday, September 3rd
- A "Day" at CPDLF starts at 12:00 am and ends at 11:59 pm.
- Recording attendance is done weekly by Learning Guides and Instructors.
  - Attendance is required on 5 out of the 7 days in that time period. Saturdays and Sundays may be used in place of a typical school week day. Replacement will be determined by your Learning Guide or Instructor.
    - Example: Saturday, August 31 could replace Friday, August 30 because of an all day doctor appointment.
- The 5 days of attendance per week are based on:
  - At least one video check-in with your Learning Guide (e.g., Zoom)
  - Completion of Connects U! Weekly coursework
  - GoGuardian activity
  - Progress in courses

EXCUSED ABSENCES
With the flexibility of the "Week" and the "Day", there should not be a reason for absences; however, if necessary, excuses for missed "days" are required or it will count as an unexcused day
- Attendance records will be updated in "Alma" every week on Thursday by 3:00PM.
  - Parent/Guardian/Learner will be notified by email of absences needing excuses by Friday mornings at 8am
- Excuses due to the Student Records Officer (excuses@cpdlf.org) by 8am on Mondays.
  - Example: Week August 22 through August 28 - Excuses due Monday 9/3
  - **Please cc your learner's Learning Guide on this email also**
- Acceptable excuses
  - Illness or other emergency
  - Death in family
  - Health care, such as doctor's appointments, if it is not "practical or possible for the student to receive the services outside of school hours" and has a "minimum of interference" with the student's studies.
  - Religious holidays and religious instruction of up to 36 hours per school year.
  - Non-school sponsored educational tours and trips, pre-approved by the Principal.

UNEXCUSED ABSENCES

Truancy - 3 or more accumulated unexcused absences during the school year
    Note: 2 consecutive unexcused half days will count as one day
- CPDLF is required to report ALL unexcused absences to the PA Department of Education
- 1-2 accumulated unexcused absences - reminder of violation of compulsory attendance requirements sent to parent/guardian
- 3 accumulated unexcused absences = **Truant**
    - Parent/Guardian will receive certified mail notification of missed days. Participation in an Attendance Improvement Conference required. See Sample Official Notification attached.
- 6 accumulated unexcused absences = **Habitually Truant**
    - Parent/Guardian will receive certified mail notification of missed days.
    - Under 15 years of age
        - Referral to community-based attendance improvement program -OR-
        - Referral to CYS for services
        - Citation with local magistrate may be filed (up to $750 fine)
    - 15 years of age or over
        - Referral to community-based attendance improvement program -OR-
        - Citation with local magistrate will be filed (up to $750 fine and possible loss of driver's license)
        - May include referral to CYS services
- 10 accumulated unexcused absences - a doctor's excuse for all additional absences may be required
- 10 CONSECUTIVE unexcused absences: Student will be dropped from CPDLF enrollment and returned to the home school district

NOTE ON ABSENCES (EXCUSED OR UNEXCUSED)
- **Chronic Absence** = missing 10% or more of the school year for ANY reason (excused and/or unexcused absences; suspensions). This means if a student averages 2 days/month of absences, he/she is chronically absent. Chronic absence has been proven to have long-term negative effects on academics, graduation rate, and a sense of belonging in school. YOUR LEARNER NEEDS TO BE IN REGULAR ATTENDANCE AT SCHOOL!

Please make every effort to assist your child in "attending" school every day by setting aside time in their day to complete their school work in an environment with minimized distractions. If you have any questions or would like tips on how you can help your child have a successful learning experience at CPDLF, please contact either the Principal, Mrs. Kim Salyards (principal@cpdlf.org) or the Learning Services Coordinator, Mrs. Dina Morrissey (dmorrissey@cpdlf.org). We would love to help you and your child have a successful learning experience at CPDLF.

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
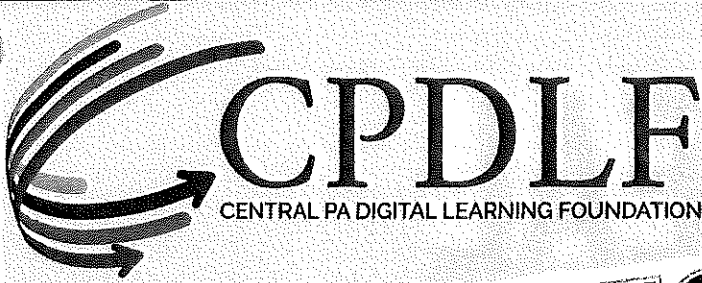
CONNECTS U!

Relationships · Opportunities · Partnerships

THE IDEAL
VIRTUAL LEARNING EXPERIENCE
CUSTOMIZED - RIGOROUS - FLEXIBLE

Connect ∞ Engage ∞ Empower

Mission Statement and Vision

The IDEAL Virtual Learning Experience
Customized – Rigorous – Flexible

Providing all _students_ across the state of
PA access to _quality customizable virtual
learning_ experiences with a personal
touch

Providing _districts_ with opportunities for
_successful asynchronous virtual learning
experiences for learners_

Connect ∞ Engage ∞ Empower

THE IDEAL
VIRTUAL LEARNING EXPERIENCE
CUSTOMIZED - RIGOROUS - FLEXIBLE

Your Ideal Learning Environment is where you are appropriately challenged to learn and grow.

Added: March 17, 2019

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CPDLF Core Values

- **Connection**
  - Communication
  - Collaboration

- **Engagement**
  - Purpose
  - Positive Relationships

- **Empowerment**
  - Accountability
  - Personal Growth

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PLAY · PURPOSE · PASSION

Connect	Relationships
Engage	Opportunities
Empower	Partnerships

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CONNECTS U!
Relationships · Opportunities · Partnerships

Connect   Engage

Advisory

Mentoring

Learner Profiles

Empower

Connect

The Learning Guide

At CPDLF, every student is assigned to a Learning Guide (LG) who makes a connection and builds a strong relationship with the student to guide him/her to be a successful virtual learner.

The Learning Guide:

- Guides the learning based on the student's interests, goals, and how the student learns best
- Conducts weekly 1:1 check-ins with the Learner
- Connects parents, instructors, and community to provide support for the Learner
- Engages with the Learner to develop and strengthen Habits of Success
- Empowers the Learner to be a Self-Directed Learner

I like how much everyone at CPDLF wants you to succeed and how willing they are to help you.
~CPDLF Learner

Engage

The Learning

At CPDLF, learning experiences are based on the student's needs and academic goals. At the high school level, a wide variety of electives provide a learning experience based on student interest.

Learning Experiences are:

- Personalized for the Learner
- Applicable to the real world
- Goal driven
- A demonstration of knowledge

Habits of Success

I like that I can be independent but I also have many outlets of help anytime I need it.
~CPDLF Learner

Empower

The Learner and the Learning Coach

At CPDLF, students are required to take ownership and responsibility for their learning, thus becoming the *Learner*. The adult in the home learning environment is required to coach, encourage, and monitor the learner, thus becoming the Learning Coach. The *Learning Coach* and the Learning Guide work together to provide a system of support for the success of the Learner.

Learning Coach Testimonies:
I have seen my daughter grow and become more confident throughout the year.

We enjoy CPDLF and know what it's a learning experience for all. We love the personal help and the teachers are wonderful.

CPDLF Learner Testimony
I have found a school that I can work on my own and do well with. I have a teacher that is proud of me and what I can do. It makes me feel good.

Relationships   Opportunities   Partnerships

CPDLF Belief Statement
Learners and Learning

1. We believe all learners have purpose and can develop a growth mindset.

2. We believe learning should be customized to the learner's purpose.

3. We believe all learners, when empowered, have the ability to excel.

Updated: November 26, 2018

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CPDLF Belief Statement
Learning Guides/Instructors

We believe Learning Guides and Instructors:

1. Facilitate successful learning experiences by connecting, motivating, engaging, and supporting learners.

2. Provide interesting, interactive, and challenging learning opportunities to promote relevant and self-directed learning.

3. Empower learners and learner coaches with authentic connections and engagement through ongoing and purposeful communication.

Updated: November 26, 2018

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CPDLF Belief Statement
Learning Communities

We believe Learning Communities:

1. Are diverse and should instill a sense of belonging in each learner.

2. Are connected, flexible, and collaborative.

3. Support growth with high expectations and engaging learning opportunities.

Updated: November 26, 2018

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Slides beyond this point are in very rough draft form and some are yet to be addressed or completed.

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CPDLF Definitions

- Connection
- Engagement
- Empowerment
- Learners
- Learning Coaches
- Learning Guides
- Instructors
- Learning Community - includes a Learning Guide and an Instructor
- Learning Environment -

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CPDLF Vision Statements

1. Connection
2. Learner
3. Learner Outcomes
4. Learning Path
5. Growth
6. Learning Guide/Instructor
7. Community
8. Technology

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CPDLF Connection Vision

CPDLF Learners and Learning Coaches will
- Authentically communicate at least weekly with their Learning Guides and Instructors
- Form positive relationships within their learning community
- Interact and collaborate positively with their peers and CPDLF staff
- Self-advocate by asking for help and communicating needs with their Learning Guides and Instructors
- Attend scheduled appointments
- Find a sense of belonging by being engaged in academic and non-academic opportunities

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CPDLF Connection Vision

CPDLF Learning Guides and Instructors will

- Authentically communicate with each learner at least weekly during check-ins to discuss goals, growth, and progress.
- Respond to learners within 24 hours.
- Instruct learners at least weekly through a live Connects U! Launch or Instructional Launch.
- Form positive relationships within the CPDLF Learning Community.
- Interact and collaborate positively with their coworkers and outside agencies.
- Know their learners and facilitate connections within the CPDLF Learning Community and outside organizations.

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CPDLF Learner Vision

CPDLF Learners will

Be *Connected* by	Be *Engaged* by	Be *Empowered* by
○ Showing respect	○ Being accountable	○ Asking relevant questions
○ Being accountable	○ Always learning	○ self-advocating
○ Always learning	○ Managing time	○ Being accountable
○ Following their purpose	○ Living with a growth mindset	○ Always learning
○ Living with a growth mindset	○ Being motivated	○ Living with a growth mindset
○ Being motivated	○ Staying focused	○ Being motivated

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	Long-Term Vision for Students *What will students know and be able to demonstrate upon leaving the school?*	Measures of Success *How will you know you are on track to achieving your vision or students?*	
	CPDLF is committed to providing the Ideal Virtual Learning Experience so that each child will grow as a functioning and contributing member of society equipped to choose the future they desire upon leaving CPDLF.	All Learners have the skills, habits, and knowledge necessary to be successful in their future.	
	CPDLF Learners will demonstrate -Connectedness (Attachment, Stress Management, Self-Regulation, Self-Awareness, Empathy/Relationship Skill, Executive Function) -Engagement (Growth Mindset, Self-Efficacy, Sense of Belonging, Relevancy of Learning) -Empowerment (Self-Directed, Curious, Purposeful, Resilient, Agents, Tenacious Academically)	Connected – All learners are attending weekly check-ins with their Learning Guides Engagement – All learners are demonstrating growth in all their learning progressions and have developed a life-ready pathway Empowerment – All Learners graduating from CPDLF demonstrate the development of a life-ready graduate and have a plan for next steps after high school	

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CPDLF Learner Outcomes Vision

- Learners will grow as functioning and contributing members of society throughout and beyond their time at CPDLF.
- Learners leave CPDLF equipped to choose the future they desire.
- Success means a learner is becoming their own authentic best.
- Learning progresses so that it applies to new situations and challenges.
- Learners are able to demonstrate life-long learning skills by practicing learned skills to maintain and improve learned knowledge.

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CPDLF Learner Path Vision

- Preparation for post-graduation endeavors as customized per the learner
- We don't have pre-determined goals for CPDLF learners; we provide them with the resources to become who they want to be.
- Content will not only be related to academics but will lead towards supporting the learner's future goals and allow them to be successful in life.
- Learning outcomes will be clear to the learners and their families. We will review and check for understanding of hte learning outcomes.

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CPDLF Growth Vision

- CPDLF Learners will take ownership and responsibility of their growth successes.
- CPDLF Learners will show growth each academic year in academic, social, and emotional development:
  - Connects U (emotional/social)
  - MAPS/DIBELS/IXL/Lexia
  - Progress Reports
  - Weekly check ins

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CPDLF Growth Vision

CPDLF Instructors will support learners to foster growth by
- Providing Instructional Launches
- Delivering prompt responses
- Providing HAT feedback
- Facilitating check-ins (Learning Guides)
- Explaining data to learners and parents

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CPDLF Learning Guide/Instructor Vision

- Learning Guide
  - Mentor
  - Advisor
  - Relationship builder - personal connections
  - Motivating/encouraging/ cheerleader
  - Coaching - goal setting, reminders
  - Connection to family

- Instructor
  - Establishes and communicates course expectations
  - Provides HAT feedback and learning strategies
  - Monitors student pace and delivers relevant feedback
  - Reinforces key content in weekly launches
  - Provides guidance and assistance with projects

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CPDLF Community Vision

- CPDLF will build community outreach programs with local businesses, colleges, employment agencies, and non-profits by establishing a "School-to-Work" program within our curriculum.
- CPDLF learners will be provided with academic and non-academic face-to-face and online opportunities to make connections with peers and staff members.

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CPDLF Technology Vision

- Every Learner has access to a computer and has broadband internet access.
- As technology changes, CPDLF will adapt to provide the ideal learning environment for learners by collaborating with learning communities and continuously evaluating new resources.
- CPDLF will provide technology training for learners, learning coaches, and staff.
- CPDLF will offer ongoing timely technology support through help desk and phone systems.
- CPDLF will provide information on all tools and resources available for both technology support and engagement with learning community
- CPDLF will build out a knowledge base to provide answers, help, and walk-through to frequently encountered issues.
- CPDLF technology purchases will be focused on increasing student engagement and connection to learning path.

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CPDLF Whole Child Development

- Well-Balanced   - The Personal Sphere
- Self-Directed, Lifelong   - The Learning Sphere
- Caring, Compassionate   - The Relationships Sphere
- Civic-Minded   - The Civic Sphere
- Globally Responsible   - The Global Sphere
- Quality Producer and Consumer   - The Economic Sphere
- Culturally Aware   - The Cultural Sphere

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CPDLF Connection Expectations
Learning Guides

- At least 80% [85%] of learners are passing - Goal: 100%
- Conduct synchronous mentoring check-ins at least once per week
- Follow the pacing chart (need more explanation)
- Have a schedule (need more explanation)

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CPDLF Connection Expectations
Special Ed Staff

- Not yet developed

Connect ∞ Engage ∞ Empower

CPDLF Connection Expectations
Instructional Staff

- Not yet developed

Connect ∞ Engage ∞ Empower

CPDLF Connection Expectations
Support Staff

- Develop a connection with everyone (parents, learners, staff, etc.) What does connection mean? How will you know you are meeting this expectation?
- District Test Administrator - Connect with learners during enrollment day, Thursday, Friday. What does connection mean? How will you know you are meeting this expectation?

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CPDLF Engagement Expectations
Learning Guides

- Not yet developed

Connect ∞ Engage ∞ Empower

CPDLF Engagement Expectations
Special Ed Staff

- Not yet developed

CPDLF Engagement Expectations
Instructional Staff

- Not yet developed

CPDLF Engagement Expectations
Support Staff

- Engage everyone (parents, learners, staff, etc.) What does it mean to be engaged? How will you know you are meeting this expectation?
- District Test Administrator - Engagement during enrollment, Thursday, Friday. What does it mean to engage? Who is ensuring engagement? How does one engage? How do you know you have met this expectation?

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CPDLF Empowerment Expectations
Learning Guides

- Not yet developed

Connect ∞ Engage ∞ Empower

CPDLF Empowerment Expectations
Special Ed Staff

- Not yet developed

Connect ∞ Engage ∞ Empower

CPDLF Empowerment Expectations
Instructional Staff

- Not yet developed

Connect ∞ Engage ∞ Empower

CPDLF Empowerment Expectations
Support Staff

- Engage everyone (parents, learners, staff, etc.) What does it mean to be engaged? How will you know you are meeting this expectation?

- District Test Administrator - Engagement during enrollment, Thursday, Friday. What does it mean to engage? Who is ensuring engagement? How does one engage? How do you know you have met this expectation?

Connect ∞ Engage ∞ Empower

February 19, 2019

Hon. Pedro Rivera
Pennsylvania Department of Education
Office of the Secretary
333 Market Street
Harrisburg, PA 17126

Dear Secretary Rivera,

The Central PA Digital Learning Foundation is a small cyber school focused on providing quality, personalized learning opportunities for all children in the state of Pennsylvania. With an emphasis on making connections and building relationships, we are fostering a culture that leads to engagement and, ultimately, empowerment for each child. At the beginning of last year, a parent and a business owner in the Stroudsburg area approached me inquiring about our school and what we had to offer. They were particularly interested in how we personalize to connect, engage, and empower every learner and wondered if it would be possible to expand those opportunities to the Stroudsburg area.

Upon receiving this inquiry, I did some research and learned that the majority of our learners are located in the area surrounding our physical location in Duncansville. An investigation into possible reasons for this particular demographic revealed that our success is partially due to the connection to the community, even though we use virtual tools to connect to learners across the state. At the time of this inquiry, we had a group of learners from the East side of the state and were getting more inquiries from that area. Based on that information, the Board of Trustees directed me to fully investigate opening a site in the area requested. This investigation revealed that there is an interest in the area for the type of programming that we have to offer and that the area would benefit from a physical location. The Board of Trustees identified space within an existing facility located at 2123 East Main Street, Stroudsburg, PA, (the Facility") that, after minor renovations, will have the capacity to accommodate up to CPDLF learners for (1) standardized testing and or/other testing; (2) tutoring; and (3) supplemental services related to special education. Therefore, the Board of Trustees decided to move forward with submitting a Request for an Amendment to our Charter to include use of the Facility for the above-stated purposes.

Along with this letter, there is a signed sublease between CPDLF and Fusia LLC for the Facility; a Resolution from the CPDLF Board requesting a charter amendment to allow use of the Facility, and a copy of our Use of Facilities policy. The CPDLF Board, the community of Stroudsburg, and the staff at CPDLF believe that adding the Facility would provide learners in that area with a familiar location for state testing as well as a place with which they can be part of a larger cyber community. This location would also allow for face to face services such as tutoring and services related to an IEP that they may want to experience in person to make their learning experience more personable. While all of these

services are available virtually through Zoom for all learners across the state of Pennsylvania, one reason that learners come to us for the personable experience that is also available at our Duncansville site.

To open the Facility, we foresee the need for a Site Manager who can manage the site, facilitate connections with the staff virtually including connecting students to certified subject area instructors for tutoring as well as make connections and build relationships with families for a complete support system in a local area. This individual will need at least a Bachelors degree with experience in site management and working with families, particularly students, an educational certificate is preferred but not necessary.

Thank you for carefully considering our request to provide equitable opportunity for our students on the east side of the State. If you need any further information or want to discuss our request, please feel free to contact me at ceo@cpdlf.org or by phone at 814-682-5258.

Respectfully,

Dr. Aiko Malynda Maurer

Dr. Aiko Malynda Maurer, CEO

cc: Division of Charter Schools w/enclosures (via First Class and Electronic Mail)
        CPDLF Board of Trustees

Enclosures

-   Resolution of the Board of Trustees
-   Use of Facilities Board Policy
-   Fusia Dance Sublease

CENTRAL PENNSYLVANIA DIGITAL LEARNING FOUNDATION
580 Foot of Ten Road
Duncansville, PA 16635

RESOLUTION OF THE BOARD OF TRUSTEES

Authorization to Submit Charter Amendment Request

WHEREAS, it is the desire of the Board of Trustees of the Central Pennsylvania Digital Learning Foundation Charter School ("CPDLF") to amend its charter to include a second physical facility at 2123 West Main Street, Stroudsburg, PA 18360 (the "Facility"); and

WHEREAS, the Board of Trustees voted this day to approve a sublease, conditioned upon the Pennsylvania Department of Education's approval of an amendment to its Charter, to occupy the Facility provided that it is limited to use by students for (1) standardized testing and or/other testing; (2) tutoring; and (3) supplemental services related to special education including, but not limited to, speech therapy, physical therapy and occupational therapy. Students may be at the Facility only for the time needed to participate in these services and activities. Charter School personnel, students and families utilizing the Facility shall conform to all CPDLF Policies while at the Facility; and

NOW THEREFORE, BE IT RESOLVED, the Board of Trustees of the CPDLF authorizes its Administration to submit a charter amendment request to the Pennsylvania Department of Education that, if approved, would allow it to use the Facility in a manner consistent with applicable law.

Resolved this 10th day of January, 2019.

By: _____
President

By: _____
Secretary

Central Pennsylvania Digital Learning Foundation Charter School

Board of Trustees Policy

USE OF SCHOOL FACILITIES POLICY – P07

The Central Pennsylvania Digital Learning Foundation Charter School ("Charter School") shall endeavor to make full use of its facilities for the education of its students and where legally and economically feasible for uses that promote improved community services.

Within the guidelines of this policy, the Chief Executive Officer ("CEO"), shall have the authority to grant permission for the use of Charter School facilities (including Off-Site Charter School Facilities as defined below) and to develop regulations and assign responsibilities for such use.

In the event of circumstances involving serious matters relating to the health and welfare of the Charter School or its community, the CEO or her designee shall have the authority to provide use of Charter School facilities without cost to the users.

Full-time employees

Unless granted permission from the CEO or her designee, full-time employees of the Charter School shall work in-person, "on-site" at the Charter School's main office located:

<div align="center">
Appalachia Intermediate Unit 8
Educational Development Center
580 Foot of Ten Road
Duncansville, PA 16635
</div>

Persons, Groups or Organizations who may use Charter School facilities:

(a) Any non-profit group or organization may use Charter School facilities provided that they do not illegally restrict membership, attendance, or leadership by reason of race, color, religion, creed, ancestry, age, sex, sexual orientation, physical handicap or national origin.

(b) Non-profit organization shall mean any community civic, cultural, athletic, educational, parent, youth, service or school organization or any governing authority, corporate or public, or any governmental body or

any alumni association that desires to use Charter School facilities for social, recreational or other purpose.

Fees and Costs for facilities use:

(a)   The CEO or her designee shall develop a fee schedule that will fairly reimburse the Charter School for any direct or indirect expenses incurred in making its facilities available for community use. The fee schedule shall be updated periodically to assure its accuracy.

(b)   Charges and fees as referenced above shall be waived for the following:

    (1)   Meetings of the Parent Advisory Committee or any of its committees;

    (2)   Meetings of officially recognized alumni or alumnae organizations;

    (3)   Fundraising activities approved by the Board of Trustees;

    (4)   In the event of an extreme emergency declared by the Governor, Borough or Emergency Coordinator or by the American Red Cross, Charter School facilities shall be made available as emergency shelters.

Insurance and Indemnification Requirements:

(a)   Persons, groups or organizations using Charter School facilities for fundraising purposes shall provide the Charter School with a certificate of insurance for a Comprehensive Public Liability Insurance in the amount of not less than One Million Dollars ($1,000,000) indemnifying the Charter School against possible tort claims arising from such use.

(b)   The insurance shall be placed with insurers lawfully authorized to do business in Pennsylvania.

(c)   The company or agency which issues the Certificate of Insurance must provide a complete street address where it can be served with notice (Post Office box addresses will not be accepted) and a telephone number. The company or agency must certify that it is an agent of the insurance company issuing the policy and that its statement is subject to the penalties of 18 Pa. C.S. § 4904 relating to unsworn falsification to authorities.

(d)   The Charter School shall not accept any policy (1) written on a claims made basis or (2) which only names the Charter School as an additional insured or (3) which is written only on an "excess or umbrella" basis or which carries any deductible or self-insured retention over $500.00. However, deductibles or self-insured retentions may be declared to and approved by the Board of Trustees. If the deductibles or self-insured retentions are not approved, the user shall procure a bond guaranteeing payment of losses, investigation, claims administration and defense expenses up to the amount of the deductibles or self-insured retentions.

(e)   Charter School shall be named specifically as an additional insured on the liability policy of insurance and documented proof of same must be provided to Charter School prior to use of Charter School facility/property by a group.

Application for Use:

(a)   All prospective users of Charter School facilities shall apply in writing on a form to be supplied by the CEO or her designee. The application form shall include an indemnification agreement to be signed by the user and witnessed by the CEO or her designee.

Prohibited Activities:

(a)   Use of Charter School facilities for any illegal activity, including but not limited to gambling, and for any activity at which alcoholic beverages will be served is prohibited as is the use of tobacco or illicit drugs.

(b)   The use of equipment or materials on Charter School property which would be generally considered unsafe or dangerous to the user, other participants in the activity.

(c)   Commission of, or failure to control or prevent, acts of vandalism, disorderly conduct, violations of local ordinances, or violations of fire, liquor or criminal laws of the United States or the Commonwealth of Pennsylvania shall disqualify a person, group or organization from future use of Charter School's facility.

Use for Voting Purposes:

(a)   The Town of Hollidaysburg, acting through its Commissioners, shall be permitted to use Charter School facilities for voting, but the school shall be

reimbursed for the cost of custodial and maintenance services as permitted by law. The CEO or her designee shall endeavor to reach an agreement with the Commissioners with regard to the placement of the voting booths to minimize disruption to instructional programs and to ensure that the safety of the children is not jeopardized by the presence of the voting public at the school on Election Day.

Responsibilities of User of Charter School Facilities:
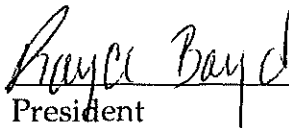
(a)   The user must inspect the Charter School facilities prior to the commencement of the period of their use and must inform the CEO or her designee in writing of any defects which a visual inspection would reveal. If any defects are found, the Charter School has the right to withdraw its prior authorization to the user to use Charter School's facilities.

(b)   The user assumes the care, custody and control of Charter School's facilities during the period of use. The user is responsible for the monitoring and supervision of all its events at Charter School's facilities during the period of use. Upon expiration of the period of use, the user must return to Charter School, the facilities in as good order, condition and state of repair as they were prior to their use by the user.

(c)   Charter School has the right to terminate the use of its school facilities by the user due to the user's non-compliance with the requirements of the policy. Abuse, misuse or vandalism of Charter School facilities by the user will result in the suspension of the user's future privileges to use available Charter School facilities.

(d)   The user is responsible for any personal injuries or property damages occurring at Charter School facilities during the period of use. The user must defend, indemnify and hold the Charter School harmless from and against any losses or damages due to the user's non-compliance with the requirements of this policy and any losses, damages, claims and expenses arising out of any personal injuries or property damages caused by the user or which occur during the period of use.

Off-Site Facilities

As designated by the CEO or her designee, off-site facilities owned, leased or otherwise utilized by the Charter School for the benefit of Charter School students, employees and providers ("Off-Site Charter School Facilities") may offer face-to-face interaction or access to specific technology. *Off-Site Charter School Facilities may only be utilized for (1) standardized testing and or/other testing; (2) tutoring; and (3) supplemental services related to special education, such as speech therapy, physical therapy, occupational therapy. Students may be at Off-Site Charter School Facilities only for the time needed to participate in these services and activities.* Charter School personnel, students and families utilizing Off-Site Charter School Facilities shall conform to all Charter School Policies while on the premises.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this day ____10____ of __January_____, 2019

Kayla Boyd

President

Michael C Strasser

Secretary

Distribution:
- Board Policy Binder
- Board Policy Shared Drive Folder
- CPDLF Website

SUBLEASE AGREEMENT

THIS SUBLEASE AGREEMENT (the "Sublease") is made this 10th day of January, 2019, by and between FUSIA, LLC ("Tenant"), and Central Pennsylvania Digital Learning Foundation Charter School ("Subtenant").

RECITALS:

WHEREAS, pursuant to a Lease Purchase Agreement dated March 3, 2017 and amended January 9, 2019 between CK Entities, LLC (the "Landlord") and Tenant (the "Lease"), the Landlord leases that certain property located at 2123 West Main Street, Stroudsburg, PA 18360 to Tenant ("Leased Property"); and

WHEREAS, Tenant desires to sublease a portion of the Leased Property to Subtenant; and

WHEREAS, Subtenant desires to sublease a portion of the Leased Property.

NOW THEREFORE, in consideration of the mutual covenants herein and each intending to be legally bound hereby, the parties agree as follows:

1. **Demised Premises.** The Tenant hereby leases to the Subtenant and Subtenant hereby rents from Tenant all that certain class room and office space of approximately 2,000 square feet in the Leased Property, more fully described by the floor plan attached hereto as Exhibit "A" and incorporated herein as if fully set forth, together with the right to use the restrooms, driveways, sidewalks, and parking areas, along with designated other common areas (hereafter referred to as the "Demised Premises"). The Demised Premises shall be occupied and used by the Subtenant in the operation of a cyber charter school for students ages five to twenty-one years of age (the "Permitted Use").

2. **Term of Sublease.** The initial term of this Sublease shall be for the period of three (3) years commencing on the later of January 1, 2019 or thirty (30) days following the date of written approval by the Pennsylvania Department Education ("PDE") of Subtenant's occupancy of the Leased Property ("PDE Approval") and ending 36 months after the commencement date ("Initial Term").

3. **Renewal Term.** Upon expiration of the Initial Term, Subtenant shall have the option to renew this Sublease, under the same terms and conditions, for a three (3) year term beginning simultaneously with the end of the Initial Term (the "Renewal Term"). Subtenant may exercise the option for the Renewal Term only by written notice delivered to Tenant not less than one hundred twenty (120) days' prior to the expiration of the Initial Term. Upon receipt of any notice of Renewal, Tenant shall provide a copy of same to Landlord. The Initial Term and any Renewal Term shall be referred to as the "Term".

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4. **Termination During Renewal Term**. After the expiration of the Initial Term, this Sublease may be terminated (a) at any time upon the mutual agreement of the parties or (b) by Subtenant for any reason upon one hundred eighty (180) days' written notice delivered to Tenant.

5. **Rent**.
   (a) BASE RENT. The yearly base rent is payable in equal monthly installments as noted below in the rent schedule (the "Base Rent"), and "Additional Rent" (as defined in hereinafter at Sections 5(b) and 7) and any other charges are due on the first of each month (the "Due Date") and shall be paid to Tenant by Subtenant without notice or demand and without abatement, deduction or setoff. From time to time herein, the Base Rent and the Additional Rent are referred to collectively as the "Rent".

Monthly Rent Schedule

LEASE YEAR	RENT PER MONTH
1	$3,200/mo. ($1.60/sq. ft.)
2	$3,200/mo. ($1.60/sq. ft.)
3	$3,200/mo. ($1.60/sq. ft.)

   (b) ADDITIONAL RENT ATTRIBUTABLE TO LATE CHARGES. In the event Tenant has not received the monthly rent payment within thirty (30) calendar days after the Due Date, Tenant shall be entitled to assess and collect, as additional rent, a late charge of five (5%) percent of such total monthly installment (including Base Rent, and all Additional Rent, and all other charges due) and an additional five (5%) percent for each and every month the balance remains unpaid.

6. **Use of Premises**.

   (a) Subtenant shall have the right to occupy and use the Demised Premises solely for the Permitted Use and for no other purpose whatsoever without the prior written consent of the Tenant.

   (b) Subtenant shall use the Premises in a careful, safe and proper manner, and shall, at its expense, obtain and maintain all licenses and certificates required by applicable law for the Permitted Use.

   (c) Subtenant covenants and agrees to comply with any and all obligations of the Tenant under the Lease regarding the Demised Premises.

(d) The terms of this Sublease are conditioned upon Subtenant, at its sole cost and expense, obtaining PDE Approval on or before June 30, 2019. In the event Subtenant is unable to obtain PDE Approval on or before the date set forth herein, this Sublease shall terminate on June 30, 2019 and the terms of this Sublease shall not be enforceable by either party against the other.

7. **Additional Rent Due to Utilities**. Except as provided for herein (Water, Electric, Heat, Garbage and Snow Removal), Tenant shall pay all public utilities and other services (including electrical, heating, cooling, pest control, light bulb replacement, fire-monitoring protection and school security) rendered or furnished to the Demised Premises. Subtenant shall be responsible to pay for all janitorial/custodial, long distance telephone services, school security systems installed by Subtenant, all furnishing, light bulbs, fixtures, and Subtenant's equipment within the Demised Premises, and any computer line services which are exclusively dedicated to Subtenant's use and/or separately ordered by Subtenant.

8. **Furniture, Equipment and Fixtures**. Subtenant may use all furniture, equipment and fixtures currently located at the Demised Premises, if any, including facsimile service and copier service. Ownership of such furniture, equipment and fixtures shall remain in the Tenant. Subtenant may bring such furniture or equipment as it deems necessary. Ownership of Subtenant's furniture or equipment shall remain in Subtenant, and shall be removable by Subtenant on termination of this Agreement.

9. **Insurance**. Subtenant, at its sole cost and expense, shall obtain a comprehensive general liability insurance policy with limits of at least $1,000,000 per occurrence with a $3,000,000 annual aggregate. Such insurance policy shall: (a) be written with a company authorized to engage in the business of general liability and property insurance in the Commonwealth of Pennsylvania; (b) name the Tenant and Landlord as an additional insureds in said policy; and (c) provide not less than thirty (30) days prior written notice of cancellation to Tenant. There shall be delivered to the Tenant and Landlord a copy of the insurance certificate as evidence that Tenant and Landlord have been named as additional insureds and that the insurance premium has been paid. Subtenant is responsible for all personal or other property owned, installed or maintained by Subtenant. The Tenant is not responsible or liable for any damage to such property owned, installed or maintained by Subtenant. Subtenant shall carry insurance adequate to replace all such personal property, equipment or other items.

10. **Maintenance of Demised Premises**. Subtenant shall be responsible for the maintenance of the Demised Premises, and shall keep it in good condition and repair, reasonable wear and tear excepted; however, Subtenant shall not be responsible for any damages to the Demised Premises caused by any other tenant or subtenant of the Leased Property. Tenant shall be responsible to maintain, restore and keep in good repair and condition all exterior parts and portions, all load-bearing walls, the roof, super-structure, foundation, and all other structural components or parts of the building of which the Demised Premises are a part, and all heating, ventilation,

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plumbing, electrical, and air-conditioning systems, equipment, fixtures and apparatus of, in, for or about the Demised Premises, whether located inside or outside thereof, except for reasonable wear and tear and any damage thereof caused by any act of negligence of Subtenant, its employees, agents, invitees, licensees, or contractors, in which event such damage shall be promptly repaired at the sole cost and expense of Subtenant. Tenant shall be responsible for snow removal of the sidewalks and parking area in connection with the Demised Premises.

11. **Right of Inspection**. Tenant or Landlord, and their respective agents and employees, may enter the Demised Premises at reasonable times and upon reasonable written notice during normal business hours for the purpose of inspection of the Demised Premises, with due consideration for the business of Subtenant and in such a manner so as to avoid the disruption of Subtenant's business.

12. **Alterations**. Tenant shall perform those alterations to the Demised Premises set forth in Exhibit "B" and approved by the Landlord prior to the commencement of the Initial Term. Subtenant shall not make any alterations to the Demised Premises without the prior written consent of Tenant and Landlord. If Subtenant shall desire to make alterations, plans shall first be submitted to and approved by Tenant, and all work and installations shall be performed by Subtenant, at its sole expense, in accordance with approved plans and any requirements under the Lease. All work shall be done in a good and workman like manner, the structural integrity of the Demised Premises shall not be impaired, and no liens shall attach to the Demised Premises by reason thereof. Subtenant shall obtain, at its expense, all permits required for any alterations.

13. **Signage**. Subject to local ordinances and approvals, Subtenant shall have the right to place signage on the wall and/or door(s) at the entrance to the Demised Premises. Subtenant, at its sole cost and expense, shall be responsible for securing any permits, if applicable, for installation of such signage.

14. **Indemnification.**

(a) Subtenant shall indemnify fully and save, defend and hold forever harmless Tenant, its directors, officers, employees and agents, from and against any and all actions, causes of action, proceedings, suits, claims demands, losses, damages, liabilities, expenses, and any other charges, of any kind or nature whatsoever, including costs of litigation and attorneys' fees, which Tenant may at any time sustain or incur, or be held responsible or liable to pay or bear, by reason of or in consequence of (i) injury to person or property sustained by anyone in and about the Demised Premises when the Subtenant is occupying the Demised Premises; (ii) any act or omission of Subtenant; or (iii) any failure by Subtenant to comply with any term or condition of this Sublease. Notwithstanding the foregoing, Subtenant's indemnification obligations set forth herein shall not apply when such liabilities, claims, demands, actions, proceedings, costs, expenses or damages arise from the gross negligence or willful misconduct of Tenant.

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(b) Subtenant shall indemnify fully and save, defend and hold forever harmless Landlord, its directors, officers, employees and agents, from and against any and all actions, causes of action, proceedings, suits, claims demands, losses, damages, liabilities, expenses, and any other charges, of any kind or nature whatsoever, including costs of litigation and attorneys' fees, which Landlord may at any time sustain or incur, or be held responsible or liable to pay or bear, by reason of or in consequence of (i) injury to person or property sustained by anyone in and about the Demised Premises when the Subtenant is occupying the Demised Premises; (ii) any act or omission of Subtenant; or (iii) any failure by Subtenant to comply with any term or condition of this Sublease. Notwithstanding the foregoing, Subtenant's indemnification obligations set forth herein shall not apply when such liabilities, claims, demands, actions, proceedings, costs, expenses or damages arise from the gross negligence or willful misconduct of Landlord.

(c) Tenant shall indemnify fully and save, defend and hold forever harmless, agrees to indemnify and hold Subtenant, its directors, officers, employees and agents, from and against any and all actions, causes of action, proceedings, suits, claims demands, losses, damages, liabilities, expenses, and any other charges, of any kind or nature whatsoever, including costs of litigation and attorneys' fees, which Subtenant may at any time sustain or incur, or be held responsible or liable to pay or bear, by reason of or in consequence of any failure on the part of the Tenant to comply with any term or condition of this Sublease. Tenant shall not be responsible or liable for any damage or injury to Subtenant or to any of Subtenant's agents, servants, employees, invitees, clients or patients unless said damage or injury arises from the negligence or willful misconduct of Tenant.

15. **Casualty.**

(a) In the event that the Demised Premises are totally destroyed by fire or other casualty, to such extent that same cannot be repaired or restored within a reasonable period of time, this Sublease shall absolutely cease and terminate, and the rent shall abate for the balance of the term.

(b) In the event that the Demised Premises are partially destroyed or damaged by fire or other casualty and the Demised Premises can be restored to its condition immediately prior to such casualty within a reasonable time, Tenant may, at its option, restore the same with reasonable promptness, reserving the right to enter upon the Demised Premises for that purpose. Tenant also reserves the right to enter upon the Demised Premises whenever necessary to repair damage caused by fire or other casualty to the building of which the Demised Premises is a part, even though the effect of such entry may be to render the Demised Premises or a part thereof untenantable. In either event, the rent shall be apportioned and suspended during the time Tenant is in possession, taking into account the proportion of the Demised Premises rendered untenantable and the duration of the Subtenant's possession.

16. **Condemnation.** If during the term of this Sublease all or a substantial part of the Demised Premises shall be taken by or under power of eminent domain, this Sublease shall terminate as of, and the rent shall be apportioned to and abate from and after, the date of taking. Subtenant shall have no right to participate in any award or damages for such taking and hereby assigns all of its right, title and interest therein to Tenant.

17. **Default by Subtenant.** Any of the following events shall constitute a default by Subtenant (hereinafter referred to as an "Event of Default"):

17.1 **Payment.** If the Rent (Base Rent or Additional Rent) shall not be paid within a period of thirty (30) days after written notice of Subtenant's failure to pay when due;

17.2 **Other Terms, Covenants or Conditions.** If Subtenant shall continue to be in default under any of the other terms, covenants or conditions of this Sublease not specified in this Section for thirty (30) days after written notice from Tenant; provided, however, that if such default is susceptible of cure but cannot reasonably be cured within such 30-day period and provided further that Subtenant shall have commenced to cure such default within such 30-day period and thereafter diligently and expeditiously proceeds to cure the same, such 30-day period shall be extended for such time as is reasonably necessary for Subtenant in the exercise of due diligence to cure such default, such additional period not to exceed sixty (60) days;

17.3 **Insurance.** If Subtenant shall fail to maintain the insurance requirements herein that is not corrected within a period of thirty (30) days after written notice of such failure for Tenant;

17.4 **Use.** If Subtenant shall use or occupy the Demised Premises for any purpose other than set forth herein that is not corrected within a period of thirty (30) days after written notice of such failure by Tenant;

17.5 **Alterations.** If Subtenant shall make any alterations to the Demised Premises not in accordance with this Sublease or the Lease that is not corrected within a period of thirty (30) days after written notice of such failure by Tenant;

17.6 **Repairs and Maintenance.** If Subtenant does not maintain and repair the Demised Premises in accordance with the provisions herein or the Lease that is not corrected within a period of thirty (30) days after written notice of such failure by Tenant;

17.7 **Involuntary Bankruptcy.** The entry of a decree or order for relief by a court having jurisdiction against or with respect to Subtenant in an involuntary case under the federal bankruptcy laws or any state insolvency or similar laws ordering the liquidation of Subtenant or reorganization of Subtenant or of Subtenant's business and affairs, or the appointment of a receiver, liquidator,

assignee, custodian, trustee, or similar official for Subtenant or any of Subtenant's property, including but not limited to the Demised Premises, and the failure to have such decree, order or appointment discharged or dismissed within a period of thirty (30) days from the date of entry; or

17.8 <u>Voluntary Bankruptcy</u>. The commencement by Subtenant of a voluntary case under the Federal Bankruptcy Laws or any state insolvency or similar laws or the consent by Subtenant to the appointment or taking possession by a receiver, liquidator, assignee, trustee, custodian or similar official for Subtenant or any of Subtenant's property, including but not limited to the Demised Premises, or the making by Subtenant of an assignment for the benefit of, creditors, or the failure by Subtenant generally to pay Subtenant's debts as and when they become due.

18. <u>Remedies Upon Subtenant Default</u>. Upon an Event of Default, Tenant, in addition to any and all legal and equitable remedies it may have, shall have the following remedies:

18.1 <u>Termination; Possession of Demised Premises</u>. At any time after default, without notice, to declare this Sublease terminated and enter the Demised Premises with or without legal process; and in such event Tenant shall have the benefit of all provisions of law now or hereafter in force respecting the speedy recovery of possession from Subtenant's holding over or proceedings in eviction, and Subtenant waives any and all provisions for notice under such laws.

18.2 <u>Damages</u>. Notwithstanding such reentry and/or termination, Subtenant shall immediately be liable to Tenant for the sum of the following: (i) all Rent (whether Base Rent, or Additional Rent) then in arrears, without apportionment to the termination date; (ii) all other liabilities of Subtenant and damages sustained by Tenant as a result of Subtenant's default, including but not limited to, the reasonable costs of reletting the Demised Premises and any broker's commissions payable as a result thereof; and (iii) the amount of the Base Rent and Additional Rent under this Sublease at the times herein stipulated for payment of Base Rent and Additional Rent for the balance of the term, less any amount received by Tenant during such period from others to whom the Demised Premises may be rented on such terms and conditions and at such rentals as Tenant, in its reasonable discretion, shall deem proper.

18.3 <u>Right of Entry</u>. Tenant, Landlord or a Mortgagee, if any, and their respective agents, employees, including any builder or contractor employed by Tenant, shall have the absolute and unconditional right, license and permission, at any and all reasonable times, upon reasonable written notice, to enter and inspect the Leased Premises or any part thereof, and at the option of Tenant, to make such reasonable repairs and/or changes in the Leased Premises as Tenant may deem necessary or proper and/or to enforce and carry out any provision of this Sublease.

19. **Default by Tenant**. In addition to any other right or remedy of Subtenant provided in this Sublease, if Tenant shall fail to perform or observe any material covenant or condition herein contained, Subtenant may, after thirty (30) days written notice to Tenant, perform the same for Tenant's account or terminate this Sublease. If Subtenant elects to perform the same for Tenant's account, the amount of any sums paid by Subtenant for such purpose shall be immediately paid by Tenant to Subtenant. If Tenant shall fail to pay same immediately, Subtenant may deduct the amount of such sum paid in curing Tenant's default from the rent due on the next or any subsequent month. If Subtenant elects to terminate this Sublease pursuant to this Paragraph, Subtenant may give Tenant a thirty (30) day written notice of termination, and the Sublease shall terminate without other or further liability as between Tenant and Subtenant unless Tenant shall cure said default prior to such termination. In the event of termination, any prepaid rent shall be promptly refunded to Subtenant.

20. **Tenant's Right to Perform Subtenant Covenants**. If Subtenant shall fail to perform any covenant or duty required of it by this Sublease or by law, Tenant shall have the right but not the obligation to perform the same, and if necessary to enter the Demised Premises for such purposes with reasonable written notice. The reasonable cost thereof to Tenant shall be deemed to be additional rent hereunder payable by Subtenant, and Tenant shall have the same rights and remedies with respect to such additional rent as Tenant has with respect to the rental reserved hereunder.

21. **Relationship of Parties**. Nothing contained in this Sublease shall be deemed or construed by the parties hereto or by any third party to create the relationship of principal and agent or of partnership or of joint venture or of any association whatsoever between Tenant and Subtenant, it being expressly understood and agreed that neither the computation of rent nor any other provisions contained in this Sublease nor any act or acts of the parties hereto shall be deemed to create any relationship between Tenant and Subtenant or Landlord and Subtenant other than the relationship of Tenant and Subtenant and Landlord and Subtenant, respectively.

22. **Compliance with Lease**. The Subtenant shall comply with all applicable provisions of the Lease. This Sublease may not be modified without the prior written consent of Landlord as provided in the Lease. If the Lease shall terminate before the expiration of this Sublease, the Subtenant will, solely at Landlord's option and only upon the express written notice of attornment from Landlord, attorn to Landlord and waive any right the Subtenant may have to terminate the Sublease or surrender possession thereunder as a result of the termination of Lease. If the Subtenant receives a written notice from Landlord stating that Tenant is in default under the Lease, the Subtenant shall thereafter pay all rent under the Sublease directly to Landlord until such default has been cured. Any attempt or offer by Subtenant to attorn to Landlord shall not be binding or effective without the express written consent of Landlord.

23. **Subordination.** This Sublease shall be subject and subordinate to all of the terms and provisions of the Lease and the rights of Landlord. This Sublease shall be subject to and subordinate at all times to the lien of any Mortgages and/or deeds of trust now or hereafter placed or imposed upon the Demised Premises, unless the mortgagee of such mortgage or the holder of such deed of trust elects to have Subtenant's interest hereunder superior to the interest of the Mortgagee of such Mortgage or the holder of such deed of trust. This subordination provision shall be self-operative and no further instrument of subordination shall be required. Subtenant agrees to execute any documents which are required to effect such subordination. Subtenant further hereby constitutes and appoints Tenant as Subtenant's attorney in fact to execute any such instrument for and on behalf of Subtenant.

24. **Notices.** All notices, demands, consents or approvals which may or require to be given by party to the other hereunder shall be in writing and shall be deemed properly given only by: (i) personal delivery; (ii) sent by Federal Express or other nationally recognized overnight delivery service; or (iii) deposited in the United States mail, certified mail, return receipt requested with postage prepaid:

If to Tenant:	FUSIA, LLC 2123 West Main Street Stroudsburg, PA 18360 Attn: Francesca Marinaro
If to Subtenant:	Central Pennsylvania Digital Learning Foundation Charter School 580 Foot of Ten Road Duncansville, PA 16635 Attn: Malynda Maurer
If to Landlord:	CK Entities Properties and Development, LLC 4735 Butler Street Pittsburgh, PA 15206 with courtesy copy to: Joshua E. Pollak, Esq. Latsha Davis & McKenna 350 Eagleview Boulevard, Suite 100 Exton, PA 19341

Tenant shall provide a copy to Landlord, upon receipt by Tenant or upon issuance by Tenant, of all notices, demands, consents or approvals which may be or are required to be given by either party hereunder.

25. Supervening Law. If any federal, state or local governmental agency (or their representatives) passes, issues or promulgates any law, rules, regulation, standard or interpretation, including standards and interpretations of existing law, or any court of competent jurisdiction renders any decision or issues any other pronouncement, at any time while this Sublease is in effect, which results in this Sublease or a provision(s) of this Sublease being construed as violating federal, state or local law, or which could reasonably result in such a construction, or which otherwise significantly affects either party's rights or obligations hereunder, then either party may give the other notice of intent to amend this Sublease to the satisfaction of both parties, to address such prohibition, restriction, limitation or change. If this Sublease is not so amended in writing within thirty (30) days after the delivery of the notice of intent to amend, this Sublease shall terminate as of midnight on the thirtieth day after said notice was delivered.

26. Regulatory Compliance.

(a) General. The parties intend and agree that all amounts paid under this Sublease are intended to reflect and do reflect fair market value for the services rendered.

(b) Representations and Warranties of Subtenant. (i) Subtenant represents and warrants that it is and shall remain throughout the term of this Sublease in compliance with all applicable federal and state laws and regulations related to this Sublease and the services to be provided at the Demised Premises, including without limitation, statutes and regulations related to the provision of cyber charter school at a facility. (ii) As a material condition of this Sublease, Subtenant further represents and warrants that its agents and employees providing services at the Demised Premises shall maintain current licensures and certifications as may required by applicable law.

(c) Representations and Warranties of Tenant. (i) Tenant represents and warrants that it is and shall remain throughout the Term of this Sublease in compliance with all terms and conditions of the Lease. (ii) As a material condition of this Sublease, Tenant further represents and warrants that any employee, contractor, or agent of Tenant that has direct contact with children (as defined by 22 Pa. Code § 8.1), shall submit the following documents to Subtenant before Tenant permits that employee, contractor, or agent upon the Leased Premises during the term of this Agreement: (1) an FBI and state report of criminal history record information as provided for in Section 111 of the Pennsylvania School Code of 1949; and (2) an official clearance statement regarding child injury or abuse as required by 23 Pa. C.S. § 6354 et seq.

27. Waiver. No act or forbearance or failure to insist upon prompt performance of any of the terms of this Sublease shall be construed as a waiver of any of the rights granted to Tenant, or as a limit on Tenant's ability to strictly enforce all of the provisions of this Lease. Any waiver by the Tenant shall not be construed as a continuing waiver of any breach of this agreement.

28. Miscellaneous.

(a) Successors and Assigns. Subtenant covenants and agrees not to assign this Sublease, in whole or in part, without the prior written consent of Tenant and Landlord in compliance with the Lease.

(b) Entire Agreement. This writing contains the entire agreement between the parties hereto, and no modification of this Sublease shall be binding unless such modification shall be in writing and signed by the parties hereto.
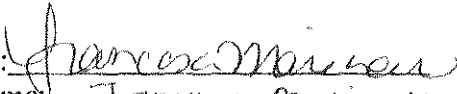
(c) Governing Law. This Sublease shall be governed by, construed under and enforced in accordance with the laws of the Commonwealth of Pennsylvania.

(d) Severability. Each provision contained in this Sublease shall be construed as being independent of each other provision contained herein and non-compliance with any one provision shall not be deemed to excuse compliance with any or all other provisions. If any provision of this Sublease is determined by a judicial or administrative tribunal of proper jurisdiction to be invalid or unenforceable, such provision shall be severed and the balance of this Lease Agreement shall remain in full force and effect.
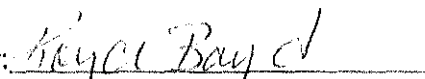
[SPACE INTENTIONALLY LEFT BLANK; SIGNATURE PAGE TO FOLLOW.]

IN WITNESS WHEREOF, the Tenant and Subtenant, each intending to be legally bound hereby, have caused this Sublease to be duly signed upon the day, month and year first above written.

TENANT:
FUSIA, LLC

By: _Francesca Marinaro_
Name: _Francesca Marinaro_
Title: _Studio Owner_

SUBTENANT:
Central Pennsylvania Digital Learning Foundation Charter School

By: _Royce Boyd_
Ms. Royce Boyd, Board President

By: _Michael Strasser_
Mr. Michael Strasser, Board Secretary

DESCRIPTION OF DEMISED PREMISES

★ 2 studio rooms:

1 - 900 sft.

2 - 1,080 sq. ft

studio 2
(1080 sq ft)

Bathroom

Outdoor Entrance

studio 1
(900 sq ft)

13
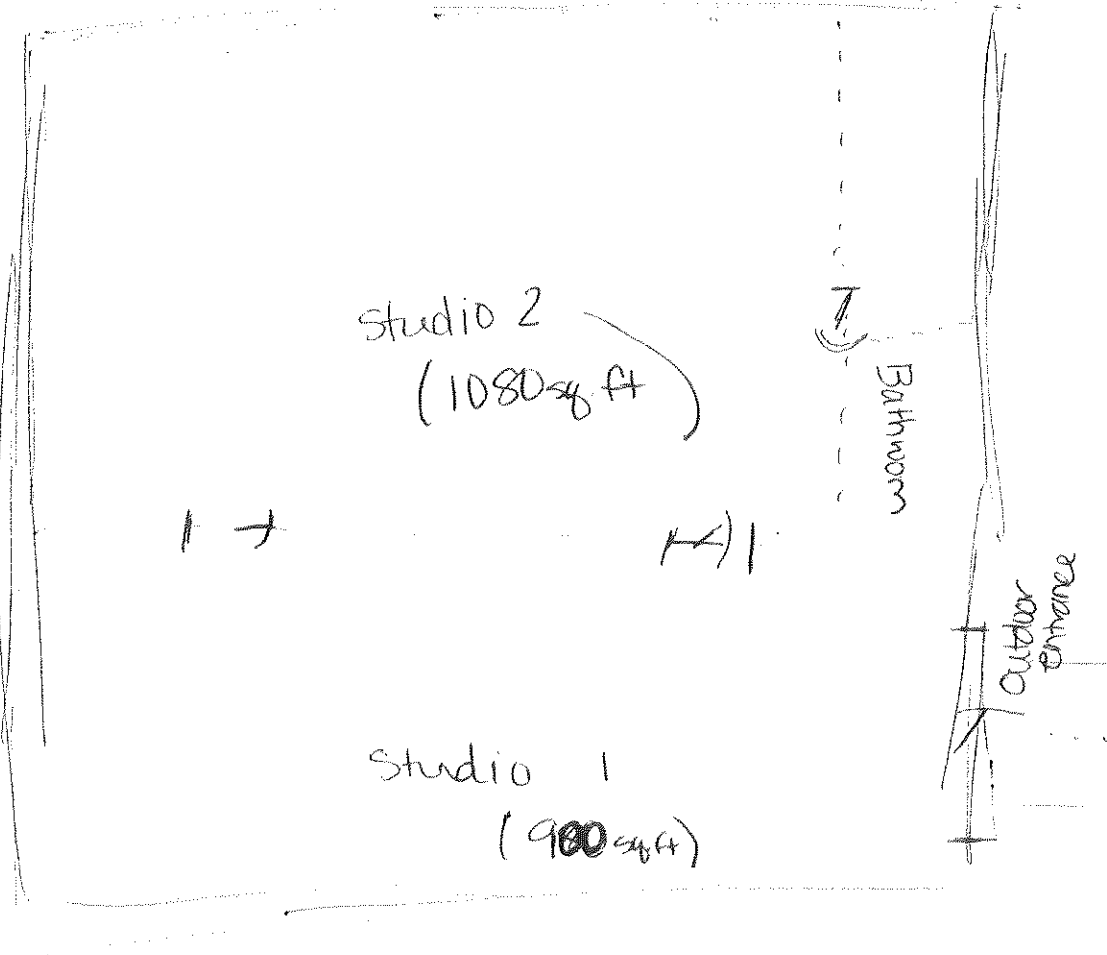
EXHIBIT "B"

TENANT ALTERATIONS TO DEMISED PREMISES

(A) Locked door at top of steps leading down to leased space
(B) Install ADA compliant restrooms in leased space
(C) Install secure entrance from parking lot to leased space

CENTRAL PA DIGITAL LEARNING FOUNDATION

March 28, 2019

Dr. Sherri L. Smith
Pennsylvania Department of Education
Advisor to the Deputy Secretary
333 Market Street
Harrisburg, PA 17126

Dear Dr. Smith,

Enclosed are the two additional documents requested to accompany the CPDLF charter amendment request.

1) Executed Verification of Compliance by Board of Trustees
2) Board Resolution for the approval of the sublease from Fusia Dance, LLC

If you need any further information or want to discuss our request, please feel free to contact me at ceo@cpdlf.org or by phone at 814-682-5258.

Respectfully,

Dr. Aiko Malynda Maurer

Dr. Aiko Malynda Maurer, CEO

cc: Division of Charter Schools w/enclosures (via First Class and Electronic Mail)
        CPDLF Board of Trustees
        Joshua E. Pollak, Esq., Latsha Davis & McKenna

Enclosures

-   Resolution of the Board of Trustees
-   Verification of Compliance

June 4, 2019

Dr. Aiko Malynda Maurer
Chief Executive Officer
Central PA Digital Learning Foundation
580 Foot of Ten Road
Duncansville, PA 16635

Dear Dr. Maurer,

This letter is to inform you that the Pennsylvania Department of Education (Department) has approved Central PA Digital Learning Foundation Charter School's (CPDLF) amendment request to add a new facility at 2123 West Main Street, Stroudsburg, PA 18360. As such, the amendment request and supporting documentation will be incorporated into CPDLF's charter.

The Department reserves the right to seek additional information or clarification concerning the amendment if it is determined that the documentation or information submitted to the Department for approval was inaccurate or otherwise inconsistent with the operations of the charter school.

If you have any questions, please contact the Department's Division of Charter Schools by email at RA-charterschools@pa.gov.

Sincerely,

Pedro A. Rivera
Secretary of Education

cc: Elizabeth A. Maguschak, Chief Counsel (via email)
        Dr. Sherri L. Smith, Advisor to the Deputy Secretary (via email)
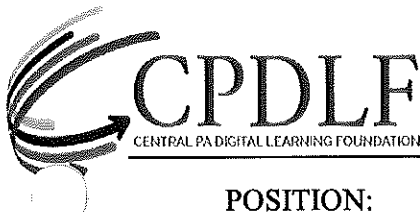
POSITION:	Director of Teaching and Learning
POSITION CATEGORY:	School Leader
TERMS:	Temporary through June 30, 2022 - 12 months per year
POSITION LOCATION:	Primary – CPDLF Stroudsburg Off Location – Other CPDLF Facilities or Remote Sites
SUPERVISOR:	CEO
EVALUATION METHOD:	Written performance review at least once per year
LABOR STATUS:	EXEMPT
QUALIFICATIONS:	A Masters Degree or higher as well as certification to teach grades and subjects assigned as required by the Pennsylvania Department of Education. Administrative or Supervisory certification preferred. Acceptable PA State Police, Child Abuse, and FBI clearances required. Experience in instructing in a virtual setting, leading, directing, and/or managing teams and projects as well as developing content and curriculum management documents.
OBJECTIVE:	This temporary position funded by the Charter School's budget reserve fund exists to develop a system of Learning Experiences, Learning Progressions for individual Learner Pathways as well as mentor key personnel responsible for continued development and implementation of these Learning Objects. In addition, this position will establish the processes and procedures for setting up a Remote Site and the requirements for site management with the opening of the Stroudsburg site.
SUPERVISES:	This position includes management of the Stroudsburg site

Roles and Responsibilities
- ➤ Set-up and Manage the Stroudsburg Remote Drop-in Site
  - o Develop procedures and processes for opening additional Remote CPDLF Sites
  - o Manage the day to day operations of the Stroudsburg site including establishing days and times the site will be available, organizing activities at the site (Family Engagement Nights, State Testing, Tutoring, and

Enrollments), and maintaining consistent, effective communication with operations at the main site, Duncansville.

- ➢ Lead the CPDLF team in the development of Learner Outcomes that promotes the development of a well-rounded, healthy (physically, mentally, emotionally, and socially) child
- ➢ Lead the CPDLF team in the development of Learning Progressions for Learner Outcomes
- ➢ Lead the CPDLF team in the development of Learning Experiences for Learning Progressions
    - o Train the CPDLF team in the creation of Learning Experiences for Individual Learner Pathways
- ➢ Develop a system for creating and tracking Individual Learner Pathways
- ➢ Project management of the development of the Connects U! program
- ➢ Prepare curriculum documents for 2020 Charter Renewal
- ➢ Mentor and coach the Learning Services Coordinator

Other responsibilities
- ✓ Serve as a member of the Administrative Team to expand current knowledge and visionary thinking in teaching and learning
- ✓ Work with the Administrative Team to develop professional learning paths relative to the mission and vision of the school for all staff
- ✓ Serve as a member of other CPDLF teams as needed to expand current knowledge and visionary thinking in teaching and learning as it pertains to the purpose of the team
- ✓ Work with the Chief Technology and Innovation Officer to create a seamless path to and from the world of technology to the world of teaching and learning
- ✓ Complete other duties as assigned by the CEO

EXPECTATIONS

CPDLF serves as a "laboratory of innovation on behalf of all of Pennsylvania's schools[1]". This requires CPDLF employees to be flexible, curious, innovative, creative, intrinsically motivated, open to learning new ways for creating learning experiences, and be completely learner focused. To allow for innovation and creation within the mission and vision of the school and the school leaders, job responsibilities may not be specifically delineated and may change at any time to be able to provide for piloting new practices that develop and guide learning experiences. While CPDLF makes every effort to plan, be informative, and be considerate of personal and work boundaries, there will be times in which employees are expected to try new things without specific guidelines or knowledge of time requirements. It is the responsibility of the employee to work closely with his or her supervisor to develop best practices that are feasible and sustainable.

[1]Charter Schools Basic Education Circular

PHYSICAL DEMANDS

In the course of performing the duties and functions of the **Learning Experiences Developer**, the holder of the position will be required to stand, walk, sit, squat/stoop, reach and lift items of varying weights.

MENTAL DEMANDS

Must be able to interpret, analyze and problem solve in all areas of assigned responsibilities. Must be able to converse and interact with individuals with diverse levels of education and abilities. Must be able to read and understand documents relating to federal, state and local mandates as well as complex documents relating to education.

ENVIRONMENT

Normal office, presentation room and virtual environment.

The position holder must be able to perform the essential job functions with or without reasonable accommodation. It is the responsibility of the employee to inform the Central PA Digital Learning Foundation Charter School CEO of any and all reasonable accommodations that will be required.

Central PA Digital Learning Foundation Charter School is an equal opportunity employer.

CREATED: June 13, 2019
Approved by Board: June 13, 2019
Revised Approval by Board:
Board Document:

POSITION:	Director of Technology and Innovation
POSITION CATEGORY:	Administrator
TERMS:	Temporary through June 30, 2022 - 12 months per year
POSITION LOCATION:	Primary – CPDLF Duncansville Off Location – Other CPDLF Facilities or Remote Sites
SUPERVISOR:	CEO
EVALUATION METHOD:	Written performance review at least once per year
LABOR STATUS:	EXEMPT
QUALIFICATIONS:	A Masters Degree or higher as well as certification to teach grades and subjects assigned as required by the Pennsylvania Department of Education. Administrative or Supervisory certification preferred. Acceptable PA State Police, Child Abuse, and FBI clearances required. Experience in instructing in a virtual setting.
OBJECTIVE:	This temporary position funded by the Charter School's budget reserves exists to mentor key personnel responsible for implementing emerging technologies to create an engaging and empowering Ideal Virtual Learning Environment for CPDLF learners as well as develop quality plans for growth and improvement. During the 2022-2023 budget planning process, the Board of Trustees will determine if a full time permanent position can be created to continue the growth and meet the needs of the organization at that time.
SUPERVISES:	Technology Coordinator

Roles and Responsibilities
- ✓ Serve as Technology Director with the following duties
  - Serve as supervisor and mentor for the Technology Coordinator to develop the skills necessary to continue advancement of the technology department at CPDLF
  - Work with the Technology Coordinator to develop and implement a 3 year technology plan as well as mentor the Technology Coordinator to continue to update and implement a technology plan
  - Assist the Technology Coordinator with providing technology support for staff and learners

- Assist the Technology Coordinator with development of a robust Knowledge Base and FAQ system accessible and user friendly for staff and learners
- Assist the Learning Services Coordinator with the development of a system, policies, and procedures necessary to meet Chapter 339 requirements
- Assist the Administrative Team with researching, selecting, developing, and implementing systems that lead to an efficient and effective way to conduct daily operations

✓ Serve as mentor to the Relationship Coordinator to develop and maintain a high quality, engaging website
- Work with the Relationship Coordinator with the development and implementation of a website design that includes a maintenance plan as well as incorporates emerging technologies that improves enrollment and engagement

✓ Serve as mentor to the Instructional Coach to provide support for implementing innovative technologies for engaging and empowering learners
- Assist Learning Guides and Instructors with instructional design and development.
- Assist Learning Guides and Instructors with multimedia design and development to implement innovative teaching and learning strategies in the virtual environment
- Serve as a resource to help learners use technology to customize their learning and/or learning environment.

✓ Serve as Attendance Officer incorporating current state attendance and truancy regulations as well as CPDLF attendance and truancy policies and procedures
- Monitor, track, and report attendance at least weekly
- Provide Student Records Officer with information to notify families of absences
- Develop and implement a plan for truancy prevention
- Schedule and conduct Student Attendance Improvement Conferences as required
- Develop and implement a system to monitor, track, and report attendance efficiently
- Provide the Principal and CEO with recommendations for improvement of the attendance and truancy policies and procedures at CPDLF

Other responsibilities
- ✓ Serve as a member of the Administrative Team to expand current knowledge and visionary thinking in the world of technology
- ✓ Serve as a member of other CPDLF teams as needed to expand current knowledge and visionary thinking in the world of technology as it pertains to the purpose of the team
- ✓ Provide first aid and CPR training for staff, as needed
- ✓ Complete other duties as assigned by the CEO

Goals to be met
- ➢ Develop and implement a 3-year Technology Plan
- ➢ Development and implementation of a website design that includes a maintenance plan as well as incorporates emerging technologies that improve enrollment and engagement
- ➢ Develop a system of researching, vetting, sharing, and supporting innovative technologies to engage and empower learners
- ➢ Improve the attendance and truancy process to incorporate emerging technologies that decrease the amount of time spent tracking, recording, and carrying out procedures for truancy
- ➢ Expand current knowledge and visionary thinking in the world of technology of the entire CPDLF staff

EXPECTATIONS

CPDLF serves as a "laboratory of innovation on behalf of all of Pennsylvania's schools[1]". This requires CPDLF employees to be flexible, curious, innovative, creative, intrinsically motivated, open to learning new ways for creating learning experiences, and be completely learner focused. To allow for innovation and creation within the mission and vision of the school and the school leaders, job responsibilities may not be specifically delineated and may change at any time to be able to provide for piloting new practices that develop and guide learning experiences. While CPDLF makes every effort to plan, be informative, and be considerate of personal and work boundaries, there will be times in which employees are expected to try new things without specific guidelines or knowledge of time requirements. It is the responsibility of the employee to work closely with his or her supervisor to develop best practices that are feasible and sustainable.

[1]Charter Schools Basic Education Circular

PHYSICAL DEMANDS

In the course of performing the duties and functions of the **Chief Technology and Innovation Director**, the holder of the position will be required to stand, walk, sit, squat/stoop, reach and lift items of varying weights.

MENTAL DEMANDS

Must be able to interpret, analyze and problem solve in all areas of assigned responsibilities. Must be able to converse and interact with individuals with diverse levels of education and abilities. Must be able to read and understand documents relating to federal, state and local mandates as well as complex documents relating to education.

ENVIRONMENT

Normal office, presentation room and virtual environment.

The position holder must be able to perform the essential job functions with or without reasonable accommodation. It is the responsibility of the employee to inform the Central PA Digital Learning Foundation Charter School CEO of any and all reasonable accommodations that will be required.

Central PA Digital Learning Foundation Charter School is an equal opportunity employer.

CREATED February 6, 2019
Approved by Board: March 27, 2019
Revised Approval by Board: June 13, 2019 (Title only)
Board Document: 6C3

MAP* Assessments (Grades 3-12)

*Measures of Academic Progress

Fall MAP Assessments	September 4-10, 2019
Winter MAP Assessments	January 8-14, 2020
Spring MAP Assessments	April 8-14, 2020

Keystones and PSSA Testing Dates

Winter Keystones (Seniors only)	December 9 - 13, 2019
Spring 2020 PSSA (Grades 3-8)	April 20 - May 1, 2020
Spring 2020 Keystones (Grades 10-12)	May 11 - 21, 2020

CPDLF Board Meeting Dates

September 12, 2019 @ 1:00 p.m.
November 14, 2019 @ 1:00 p.m.
January 9, 2020 @ 1:00 p.m.
March 12, 2020 @ 1:00 p.m.
May 7, 2020 @ 1:00 p.m.
June 11, 2020 @ 1:00 p.m.

Legend:
- Professional Development
- First/Last Day Students
- Holiday - Staff/Students

192	LG/Instructor Days
181	Student Days
17	School Year Holidays

CPDLF

The Ideal Virtual Learning Experience
Phone: 855-462-2923

2018-19

July '18
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Teacher Days: 0 — 0 192
Student Days: 0 — 0 181

August '18
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Teacher Days: 14 — 14 192
Student Days: 6 — 6 181

September '18
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Teacher Days: 19 — 33 192
Student Days: 19 — 27 181

October '18
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Teacher Days: 23 — 56 192
Student Days: 23 — 50 181

November '18
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Teacher Days: 18 — 74 192
Student Days: 17 — 67 181

December '18
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Teacher Days: 15 — 89 192
Student Days: 15 — 82 181

January '19
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Teacher Days: 21 — 110 192
Student Days: 21 — 103 181

February '19
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Teacher Days: 19 — 129 192
Student Days: 19 — 122 181

March '19
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Teacher Days: 21 — 150 192
Student Days: 21 — 143 181

April '19
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Teacher Days: 20 — 170 192
Student Days: 20 — 163 181

May '19
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Teacher Days: 22 — 192 192
Student Days: 18 — 181 181

June '19
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Teacher Days: 0
Student Days: 0

Events

JUL
- 2 - 6 — CPDLF Offices Closed

AUG
- 3 — Summer Office Hours End
- 9 — CPDLF Board Meeting
- 14-17 — Professional Development
- 20-21 — LG/Instructor Prep Days
- 22 — First Day for Students and First Enrollment Day

SEP
- 3 — Labor Day Holiday
- 13 — CPDLF Board Meeting
- 25 — Checkpoint #1

OCT
- 18 — Family Engagement Night
- 23 — Checkpoint #2

NOV
- 8 — CPDLF Board Meeting
- 12 — Veteran's Day Holiday
- 21-23 — Thanksgiving Holiday
- 26 — PD Day for Staff / *Holiday for Students
- 27 — Checkpoint #3

DEC
- 3-14 — Winter Keystones (Seniors)
- 24-31 — Christmas Break Holiday

JAN
- 1 — New Year's Day Holiday
- 8 — Checkpoint #4
- 10 — CPDLF Board Meeting
- 21 — Martin Luther King Day Holiday

FEB
- 5 — Checkpoint #5
- 18 — President's Day Holiday

MAR
- 12 — Checkpoint #6
- 14 — CPDLF Board Meeting
- 21 — Family Engagement Night

APR
- Apr 15-May 3 — PSSA Testing Window
- 16 — Checkpoint #7
- 19-22 — Spring Break Holiday

MAY
- 9 — CPDLF Board Meeting
- May 13-24 — Spring Keystones Testing Window
- 24 — Checkpoint #8 / Last Day for Students
- 27 — Memorial Day Holiday
- — Kindergarten Graduation to be determined
- 31 — HS Graduation (All Staff) / Last Day for Staff

JUN
- 3 — Summer Office Hours Begin
- Jun 10-Jul 19 — Summer School
- 13 — CPDLF Board Meeting

Board Approved: March 8, 2018
Updated May 20, 2018
Note: Calendar and additional scheduled days are subject to revisions as deemed necessary by the Administration

Legend:
- Professional Development
- First/Last Day Students
- Holiday - Staff/Students

CPDLF

The Ideal Virtual Learning Experience
Phone: (814) 682-5258

2019-20

194	LG/Instructor Days *(including 24 Hrs Virtual PD)*
180	Student Days
18	School Year Holidays

July '19
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Teacher Days: 0   0   194
Student Days: 0   0   180

August '19
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Teacher Days: 9   0.27   9.27   194
Student Days: 3   3   180

September '19
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Teacher Days: 20   0.27   29.54   194
Student Days: 20   23   180

October '19
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Teacher Days: 23   0.27   52.81   194
Student Days: 23   46   180

November '19
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Teacher Days: 17   0.27   70.08   194
Student Days: 17   63   180

December '19
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Teacher Days: 15   0.27   85.35   194
Student Days: 15   78   180

January '20
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Teacher Days: 21   0.27   106.6   194
Student Days: 21   99   180

February '20
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Teacher Days: 19   0.27   125.9   194
Student Days: 19   116   180

March '20
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Teacher Days: 22   0.27   148.2   194
Student Days: 22   140   180

April '20
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Teacher Days: 20   0.27   168.4   194
Student Days: 20   160   180

May '20
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Teacher Days: 20   0.27   189   194
Student Days: 20   180   180

June '20
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Teacher Days: 5   0.27   194.0   194
Student Days: 0   180

Event Schedule

JUL
- 1-5 — CPDLF Offices Closed

AUG
- 9 — Summer Office Hours End
- 19-21 — Professional Development
- 22, 26-27 — LG/Instructor Prep Days
- 28 — First Day for Students and First Enrollment Day

SEP
- 2 — Labor Day Holiday
- 4-10 — Fall MAP Assessments (Gr 3-12)
- 12 — CPDLF Board Meeting

OCT
- 1 — Checkpoint #1
- 17 — Family Engagement Night
- 29 — Checkpoint #2

NOV
- 11 — Veteran's Day Holiday
- 14 — CPDLF Board Meeting
- 27-29 — Thanksgiving Holiday

DEC
- 3 — Checkpoint #3
- 9-13 — Winter Keystones for Seniors (Window Dec 2-13)
- 23-31 — Christmas Break Holiday

JAN
- 1 — New Year's Day Holiday
- 8-14 — Winter MAP Assessments (Gr 3-12)
- 14 — Checkpoint #4
- 9 — CPDLF Board Meeting
- 20 — Martin Luther King Day Holiday

FEB
- 17 — President's Day Holiday
- 18 — Checkpoint #5

MAR
- 12 — CPDLF Board Meeting
- 24 — Checkpoint #6
- 26 — Family Engagement Night

APR
- 8-14 — Spring MAP Assessments (Gr 3-12)
- 10-13 — Spring Break Holiday
- Apr 20-May1 — PSSA Testing (Window Apr 20 - May 8)
- 28 — Checkpoint #7

MAY
- 7 — CPDLF Board Meeting
- May 11-21 — Spring Keystones Testing (Window May 11-22)
- 25 — Memorial Day Holiday
- 29 — Checkpoint #8
- 29 — Last Day for Students

JUN
- TBD — HS Graduation (All Staff)
- 5 — Last Day for Staff
- 8 — Summer Office Hours Begin
- Jun 8-Jul 17 — Summer School/ESY
- 11 — CPDLF Board Meeting

Board Approved: March 27, 2019; Revised Pending approval September 12, 2019
Note: Calendar and additional scheduled days are subject to revisions as deemed necessary by the Administration

MAP* Assessments (Grades 3-12)
*Measures of Academic Progress

Fall MAP Assessments	September 4-10, 2019
Winter MAP Assessments	January 8-14, 2020
Spring MAP Assessments	April 8-14, 2020

Keystones and PSSA Testing Dates

Winter Keystones (Seniors only)	December 9 - 13, 2019
Spring 2020 PSSA (Grades 3-8)	April 20 - May 1, 2020
Spring 2020 Keystones (Grades 10-12)	May 11 - 21, 2020

CPDLF Board Meeting Dates

September 12, 2019 @ 1:00 p.m.
November 14, 2019 @ 1:00 p.m.
January 9, 2020 @ 1:00 p.m.
March 12, 2020 @ 1:00 p.m.
May 7, 2020 @ 1:00 p.m.
June 11, 2020 @ 1:00 p.m.

Attachment 9
2019-20 School Improvement Plan

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Central PA Digital Learning Foundation Charter School

School Building Name

Central PA Digital Learning Foundation Charter School

4-Digit School Building Code

7720

School Street Address

580 Foot of Ten Rd., Duncansville, PA 16635

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Malynda Maurer	CEO	CPDLF
Kimberly Salyards	Prinicpal	CPDLF
Dina Morrissey	Learning Services Coordinator	CPDLF
Patti Raugh	Learning Guide/Instructor	CPDLF
Leslie Rupp	Learning Guide/Instructor	CPDLF
Kim Forsythe	Instructor	CPDLF
Brieanna Day	Instructor	CPDLF
Joan Dodge	Project Coordinator	CPDLF
Patrick Baney	Learning Guide/Instructor	CPDLF
Briana Pincherri	Instructor	CPDLF
Kylie Magargi	Special Ed Learning Guide	CPDLF
Brandon Kelley	Technology Coordinator	CPDLF
Barbara Dikum	Learnning Guide/PR	CPDLF
Paul Longwell	Instructor	CPDLF
Bonnie Waltz	Special Ed Learning Guide	CPDLF

Heather Jancula	Instructor	CPDLF
Melissa Fairbanks	Special Ed Instructor	CPDLF
Amy Walters	Instructor	CPDLF
Kelly	Parent	CPDLF Parent
Judy Moyer	Social Worker	Appalachia IU 8
Deanna Mayers	Community	Business
Patrick Crawford	Community	PLDC
Taylor Goss	Community Partner	Evolution Blair County
Krista Tippett	Parent	CPDLF Parent
Laura Hendricks	Community Partner	Evolution Blair County
Dante Tambellini	School Psychologist	Contracted Service Provider
Rose Tambellini	Community	Learning Lamp
Leah Tippett	Student	CPDLF
Jay Scott	Community	PLDC
Patricia Mulroy	Community	Appalachia IU 8
Hateya Sanker	Student	CPDLF
Justin Keel	Technology Director	CPDLF
Kilenya Hale	Student	CPDLF
Royce Boyd	Board President	CPDLF
Chelsea Gibbons	Learning Guide/Instructor	CPDLF

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

The CEO and Principal invited students, parents, staff, board members, community partners, and those from organizations that we contract with to provide services for our students to participate in our school improvement planning. We invited everyone who has shown an interest in helping CPDLF continue to improve practices to provide quality educational opportunities and experiences for our students.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

All interested personnel were invited to two Saturday sessions. The first session was in February and was the introduction to the planning process during which four teams were created to address each of the four conditions. Between the first and second session, each team held one to two group meetings during which they reviewed the data for their condition, selected a focus area, and analyzed root causes. The second session was held in May. During this session, the entire group reviewed the focus areas from each group and then selected the two priorities on which to develop the school improvement plan. Two priority teams were formed to work on developing the goals and action steps for their assigned priority. The implementation of each priority requires the participation of the two priority teams (CSI #1 and CSI #2) as well as all the academic staff and school leaders. Monitoring of the plan will be conducted by the Principal, Directors of Teaching and Learning as well as the CEO.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students *What will students know and be able to demonstrate upon leaving the school?*	Measures of Success *How will you know you are on track to achieving your vision or students?*
CPDLF is committed to providing the Ideal Virtual Learning Experience so that each child will grow as a functioning and contributing member of society equipped to choose the future they desire upon leaving CPDLF.	All Learners have the skills, habits, and knowledge necessary to be successful in their future.
CPDLF Learners will demonstrate -Connectedness (Attachment, Stress Management, Self-Regulation, Self-Awareness, Empathy/Relationship Skill, Executive Function) -Engagement (Growth Mindset, Self-Efficacy, Sense of Belonging, Relevancy of Learning) -Empowerment (Self-Directed, Curious, Purposeful, Resilient, Agents, Tenacious Academically)	Connected – All learners are attending weekly check-ins with their Learning Guides Engagement – All learners are demonstrating growth in all their learning progressions and have developed a life-ready pathway Empowerment – All Learners graduating from CPDLF demonstrate the development of a life-ready graduate and have a plan for next steps after high school

II. School Level Needs Assessment

A. Identified School Community Needs:

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

Since August of 2015, the CEO and staff at CPDLF have been gathering and reviewing data on processes and programs at CPDLF from systems, the Board of Trustees, staff, learners, parents, and associated organizations. In the summer of 2016, PLDC was contracted to work with the Board of Trustees and the staff to review the mission, develop a vision, and work on developing Learner Outcomes (what we want learners to be able to do, be like, and know). This work has been referred to as Results by Design and has continued throughout the 2016-17 and 2017-18 school years with data being collected on student attendance, student achievement and growth, teacher observations, focus groups of teachers, students, and parents. These data were shared with staff during regularly scheduled CEO updates and with the Board of Trustees at the board meetings. In February of 2019, a Steering Committee of staff, parents, learners, supporting organization members, and community was formed and surveys of teachers, parents, and students were completed along with larger focus groups of teachers. These results were added to the data already being collected and shared with the Steering Committee and Board of Trustees. The first Steering Committee meeting was held on February 23, 2019 introduced the School Improvement Process and educated everyone on the mission, vision, and work completed to this point by the Results by Design Team. During the month of April, subcommittees of the Steering Committee met at various times to review the data collected by the School Improvement Facilitators and identify root causes for the identified challenges. On May 4, 2019, the Steering Committee met to develop the Goals and Action Steps of the School Improvement Plan. Priority Team #2 continued to meet in May to complete the work of creating actions steps.

B. Based on your data analysis, what are your data-supported strengths?

Strengths	Supporting Evidence from Needs Assessment
Operational Practice 7 Collectively shape the vision for continuous improvement of teaching and learning.	The school has worked with two outside consultants for the past year and have begun the planning process for Results by Design. Vision and mission statements have been developed and teams have begun the process of examining various practices to develop goals and action steps. The staff have determined ways of sharing the vision and mission with parents, students, staff, and the community. In addition, the website and printed documents reflect the work with vision and mission that has taken place over the last year.
Organize programmatic human and fiscal capital resources aligned with the school improvement plan and needs of the school community.	The team indicated this was a transparent process. The CEO of the school made all budget items available and visible to the staff and the community. Board meeting minutes also reflect the budget issues of the school and the alignment with the improvement plan. The master schedule and the staff assignments also were used to support the rating of operational for this practice.
Continuously monitor the implementation of the school improvement plan and adjust as needed.	Because the school has had a team in place for the past year, the staff is fully aware of the efforts for improvement and are informed of the progress and information vital to a successful implementation. The Results by Design planning has allowed the team to implement several things during the past year that are continuously being monitored by staff members including teachers and administrators. Also, the survey data indicated stakeholders were fully aware of this process of monitoring and adjusting what has already been initiated.

C. Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
The school has processes in place to identify student learning needs. The school also offers a variety of supports once those student needs are identified. The issue is students do not take advantage of the supports provided. These needs are addressed in the Weekly Launches prepared by all instructors and learning guides; students are not participating in the live Weekly launches where they can get support. The staff feel that if students participated in the live Weekly launches, some of their academic needs will be addressed.	Help desk; weekly help sessions of by instructors; instructors available through hangouts/email; assignments can be modified; different types of assessments including projects, lessons, quizzes, tests; launches share learning targets each week; feedback can be given on pages and Google docs; weekly check-ins with students	Yes	Students do not find the Weekly Launches interesting or motivational; therefore, they choose not to participate in them.
Stakeholders are unaware of the high expectations and goals to meet the high expectations due to communication issues.	Written goals from MTSS team; student surveys; planning sessions documented with outside consultants (this has been ongoing for the past year); meeting notes; launches share learning targets each week; feedback can be given on pages and Google docs; weekly check-ins with students	No	Stakeholders do not have the skill level to handle the technology for some of the forms of communication used at the school. They don't know what they don't know. There are few, if any, educational opportunities offered by the school to stakeholder groups to help them acquire the skills needed for the technology used.
Many students enroll in CPDLF because they have not been successful in their home school due to social, emotional, academic, and/or behavior problems.	Learning labs; open house nights; hangouts; Zoom meetings; emails; grades, projects, course assignments; website posting of vision and policies; live tutoring sessions held; parent/student surveys; face to face registration process; staff focus on continuous	Yes	Students are often isolated from stakeholders because there are few if any activities offered to give students opportunities to become involved with staff, peers, outside agencies.

	improvement through the past year planning for Results by Design; everything with Results by Design has been captured digitally		
Teachers have varying skill levels with regard to teaching in a cyber environment, so our standardized professional development is not effectively reaching all teachers at their current level of understanding.	Principal check-ins with instructors quarterly; collaboration through check-ins to address instructional issues; Summit Learning Platform training Opportunities for instructors along with monthly meetings about instruction using the platform; opportunities for instructors to look at successes and struggles of each instructor; SAS training for standards; learning targets established in the first part of the year with examples for their practice	No	Traditionally, teacher prep coursework and professional development in a traditional school setting offers little to no differentiation for teachers' professional development.

D. Established Priorities and Aligned Outcome Categories

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under "Outcome Category."

Priority Statements	Rationale	Outcome Category
1. Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	**If** leadership and staff are provided continuous professional development to develop and sustain practices related to national school climate standards, **Then** educators will design learning experiences that promote curriculum content, continued monitoring and standards for social, emotional, ethical, and civic learning and are fully integrated into the classroom and school in ways that align with 21st century learning and with students' prevailing cultures, circumstances, and languages, **And** students and stakeholders will perceive the school as warm, inviting, and helpful.	Essential Practices Condition 3 - Provide Student-Centered Support Systems
2. Identify and address individual student needs.	**If** we use rigorous and relevant learning progressions that are established and	Essential Practices Condition 1 - Focus on Continuous

	communicated in student-friendly language to all stakeholders, **Then** educators will provide multiple options for showing what learners know and can do as well as provide Honest, Actionable, and Timely (HAT) feedback **And** learners will set goals, track and use their own achievement data to meet growth targets.	Improvement of Instruction

III. Measurable Goal Statements

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority Statement #1: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By June 30, 2020, 100% of the Academic Staff will design and facilitate a collaborative and cross-curricular learning experience that supports ELA and Math academic growth as well as incorporates standards for social and emotional learning to increase community and belonging thus decreasing the dropout rate.	By September 30, 2019, 37.5% of the Academic Staff will be facilitating a collaborative and cross-curricular learning experience that supports ELA and Math academic growth as well as incorporates standards for social and emotional learning to increase community and belonging thus decreasing the dropout rate.	By December 31, 2019, 75% of the Academic Staff will be facilitating a collaborative and cross-curricular learning experience that supports ELA and Math academic growth as well as incorporates standards for social and emotional learning to increase community and belonging thus decreasing the dropout rate.	By March 30, 2020, 100% of the Academic Staff will be facilitating a collaborative and cross-curricular learning experience that supports ELA and Math academic growth as well as incorporates standards for social and emotional learning to increase community and belonging thus decreasing the dropout rate.
By June 30, 2020, 25% of our learner population will participate in a collaborative and cross curricular learning experience as evidenced through reflective learning logs.	By September 30, 2019, 6% of the learners will be participating in a collaborative and cross curricular learning experience as evidenced through reflective learning logs.	By December 31, 2019, 12% of the learners will be participating in a collaborative and cross curricular learning experience as evidenced through reflective learning logs.	By March 30, 2020, 18% of the learners will be participating in a collaborative and cross curricular learning experience as evidenced through reflective learning logs.

Priority Statement #2: Identify and address individual student needs.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By the end of the 2019-20 school year, 100% of the Academic Staff will create and deliver (live or recorded) weekly instructional lessons that incorporate the 6Es (Engage, Explore, Explain, Evaluate, Elaborate, Express) instructional framework and demonstrate proficiency or higher as measured by the CPDLF Performance Review Tool.	By September 30, 2019, 20% of the Academic Staff will create and deliver (live or recorded) weekly instructional lessons that incorporate the 6Es (Engage, Explore, Explain, Evaluate, Elaborate, Express) instructional framework and demonstrate proficiency or higher as measured by the CPDLF Performance Review Tool.	By December 31, 2019, 50% of the Academic Staff will create and deliver (live or recorded) weekly instructional lessons that incorporate the 6Es (Engage, Explore, Explain, Evaluate, Elaborate, Express) instructional framework and demonstrate proficiency or higher as measured by the CPDLF Performance Review Tool.	By March 30, 2020, 100% of the Academic Staff will create and deliver (live or recorded) weekly instructional lessons that incorporate the 6Es (Engage, Explore, Explain, Evaluate, Elaborate, Express) instructional framework and demonstrate proficiency or higher as measured by the CPDLF Performance Review Tool.
By the end of the 2019-20 school year, at least 70% of the learners required to participate in weekly instructional lessons (live or recorded) will do so as measured by attendance and lesson completion records.	By September 30, 2019, at least 20% of the learners required to participate in weekly instructional lessons (live or recorded) will do so as measured by attendance and lesson completion records.	By December 31, 2019, at least 50% of the learners required to participate in weekly instructional lessons (live or recorded) will do so as measured by attendance and lesson completion records.	By March 30, 2020, at least 70% of the learners required to participate in weekly instructional lessons (live or recorded) will do so as measured by attendance and lesson completion records.

III. Action Plans

A. Evidence-Based Strategies

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

Priority Statement #1: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Measurable Goals	Evidence-Based Strategy
By June 30, 2020, 100% of the Academic Staff will design and facilitate a collaborative and cross-curricular learning experience that supports ELA and Math academic growth as well as incorporates standards for social and emotional learning to	**Align Classroom Observations with Professional Development** (ESSA TIER 2) to include: **Targeted Professional Learning:** An evidence-based practice that focuses on improving teaching practices in a particular content area and/or a particular grade level in order to support student learning.

increase community and belonging thus decreasing the dropout rate.	Targeted professional learning should be explicitly aligned to student learning goals, student achievement, and school improvement. (ESSA TIER 2) **Job Embedded Instructional Coaching:** Coaches work 1:1 with classroom teachers or with teams of teachers to target specific professional learning in order to increase educator instructional expertise and to effectively impact student outcomes. Instructional Coaches provide ongoing, systematic professional learning that focuses on high leverage teaching practices and deepening teachers' content knowledge. (ESSA TIER 2) **Personalized Learning-Motivational Competency:** Promote a growth mindset, stretch students' interests, connect learning to student aspirations, and differentiate instruction to enhance students' engagement and persistence with learning. (ESSA TIER 2)
By June 30, 2020, 25% of our learner population will participate in a collaborative and cross curricular learning experience as evidenced through reflective learning logs.	**Align Classroom Observations with Professional Development** (ESSA TIER 2) to include: **Targeted Professional Learning:** An evidence-based practice that focuses on improving teaching practices in a particular content area and/or a particular grade level in order to support student learning. Targeted professional learning should be explicitly aligned to student learning goals, student achievement, and school improvement. (ESSA TIER 2) **Job Embedded Instructional Coaching:** Coaches work 1:1 with classroom teachers or with teams of teachers to target specific professional learning in order to increase educator instructional expertise and to effectively impact student outcomes. Instructional Coaches provide ongoing, systematic professional learning that focuses on high leverage teaching practices and deepening teachers' content knowledge. (ESSA TIER 2) **Personalized Learning-Motivational Competency:** Promote a growth mindset, stretch students' interests, connect learning to student aspirations, and differentiate instruction to enhance students' engagement and persistence with learning. (ESSA TIER 2)

Priority Statement #2: Identify and address individual student needs.

Measurable Goals	Evidence-Based Strategy
By the end of the 2019-20 school year, 100% of the Academic Staff will create and deliver (live or recorded) weekly instructional lessons that incorporate the 6Es (Engage, Explore, Explain, Evaluate, Elaborate, Express) instructional framework and	**Align Classroom Observations with Professional Development** (ESSA TIER 2) to include: **Targeted Professional Learning:** An evidence-based practice that focuses on improving teaching practices in a particular content area and/or a particular grade level in order to support student learning.

demonstrate proficiency or higher as measured by the CPDLF Performance Review Tool.	Targeted professional learning should be explicitly aligned to student learning goals, student achievement, and school improvement. (ESSA TIER 2) **Job Embedded Instructional Coaching:** Coaches work 1:1 with classroom teachers or with teams of teachers to target specific professional learning in order to increase educator instructional expertise and to effectively impact student outcomes. Instructional Coaches provide ongoing, systematic professional learning that focuses on high leverage teaching practices and deepening teachers' content knowledge. (ESSA TIER 2) **Personalized Learning-Motivational Competency:** Promote a growth mindset, stretch students' interests, connect learning to student aspirations, and differentiate instruction to enhance students' engagement and persistence with learning. (ESSA TIER 2)
By the end of the 2019-20 school year, at least 70% of the learners required to participate in weekly instructional lessons (live or recorded) will do so as measured by attendance and lesson completion records.	**Align Classroom Observations with Professional Development** (ESSA TIER 2) to include: **Targeted Professional Learning:** An evidence-based practice that focuses on improving teaching practices in a particular content area and/or a particular grade level in order to support student learning. Targeted professional learning should be explicitly aligned to student learning goals, student achievement, and school improvement. (ESSA TIER 2) **Job Embedded Instructional Coaching:** Coaches work 1:1 with classroom teachers or with teams of teachers to target specific professional learning in order to increase educator instructional expertise and to effectively impact student outcomes. Instructional Coaches provide ongoing, systematic professional learning that focuses on high leverage teaching practices and deepening teachers' content knowledge. (ESSA TIER 2) **Personalized Learning-Motivational Competency:** Promote a growth mindset, stretch students' interests, connect learning to student aspirations, and differentiate instruction to enhance students' engagement and persistence with learning. (ESSA TIER 2)

B. Action Plan Steps

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

Expenditures:

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

Professional Learning Opportunities:

The following information is to be completed for professional development components for each of the Priority Goals:

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

School Level Action Plans

Priority #1 – Measurable Goal #1: By June 30, 2020, 100% of the Academic Staff will design and facilitate a collaborative and cross-curricular learning experience that supports ELA and Math academic growth as well as incorporates standards for social and emotional learning to increase community and belonging thus decreasing the dropout rate.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials Resources Supports Needed	Person(s)/Position Responsible	Implementation Timeline
1) CSI Team # 1 will explore the National Center for School Engagement (schoolengagement.org) for website resources and various options for creating engaging learner activities. The Team will also explore the CASEL (casel.org) website for SEL competencies, standards, and guidelines as well as guidance on creating positive school culture and climates. The Team will compile a list of competencies, standards, guidelines, and resources for the Academic Staff to utilize during the implementation of their collaborative and cross curricular learning experience (Compilation List). The Team will then determine what it looks and sounds like when we are meeting the standards for social emotional learning and providing ELA and Math supports for academic growth (ie. What are the expectations for collaborative and cross-curricular learning experience?) The team will also develop the norms, routines and procedures - including due dates for reporting - for collecting attendance, engagement data as well as the necessary components of the reflective learning log that will track progress on the goal. The CSI Team #1 will share both the Compilation List and the Expectations with the Director of Teaching and Learning to incorporate into the Professional Learning Plan for Academic Staff.	Websites: - Schoolengagement.org - CASEL.org	CSI Team #1 comprised of school leaders, academic staff, community partners, student(s), and parent(s) Lead: Kim Salyards	August 1-16, 2019

2) During the opening of the 2019-20 school year, the CEO will share with all staff the rationale for the goal and implementation process, including benchmarks to be met throughout the year as well as the Professional Learning Plan that will provide support for meeting the goal	Professional Learning Plan, - School Improvement Plan	Malynda Maurer/CEO	August 19-21, 2019
3) During the opening of the 2019-20 school year, the Director of Teaching and Learning will provide professional learning to ensure that all Academic Staff (AS) are able to design and facilitate a collaborative and cross-curricular learning experience that supports ELA and Math academic growth as well as incorporates standards for social and emotional learning to increase community and belonging thus decreasing the dropout rate.	• Guidelines for a collaborative and cross-curricular learning experiences • Standards for social emotional learning • ELA and Math standards • Norms, Routines, and Procedures for data collection	Deanna Mayers/Director of Teaching and Learning	August 19-21, 2019
4) CSI Team #1 will review the various data available indicating learner interest: SIP student surveys, Own It Learner Profiles, and information collected by individual Academic Staff as well as create a Learner Interest Survey for each grade band (K-4, 5-8, 9-12) to add to the data.	Sources of data: SIP student surveys, Own It Learner Profiles, and information collected by individual Academic Staff	CSI Team #1 comprised of school leaders, academic staff, community partners, student(s), and parent(s) Lead: Kim Salyards	August 1-31, 2019
5) The Principal will distribute the Learner Interest Survey to each grade band (K-4, 5-8, 9-12) August 28-31 and report the results to the CSI Team #1.	Learner Interest Surveys for each grade band (K-4, 5-8, 9-12)	Kim Salyards/Principal	August 28-31, 2019
6) By September 4, a subgroup of the CSI Team #1 will categorize the data into collaborative and cross-curricular topics to offer in each grade band (K-4, 5-8, 9-12).	Results of Learner Interest Survey by each grade band (K-4, 5-8, 9-12)	Subgroup of CSI Team #1	August 31 – September 4, 2019
7) The Principal will share the list of topics for each grade band (K-4, 5-8, 9-12) from the CSI Team #1 with the Academic Staff.	List of topics for clubs and learning experiences for each grade band (K-4, 5-8, 9-12) developed by the CSI Team #1	Principal	September 3 – 6, 2019

8) Academic staff that will serve as Learning Experience Facilitators will submit to the Principal for approval a descriptor of the collaborative and cross-curricular learning experience they would like to facilitate along with a start date by September 13, 2019.		Academic Staff	September 6 – 13, 2019
9) The Director of Teaching and Learning will conduct monthly 1 hour synchronous professional learning sessions to develop the knowledge, skills, and habits necessary for the Academic Staff (AS) grouped into Professional Learning Cohorts (PLC) to design and facilitate collaborative and cross-curricular learning experiences that meet the expectations developed by the CSI Team #1. The Director of Teaching and Learning will also conduct biweekly personalized and customized learning experiences for pairs of the Academic Staff (AS). This professional learning will include the resources, activities, and guidelines the CSI Team #1 found from the National Center for School Engagement (schoolengagement.org) CASEL (casel.org) websites. Note: Professional Learning monthly meetings will include a time for the cohort members to share out what is working and time to discuss challenges for suggestions.	Expectations for collaborative and cross-curricular learning experiences developed by the CSI Team #1 Resources, activities, and guidelines from the National Center for School Engagement (schoolengagement.org) CASEL (casel.org) websites summarized by Team #1	Deanna Mayers/Director of Teaching and Learning	September 9 – March 30, 2020
10) Professional Learning Cohort (PLC) #2 will plan and begin facilitating collaborative and cross-curricular learning experiences with learners by September 27 while PLC #1 and #3 continue their specially designed learning. Note: Learning Experience Facilitators will collect data regarding learner attendance, engagement, and reflective learning logs to report to the Principal (lead for CSI Team #1) at checkpoints determined by the CSI Team #1. PLC #1 will begin facilitating collaborative and cross-curricular learning experiences with learners by October 28, 2019. PLC #3 will continue to receive PL and PLC #2 will be monitored and receive feedback from the Director of Teaching and Learning during their PL and the Principal at	Professional Learning (PL) Compilation List Expectations for collaborative and cross-curricular learning experiences developed by the CSI Team #1 Norms, Routines, and Procedures for data collection Due dates for reports	Deanna Mayers/Director of Teaching and Learning Kim Salyards/Principal PLC #2 PLC #1 PLC #3	September 9 – May 22, 2020

Check-ins. PLC # 3 will begin facilitating collaborative and cross-curricular learning experiences with learners by January 13, 2020. PLC #1 and #2 will be monitored and receive feedback from the Director of Teaching and Learning during their PL and the Principal at Check-ins.			
11) The Principal will share with the learners the list of collaborative and cross-curricular learning experiences that will be available throughout the year, along with the facilitators who will be collecting registrations and projected start dates. Updates to the list from the Learning Experience Facilitators due to the Principal by October 11 and December 20	List of topics for collaborative and cross-curricular learning experiences with facilitators and projected start dates	Kim Salyards/Principal	First distribution due: September 17, 2019 Second distribution due: October 14, 2019 Third distribution due: January 2, 2020
12) Learning Experience Facilitators will collect registrations for the first meeting of their collaborative and cross curricular learning experience from learners according to the following schedule (registrations may be rolling throughout the year) Professional Learning Cohort Schedules (PLC) PLC #2: September 16-20 PLC #1: October 14-28 PLC #3: January 6-10	Collaborative and Cross Curricular Learning Experience Registration Form developed by Facilitator	Learning Experience Facilitators	September 17 – April 30, 2020
13) The CSI Team #1 will develop an end of quarter Learner Feedback Survey for each grade band (K-4, 5-8, 9-12) for the Learning Experience Facilitators implementing a Collaborative and Cross Curricular Learning Experience to distribute the week before the end of each quarter (October 22, January 7, and March 10).	N/A	CSI Team #1 comprised of school leaders, academic staff, community partners, student(s), and parent(s) Lead: Kim Salyards	September 9 – October 4, 2019

14) The CSI Team #1 will develop an end of the year Learner Feedback Survey for each grade band (K-4, 5-8, 9-12) for the Principal to distribute to learners during the week of May 11. Feedback to collect from learners will include but not limited to: • What did the learner like about the Learning Experience? • What would they like to see improved? • What benefits did they observe with regard to their overall learning?	N/A	CSI Team #1 comprised of school leaders, academic staff, community partners, student(s), and parent(s) Lead: Kim Salyards	March 2, 2020 – April 24, 2020
15) The CSI Team #1 will develop an end of the year Learning Experience Facilitator Feedback Survey for the Principal to distribute to Learning Experience Facilitators during the week of May 11. Feedback to collect will include but is not limited to: • What did the Learning Experience Facilitator like about the Learning Experience? • What would they like to see improved? • How did the Professional Learning plan prepare and support your facilitation of the Learning Experience? • What additional supports would be helpful in facilitating a Learning Experience? • What benefits did they observe with regard to the overall learning of the learners in their group?		CSI Team #1 comprised of school leaders, academic staff, community partners, student(s), and parent(s) Lead: Kim Salyards	March 2, 2020 – April 24, 2020
16) Learning Experience Facilitators implementing a Collaborative and Cross Curricular Learning Experience will distribute the Learner Feedback Survey for each grade band (K-4, 5-8, 9-12) developed by the CSI Team #1 before the end of each quarter. These data will be shared with the CSI Team #1 by the end of each quarter (October 22, January 7, and March 10).	Learner Feedback Surveys for each grade band (K-4, 5-8, 9-12) developed by the CSI Team #1	Learning Experience Facilitators implementing a Collaborative and Cross Curricular Learning Experience	First distribution due: October 22, 2019 Second distribution due: January 7, 2020 Third distribution due: March 20, 2020

17) During the week of May 11, the Principal will distribute to the learners an end of year Learner Feedback surveys created by the CSI Team #1 for each grade band (K-4, 5-8, 9-12).	End of the year Learner Feedback Survey for each grade band (K-4, 5-8, 9-12) developed by CSI Team #1	Kim Salyards/Principal	May 11, 2020 – May 15, 2020
18) During the week of May 11, the Principal will distribute to the Learning Experience Facilitators an end of the year Learning Experience Facilitator Feedback Survey created by the CSI Team #1.	End of the year Learning Experience Facilitator Feedback Survey	Kim Salyards/Principal	May 11, 2020 – May 15, 2020
19) Within one week of the end of each quarter (October 22, January 7, and March 10), the CSI Team #1 will meet to review the data, progression of the plan, and the effects on the learning overall. They will also document any recommendations for adjustments to the plan to ensure the goal is met at the end of the year. *Note:* The benchmark targets for learner participation are October 22 (Qtr 1) – 6% January 7 (Qtr 2) – 12% March 10 (Qtr 3) – 18% May 22 (Qtr 4) – 25%	Data from each of the Learning Experience Facilitators Course Grades and CPDLF attendance of the participating learners Course Grades and CPDLF attendance of the non-participating learners, Learner Feedback Surveys	CSI Team #1 comprised of school leaders, academic staff, community partners, student(s), and parent(s) Lead: Kim Salyards	First Quarter Meeting deadline: October 29, 2019 Second Quarter Meeting deadline: January 14, 2020 Third Quarter Meeting deadline: March 17, 2020
20) The Principal will submit the overall progress report, recommendations for adjustments, and any other discussions or plans of action to the CEO within two weeks of the end of the quarter.	Overall progress report, recommendations for adjustments, and any other discussions or plans of action from the CSI Team #1	Kim Salyards/CSI Team #1 Lead	First Quarter Report due: November 5, 2019 Second Quarter Report due: January 21, 2020 Third Quarter Report due: March 24, 2020
21) The CEO will share progress and any necessary adjustments with the staff and the Board of Trustees within three weeks of the end of the quarter.	Report from Principal	Malynda Maurer/CEO	First Quarter Report due: November 12, 2019 Second Quarter Report due: January

			28, 2020
			Third Quarter Report due: March 31, 2020
22) At the conclusion of the 2019-20 school year, the CSI Team #1 will meet to review the Feedback from the Learner Feedback Survey, Learning Facilitator Survey, as well as culminating data from each Learning Experience group to develop an Executive Summary detailing the success, challenges, and benefits for the learners and staff with regard to the implementation of the plan.	Feedback from the Learner Feedback Survey, Learning Facilitator Survey, as well as culminating data from each Learning Experience group	CSI Team #1 comprised of school leaders, academic staff, community partners, student(s), and parent(s) Lead: Kim Salyards	May 18-29, 2020
23) The Principal will submit the Executive Summary report to the CEO by June 5, 2020, who will share with the entire staff, the Board of Trustees, and report to PDE by June 12, 2020.	Executive Summary	Kim Salyards/CSI Team #1 Lead Malynda Maurer/CEO	Report to CEO: June 5, 2020 Report to Board, Staff, and PDE: June 12, 2020

Anticipated Outputs:

Engaging Collaborative and Cross-Curricular Learning Experiences with Facilitator list
Learner Interest Surveys for each grade band (K-4, 5-8, 9-12)
Learner Feedback Surveys for each grade band (K-4, 5-8, 9-12) – Quarterly and End of Year
Learning Experiences Facilitators End of the Year Feedback Survey
Detailed expectations for academic staff on meeting the standards for social and emotional learning that incorporate supports for ELA and Math academic growth
Progress data for reporting
Process for reporting
Due dates for progress reporting by Learning Experience Facilitators
Compilation List from schoolengagement.org and CASEL.org
Quarterly progress reports
End of the year Executive Summary

Monitoring/Evaluation Plan:

The Director of Teaching and Learning as well as the Principal will monitor the planning and implementation of collaborative and cross-curricular learning experiences that support ELA and Math academic growth.

Principal report to include (from CSI Team #1):
- Overall progress report to include reporting on learning experiences being offered with Learning Experience Facilitator, meeting deadlines, attendance, engagement data, reflective learning log data as well as recommendations for adjustments and any other discussions or plans of action from the CSI Team #1

Director of Teaching and Learning – Summary report to include

- What are each of the teachers contributing to the facilitation of the Learning Experience?
- How are the Learning Experiences incorporating Math, ELA, as well as social emotional learning?
- How often and when are these learning experiences occurring?
- How many learners by grade are participating?
- What types are products are being produced?
- What evidences of community and belonging exist?
- How does the implementation of this action plan increase the sense of community and belonging among the staff and learners?

Expenditures: Describe briefly how funding will be used implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Five percent of the School Improvement funds for the salary and benefits for the Director of Teaching and Learning to develop and implement **Targeted Professional Learning** (ESSA Tier 2) by: • Providing evidence-based practices during professional learning sessions that focus on improving teaching practices in creating and facilitating collaborative and cross-curricular learning experiences that support student learning. • Aligning targeted professional learning explicitly aligned to student learning goals, student achievement, and school improvement.	School Improvement Funds	$5780
Fifteen percent of the School Improvement funds for the salary and benefits for the Director of Teaching and Learning to develop and implement **Job Embedded Instructional Coaching** (ESSA Tier 2) by:	School Improvement Funds	$17,340

• Work 1:1 with classroom teachers and with teams of teachers to target specific professional learning in order to increase educator instructional expertise and to effectively impact student outcomes. • Provide ongoing, systematic professional learning that focuses on high leverage teaching practices and deepening teachers' content knowledge.		
The salary and benefits of the Director of Teaching and Learning not covered by the funds allotted from the School Improvement Funds for 2019-20 will be funded from the General Fund Balance as approved by the board. Fifty-five percent of the projected salary and benefits of the Director of Teaching and Learning are assigned to be paid from the General Fund Balance. In June of 2019, the CPDLF Board created a temporary position, Director of Teaching and Learning, for a period of three (3) years with specific goals related to curriculum and the improvement of teaching practices. Any expenses for the Director of Teaching and Learning not covered by School Improvement Funds in the three year period are assigned to be paid from the General Fund Balance.	General Fund Balance	$55,646

Professional Learning - Describe the Professional Development Plan to achieve this goal.

Professional Learning Goal: Improve teacher skills in identifying and explaining social and emotional learning standards

Audience	All school leaders, instructional staff, and support staff
Topics to be Included	Academic Achievement that promotes long-term development and success for all children "The Case for Social and Emotional Learning" Social and emotional learning standards Questioning skills to identify social and emotional learning standards Teaching Reflection to self-assess Social and emotional learning standards
Evidence of Learning	Journal writings/reflections Blog Posts Discussion "T-chart" Assignment
Anticipated Timeframe	Enter Start Date: August 19, 2019 Anticipated Completion Date: August 27, 2019
Lead Person/Position	Director of Teaching and Learning – Deanna Mayers

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:
Design and implement a collaborative and cross-curricular learning experience aligned to social and emotional learning standards that incorporate supports for ELA and Math academic growth

Audience	Participating school leaders, instructional staff, and support staff
Topics to be Included	Introduce/Review the Understanding by Design process Identify Essential Content Develop Product/Performance based Assessment Design Instructional plan

	Identify materials and resources, activities, and guidelines (National Center for School Engagement and CASEL)
Evidence of Learning	Write proposal for a collaborative and cross-curricular learning experience including learning outcomes, SEL outcomes and resources needed with a full learning plan.
Anticipated Timeframe	Enter Start Date: September 9, 2019 Anticipated Completion Date: May 1, 2019
Lead Person/Position	Director of Teaching and Learning – Deanna Mayers

Priority #1- Measurable Goal #2: By June 30, 2020, 25% of our learner population will participate in a collaborative and cross curricular learning experience as evidenced through reflective learning logs.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
1) The Principal will share the goal and the purpose of the goal with the staff during the opening days of the 2019-20 school year.	The desired goal and benchmarks	Kim Salyards/Principal	Staff - August 19-21, 2019
2) From Priority 1Goal 1(P1G1) Action Step 5 - The Principal will distribute the Learner Interest Surveys for each grade band (K-4, 5-8, 9-12) August 28-31 and report the results to the CSI Team #1.	Learner Interest Surveys for each grade band (K-4, 5-8, 9-12) developed by the CSI Team #1	Kim Salyards/Principal	August 28-31, 2019
24) From P1G1 Action Step 11 - The Principal will share with the learners the list of collaborative and cross-curricular learning experiences that will be available throughout the year, along with the facilitators who will be collecting registrations and projected start dates.	List of topics for collaborative and cross-curricular learning experiences with facilitators and projected start dates	Kim Salyards/Principal	First distribution due: September 17, 2019 Second distribution due: October 14, 2019 Third distribution due: January 2, 2020
3) From P1G1 Action Step 12 - Learning Experience Facilitators will collect registrations for the first meeting of their collaborative and cross curricular learning experience from learners according to the following schedule (registrations may be rolling throughout the year) Professional Learning Cohort Schedules (PLC) PLC #2: September 16-20 PLC #1: October 14-28 PLC #3: January 6-10	Collaborative and Cross Curricular Learning Experience Registration Form developed by Facilitator	Learning Experience Facilitators	September 17 – April 30, 2020
4) From P1G1 Action Step 10 – Professional Learning Cohort (PLC) #2 will plan and begin facilitating collaborative and	Professional Learning (PL)	Deanna Mayers/Director	September 9 – May 22, 2020

cross-curricular learning experiences with learners by September 27 while PLC #1 and #3 continue their specially designed learning.

Note: Learning Experience Facilitators will collect data regarding learner attendance, engagement, and reflective learning logs to report to the Principal (lead for CSI Team #1) at checkpoints determined by the CSI Team #1.

PLC #1 will begin facilitating collaborative and cross-curricular learning experiences with learners by October 28, 2019. PLC #3 will continue to receive PL and PLC #2 will be monitored and receive feedback from the Director of Teaching and Learning during their PL and the Principal at Check-ins.

PLC # 3 will begin facilitating collaborative and cross-curricular learning experiences with learners by January 13, 2020. PLC #1 and #2 will be monitored and receive feedback from the Director of Teaching and Learning during their PL and the Principal at Check-ins. | Compilation List

Expectations for collaborative and cross-curricular learning experiences developed by the CSI Team #1

Norms, Routines, and Procedures for data collection

Due dates for reports | of Teaching and Learning Kim Salyards/Principal PLC #2

PLC #1

PLC#3 | |
| 5) From P1G1 Action Step 14 - Learning Experience Facilitators implementing a Collaborative and Cross Curricular Learning Experience will distribute the Learner Feedback Survey for each grade band (K-4, 5-8, 9-12) developed by the CSI Team #1 before the end of each quarter. These data will be shared with the CSI Team #1 by the end of each quarter (October 22, January 7, and March 10). | Learner Feedback Surveys for each grade band (K-4, 5-8, 9-12) developed by the CSI Team #1 | Learning Experience Facilitators implementing a Collaborative and Cross Curricular Learning Experience | First distribution due: October 22, 2019

Second distribution due: January 7, 2020

Third distribution due: March 20, 2020 |
| 6) From P1G1 Action Step 17 - During the week of May 11, the Principal will distribute to the learners an end of year Learner Feedback surveys created by the CSI Team #1 for each grade band (K-4, 5-8, 9-12). | End of the year Learner Feedback Survey for each grade band (K-4, 5-8, 9-12) developed by CSI Team #1 | Kim Salyards/Principal | May 11, 2020 – May 15, 2020 |
| 7) From P1G1 Action Step 19 - Within one week of the end of each quarter (October 22, January 7, and March 10), the CSI | Data from each of the Learning Experience | CSI Team #1 comprised of | October 22 – June 5, 2020 |

Team #1 will meet to review the data, progression of the plan, and the effects on the learning overall. They will also document any recommendations for adjustments to the plan to ensure the goal is met at the end of the year. Note: The benchmark targets for learner participation are October 22 (Qtr 1) – 6% January 7 (Qtr 2) – 12% March 10 (Qtr 3) – 18% May 22 (Qtr 4) – 25%	Facilitators Course Grades and CPDLF attendance of the participating learners Course Grades and CPDLF attendance of the non-participating learners, Learner Feedback Surveys	school leaders, academic staff, community partners, student(s), and parent(s) Malynda Maurer/CEO Kim Salyards/Principal Academic Staff implementing a club or collaborative learning experience.	
8) The Principal will share the progress toward P2G2 with the learners and their families within two weeks of the end of the quarter.	Progress on P2G2	Kim Salyards/CSI Team #1 Lead	First Quarter Report due: November 5, 2019 Second Quarter Report due: January 21, 2020 Third Quarter Report due: March 24, 2020
9) From P1G2 Action Step 22 - At the conclusion of the 2019-20 school year, the CSI Team #1 will meet to review the Feedback from the Learner Feedback Survey, Learning Facilitator Survey, as well as culminating data from each Learning Experience group to develop an Executive Summary detailing the success, challenges, and benefits for the learners and staff with regard to the implementation of the plan.	Feedback from the Learner Feedback Survey, Learning Facilitator Survey, as well as culminating data from each Learning Experience group	CSI Team #1 comprised of school leaders, academic staff, community partners, student(s), and parent(s)	May 18-29, 2020

		Lead: Kim Salyards	
10) The Principal will share the overall progress and benefits of the learning experiences with the learners and their families by June 12, 2020.	Executive Summary	Kim Salyards/CSI Team #1 Lead	Report to CEO: June 5, 2020

Anticipated Outputs:

Engaging Collaborative and Cross-Curricular Learning Experiences with Facilitator list
Learner Interest Survey Results
Learner Feedback Survey Results – Quarterly and End of Year
Registrations for each Collaborative and Cross-Curricular Learning Experiences group
Attendance, engagement reports, and reflective learning logs for each Collaborative and Cross-Curricular Learning Experience
Progress reports and end of the year summary reports for each Collaborative and Cross-Curricular Learning Experience

Monitoring/Evaluation Plan:

The Director of Teaching and Learning as well as the Principal will monitor the planning and implementation of collaborative and cross-curricular learning experiences that support ELA and Math academic growth.

Principal report to include (from CSI Team #1):
- Overall progress report to include reporting on learning experiences being offered with Learning Experience Facilitator, meeting deadlines, attendance, engagement data, reflective learning log data as well as recommendations for adjustments and any other discussions or plans of action from the CSI Team #1

Director of Teaching and Learning – Summary report to include

- What are each of the teachers contributing to the facilitation of the Learning Experience?
- How are the Learning Experiences incorporating Math, ELA, as well as social emotional learning?
- How often and when are these learning experiences occurring?
- How many learners by grade are participating?
- What types are products are being produced?
- What evidences of community and belonging exist?
- How does the implementation of this action plan increase the sense of community and belonging among the staff and learners?

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Student requested materials and supplies to complete their collaborative and cross curricular learning experiences that promote growth mindset, stretch students' interests and connect learning to student aspirations. Examples include books pertaining to the learning experience and supplies to differentiate instruction that enhances students' engagement and persistence with learning. $300 per Collaborative Learning Experience that aligns to **Personalized Learning-Motivational Competency (ESSA TIER 2)**	School Improvement Funds	$5,100
Five percent of the School Improvement funds for the salary and benefits for the Director of Teaching and Learning to develop and implement **Job Embedded Instructional Coaching** (ESSA Tier 2) by: • Work 1:1 with classroom teachers and with teams of teachers to target specific professional learning in order to increase educator instructional expertise and to effectively impact student outcomes. • Provide ongoing, systematic professional learning that focuses on high leverage teaching practices and deepening teachers' content knowledge.		$5781
Five percent of the School Improvement funds for the Director of Teaching and Learning salary and benefits to ensure that student requested materials and supplies are aligned to the following **Personalized Learning-Motivational Competencies (ESSA Tier 2):** • Promote a growth mindset, • stretch students' interests, • connect learning to student aspirations, and • differentiate instruction to enhance students' engagement		$5781

and persistence with learning. (ESSA TIER 2)		

Priority #2 – Measurable Goal #1: By the end of the 2019-20 school year, 100% of the Academic Staff will create and deliver (live or recorded) weekly instructional lessons that incorporate the 6Es (Engage, Explore, Explain, Evaluate, Elaborate, Express) instructional framework and demonstrate proficiency or higher as measured by the CPDLF Performance Review Tool.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
1) CSI Team #2 will review the various data available indicating learner engagement in learning: SIP student surveys, Own It Learner Profiles, and information collected by individual Academic Staff as well as create a Learner Engagement Survey for each grade band (K-4, 5-8, 9-12) that will collect ideas and suggestions from returning learners about what they feel would make the weekly instructional lessons purposeful, relevant, and engaging for them to add to the data. The Team will also determine the data to collect that will track progress on the goal and develop a procedure for reporting the data as well as a schedule of due dates for reporting.	Sources of data: SIP student surveys, Own It Learner Profiles, and information collected by individual Academic Staff	CSI Team #2 comprised of school leaders, academic staff, community partners, student(s), and parent(s) Lead: Deanna Mayers	July 15 – August 16, 2019
2) During the opening of the 2019-20 school year, the CEO will share with all staff the rationale for the goal and implementation process, including benchmarks to be met throughout the year as well as the Professional Learning Plan that will provide support for meeting the goal.	Professional Learning Plan, School Improvement Plan	Malynda Maurer/CEO	August 19-21, 2019
3) During the opening of the 2019-20 school year, the Director of Teaching and Learning will provide professional learning to ensure that all Academic Staff are familiar with the 6E instructional framework and its purpose with regard to weekly instructional lessons	6E Lesson Plan Template	Deanna Mayers/Director of Teaching and Learning	August 19-21, 2019
4) The Principal will distribute the Learner Engagement Survey for each grade band (K-4, 5-8, 9-12) during the week before the start of school and share the results with the Director of	Learner Engagement Survey for each grade band (K-4, 5-8, 9-12)	Kim Salyards/Principal	August 19-29, 2019

Teaching and Learning to incorporate into the Professional Learning Plan by August 30, 2019.			
5) The Director of Teaching and Learning will compile the data reviewed by the CSI Team #2 and the results of the Learner Engagement Survey and review with the School Leaders Team during the week of September 3, 2019. The School Leader Team will finalize the Needs Assessment on Learner Engagement for the Director of Teaching and Learning to share during the first monthly meeting of the Professional Learning Plan (Action Step 6).	Needs assessment compiled by CSI Team #2 Results of Learning Engagement Survey	Deanna Mayers/Director Teaching and Learning School Leader Team: Malynda Maurer Kim Salyards Deanna Mayers Justin Keel	August 30 – September 6
6) The Director of Teaching and Learning will conduct monthly 1 hour synchronous professional learning grouped by Professional Learning Cohort (PLC) to develop the knowledge, skills, and habits necessary for the Academic Staff to create effective and engaging weekly instructional lessons, including the results of the Needs Assessment on Learner Engagement. The Director of Teaching and Learning will also conduct biweekly personalized and customized learning experiences for pairs of the Academic Staff (AS). Note: Professional Learning monthly meetings will include a time for the cohort members to share out what is working and time to discuss challenges for suggestions.	Professional Learning Plan 6E Lesson Plan Template Results of the Learner Survey	Deanna Mayers/Director of Teaching and Learning	September 9 – May 1, 2020
7) Professional Learning Cohort (PLC) #1 and #3 will begin to utilize the 6E Template to plan their weekly instructional lessons (Subject area or Connects U!) starting August 28, 2019 while PLC #2 continues their specially designed learning. Each AS member will collect data required by the CSI Team #2 and report to the Director of Teaching and Learning at each grading checkpoint. PLC #2 will begin to utilize the 6E Template to plan their weekly instructional lessons (Subject area or Connects U!) starting on October 21 (Subject Area) or 23 (Connects U!). PLC #1 and #3 will be monitored and receive feedback from	Professional Learning Plan (PL)	Deanna Mayers/Director of Teaching and Learning Kim Salyards/Principal PLC #2 PLC #1	August 28 – May 29, 2020

the Director of Teaching and Learning during their PL and the Principal at Check-ins.		PLC #3	
8) The CSI Team #2 will develop a Learner Engagement Feedback Survey for each grade band (K-4, 5-8, 9-12) for the Principal to distribute the week before the end of each quarter (October 22, January 7, and March 10).	N/A	CSI Team #2 comprised of school leaders, academic staff, community partners, student(s), and parent(s) Lead: Deanna Mayers	August 19 – October 4, 2019
9) The Principal will distribute the Learner Engagement Feedback Survey for each grade band (K-4, 5-8, 9-12) developed by the CSI Team #2 to gather feedback on the weekly instructional lessons that are utilizing the 6E Template during the week prior to the end of each quarter. These data will be shared with the CSI Team #2 by the end of each quarter (October 22, January 7, and March 10).	Learner Engagement Feedback Surveys for each grade band (K-4, 5-8, 9-12) developed by the CSI Team #2	Kim Salyards/Principal	First distribution due: October 22, 2019 Second distribution due: January 7, 2020 Third distribution due: March 20, 2020
10) Within one week of the end of each quarter (October 22, January 7, and March 10), the CSI Team #2 will meet to review the data, progression of the plan, and the effects on the learning overall. They will also document any recommended adjustments to the plan to ensure the goal is met at the end of the year.	Data from the Academic Staff Grades and attendance of the participating learners Grades and attendance of the non-participating learners, Learner Engagement Feedback Surveys	CSI Team #2 comprised of school leaders, academic staff, community partners, student(s), and parent(s) Lead: Deanna Mayers	First Quarter Meeting deadline: October 29, 2019 Second Quarter Meeting deadline: January 14, 2020 Third Quarter Meeting deadline: March 17, 2020
11) The Director of Teaching and Learning will submit the overall progress report, recommendations for adjustments, and any other discussions or plans of action will be reported	Overall progress report, recommendations for adjustments, and any other	Deanna Mayers/Director of Teaching and	First Quarter Report due: November 5, 2019

to the CEO within two weeks of the end of the quarter.	discussions or plans of action from the CSI Team #2	Learning/CSI Team #2	Second Quarter Report due: January 21, 2020 Third Quarter Report due: March 24, 2020
12) At the Quarter 3 meeting, the CSI Team #2 will develop an end of the year survey for each grade band (K-4, 5-8, 9-12) to collect feedback from learners to indicate • What did they like about the instructional lessons? • What would they like to see improved? • How did the instructional lessons help them with what they had to learn? At the Quarter 3 meeting, the CSI Team #2 will develop an End of the Year Survey for the Academic to staff to collect feedback on their experience: • What do they think worked well using the 6# framework? • What would they like to see improved? • How did the Professional Learning and support provided for them help them create and deliver effective instructional lessons? • What additional supports or resources would be beneficial for improving the instructional lessons?	Data from Learner Engagement Feedback Surveys	CSI Team #2 comprised of school leaders, academic staff, community partners, student(s), and parent(s) Lead: Deanna Mayers	Third Quarter Meeting deadline: March 17, 2020
13) The CEO will share progress and any necessary adjustments with the staff and the Board of Trustees within three weeks of the end of the quarter.	Report from Director of Teaching and Learning	Malynda Maurer/CEO	First Quarter Report due: November 12, 2019 Second Quarter Report due: January 28, 2020 Third Quarter Report due: March

			31, 2020
14) The Principal during the week of May 18, 2020 will distribute the End of the Year Learner Engagement Feedback Survey and share the results with the CSI Team #2. The Principal during the week of May 18, 2020 will distributed the End of the Year Survey for the Academic Staff and share the result with the CSI Team #2.	End of the year Learner Feedback Survey for each grade band (K-4, 5-8, 9-12) developed by CSI Team #2 End of the Year Survey for Academic Staff	Kim Salyards/Principal	May 18 – 22, 2020
15) At the conclusion of the 2019-20 school year, the CSI Team #2 will meet to review the feedback from the Learner Engagement Survey and the End of the Year Survey for Academic staff as well as the culminating data on course grades to develop an Executive Summary report detailing the success, challenges, and benefits for the learners and staff with regard to the implementation of the plan.	End of the year Learner Feedback Survey Results for each grade band (K-4, 5-8, 9-12) End of the Year Survey results for Academic Staff Reports from the first three quarters Course grades	CSI Team #2 comprised of school leaders, academic staff, community partners, student(s), and parent(s) Lead: Deanna Mayers	May 26-29, 2020
16) The Director of Teaching and Learning will submit the Executive Summary report to the CEO by June 5, 2020, who will share with the entire staff, the Board of Trustees, and report to PDE by June 12, 2020.	Executive Summary	Deanna Mayers/Director of Teaching and Learning/CSI Team #2 Malynda Maurer/CEO	Report to CEO: June 5, 2020 Report to Board, Staff, and PDE: June 12, 2020

Anticipated Outputs:

Learner Engagement Survey
Data to be collected by Academic Staff
Schedule of due dates for reporting data collected by Academic Staff
Needs Assessment of Learner Engagement
Lessons for weekly instructional lessons on the 6E Template
Learner Engagement Feedback Survey
Learner Engagement Feedback Survey Results
End of the Year Learner Engagement Feedback Survey

End of the Year Learner Engagement Feedback Survey Results
End of the Year Survey for Academic Staff
End of the Year Survey for Academic Staff Results
Quarterly reports of progress including recommendations for improvement
Executive Summary

Monitoring/Evaluation Plan:

The Director of Teaching and Learning as well as the Principal will monitor the planning and implementation of the weekly instructional lessons and are responsible to provide to the CEO:

Director of Teaching and Learning – Summary report to include
- Quarterly reports from CSI Team #2
- Course grades by Academic Staff
- Synthesis of the attendance, engagement levels correlated to each Academic Staff member
- Overall progress on plan implementation

Principal – Summary of quarterly Performance Reviews of each of the Academic Staff Member

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Five percent of the School Improvement funds for the salary and benefits for the Director of Teaching and Learning to develop and implement **Targeted Professional Learning** (ESSA Tier 2) by: - Providing evidence-based practices during professional learning sessions that focus on improving teaching practices in creating and facilitating collaborative and cross-curricular learning experiences that support student learning. - Aligning targeted professional learning explicitly aligned to student learning goals, student achievement, and school improvement.	School Improvement Funds	$5,781
Fifteen percent of the School Improvement funds for the salary and benefits for the Director of Teaching and Learning to develop and implement **Job Embedded Instructional Coaching** (ESSA Tier 2) by: - Work 1:1 with classroom teachers and with teams of teachers to target specific professional learning in order to increase educator instructional expertise and to effectively impact student outcomes.	School Improvement Funds	$17,340

• Provide ongoing, systematic professional learning that focuses on high leverage teaching practices and deepening teachers' content knowledge.		
Individualized Professional Learning – Eduplanet learning paths focused on instructional strategies selected by the individual staff member, approved by the Director of Teaching and Learning **Targeted Professional Learning** (ESSA Tier 2) • up to 4 Eduplanet Learning paths per Academic Staff member • May be substituted by an alternate learning experience if approved by the Director of Teaching and Learning and the Principal	School Improvement Funds	$3,200

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: Understand the framework of the 6Es (Engage, Explore, Explain, Evaluate, Elaborate, Express) to weekly instructional and Connects U! lessons

Audience	Participating school leaders, instructional staff, and support staff
Topics to be Included	6E Framework for learning experience design Instructional strategies aligned to each phase of the framework
Evidence of Learning	Recognize a well written 6E plan Identify instructional strategies aligned to each phase of the framework
Anticipated Timeframe	Enter Start Date: August 19, 2019 Anticipated Completion Date: August 21, 2019
Lead Person/Position	Director of Teaching and Learning – Deanna Mayers

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2: Design personalized weekly instructional lessons in the 6E Framework using Learner achievement and engagement data.

Audience	Participating school leaders, instructional staff, and support staff
Topics to be Included	Data-Analysis techniques Learning Targets Instructional Strategies aligned to learning goals Formative Assessment Techniques Live Synchronous teaching techniques
Evidence of Learning	6E Learning Experience plan Recording of the implemented the personalized launch
Anticipated Timeframe	Enter Start Date: September 9, 2019 Anticipated Completion Date: May 1, 2020
Lead Person/Position	Director of Teaching and Learning – Deanna Mayers

Priority #2 – Measurable Goal #2: By the end of the 2019-20 school year, at least 70% of the learners required to participate in weekly instructional lessons (live or recorded) will do so as measured by attendance and lesson completion records.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
1) The Principal will share the goal and the purpose of the goal with the staff during the opening days of the 2019-20 school year.	The desired goal and benchmarks	Kim Salyards/Principal	Staff - August 19-21, 2019
2) From P2G1 Action Step 4 - The Principal will distribute the Learner Engagement Survey for each grade band (K-4, 5-8, 9-12) during the week before the start of school and share the results with the Director of Teaching and Learning to incorporate into the Professional Learning Plan by August 30, 2019.	Learner Engagement Survey for each grade band (K-4, 5-8, 9-12)	Kim Salyards/Principal	August 19-29, 2019
3) From P2G1 Action Step 5 - The Director of Teaching and Learning will compile the data reviewed by the CSI Team #2 and the results of the Learner Engagement Survey and review with the School Leaders Team during the week of September 3, 2019. The School Leader Team will finalize the Needs Assessment on Learner Engagement for the Director of Teaching and Learning to share during the first monthly meeting of the Professional Learning Plan (Action Step 5).	Needs assessment compiled by CSI Team #2 Results of Learning Engagement Survey	Deanna Mayers/Director Teaching and Learning School Leader Team: Malynda Maurer Kim Salyards Deanna Mayers Justin Keel	August 30 – September 6
4) From P2G1 Action Step 9 - The Principal will distribute the Learner Engagement Feedback Survey for each grade band (K-4, 5-8, 9-12) developed by the CSI Team #2 to gather feedback on the weekly instructional lessons that are utilizing the 6E Template during the week prior to the end of each quarter. These data will be shared with the CSI Team #2 by the end of each quarter (October 22, January 7, and March 10).	Learner Engagement Feedback Surveys for each grade band (K-4, 5-8, 9-12) developed by the CSI Team #2	Kim Salyards/Principal	First distribution due: October 22, 2019 Second distribution due: January 7, 2020 Third distribution due: March 20, 2020

5) From P2G1- Action Step 10: Within one week of the end of each quarter (October 22, January 7, and March 10), the CSI Team #2 will meet to review the data, progression of the plan, and the effects on the learning overall. They will also document any recommended adjustments to the plan to ensure the goal is met at the end of the year. Note: The benchmark targets for learner participation are October 22 (Qtr 1) – 20% January 7 (Qtr 2) – 50% March 10 (Qtr 3) – 70%	Data from each of the Academic Staff Grades and attendance of the participating learners Grades and attendance of the non-participating learners, Learner Engagement Feedback Surveys	CSI Team #2 comprised of school leaders, academic staff, community partners, student(s), and parent(s) Lead: Deanna Mayers	First Quarter Meeting deadline: October 29, 2019 Second Quarter Meeting deadline: January 14, 2020 Third Quarter Meeting deadline: March 17, 2020
6) The Principal will share the progress toward the learner goal as compiled by the CSI Team #2 in P2G1 – Action Step 10 with the learners and their families.	Overall Progress report developed by CSI Team #2	Kim Salyards/Principal	First Quarter Report due: November 12, 2019 Second Quarter Report due: January 28, 2020 Third Quarter Report due: March 31, 2020
7) From P2G1 – Action Step 14: The Principal during the week of May 18, 2020 will distribute the End of the Year Learner Engagement Feedback Survey and share the results with the CSI Team #2.	End of the year Learner Feedback Survey for each grade band (K-4, 5-8, 9-12) developed by CSI Team #2	Kim Salyards/Principal	May 18 – 22, 2020
8) The Principal will share with the overall results pertaining to learners and the benefits for their learning experience with the learners and their families compiled by the CSI Team #2 in P2G1 – Action Step 15	Executive Summary	Kim Salyards/Principal	June 5, 2020

Anticipated Outputs:

Learner Engagement Feedback Survey Results
End of the Year Learner Engagement Feedback Survey Results
Quarterly reports of progress including adjustments
End of the Year report

Monitoring/Evaluation Plan:

The Director of Teaching and Learning will monitor the planning and implementation of the weekly instructional lessons and is responsible to provide to the CEO:

- Quarterly reports from CSI Team #2
- Course grades by Academic Staff
- Synthesis of the attendance, engagement levels correlated to each Academic Staff member
- Overall progress on plan implementation

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Five percent for the salary and benefits for the Director of Teaching and Learning to develop and implement **Targeted Professional Learning** (ESSA Tier 2) by: - Providing evidence-based practices during professional learning sessions that focus on improving teaching practices in creating and facilitating collaborative and cross-curricular learning experiences that support student learning. - Aligning targeted professional learning explicitly aligned to student learning goals, student achievement, and school improvement.	School Improvement Funds	$5781
Five percent for the salary and benefits for the Director of Teaching and Learning to develop and implement **Job Embedded Instructional Coaching** (ESSA Tier 2) by: - Work 1:1 with classroom teachers and with teams of teachers to target specific professional learning in order to increase educator instructional expertise and to effectively impact student outcomes. - Provide ongoing, systematic professional learning that focuses on high leverage teaching practices and deepening teachers' content knowledge.	School Improvement Funds	$5781

IV. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Public Relations will post approved plan on website, use Twitter and Facebook to alert the community	General community and CPDLF Families	Share the completed and approved plan and provide a method for feedback	July 1 – July 30
The CEO will review the plan and updates with the board during board meetings	Board of Trustees	To inform and update and gather feedback	July 1, 2019 to June 30, 2020
The CEO will share the plan with the entire staff during opening days (face to face meetings) of the 2019-20 school year	CPDLF Staff	Share the approved plan and plan for accomplishing the plan, including those who are part of the plan	August 19-21
The CEO will share progress reports and updates to the plan with the staff and CSI Teams during regularly scheduled CEO Updates after the quarterly reports are shared from the CSI Teams.	CPDLF Staff	To keep the CPDLF staff and CSI Teams informed of progress on the plan	July 1, 2019 to June 30, 2020
The Principal will share progress reports to the learners and their families during regular communication updates after the CEO shares the updates with the staff.	CPDLF Learners and Families	To keep the CPDLF Learners and their families information of progress and allow an opportunity to provide feedback	July 1, 2019 to June 30, 2020

V. Plan Submission

Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:
- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by the *Central Pennsylvania Digital Learning Foundation CS* for the 2019-2020 school year.

Board Approval: *Date of Board Meeting:* _____June 13, 2019_____

Board President:

Ms. Royce Boyd _____   _____

Name (printed)   *Signature*   *Date*

Superintendent of Schools/Chief Executive Officer:

Dr. Aiko Malynda Maurer _____   _____

Name (printed)   *Signature*   *Date*

Building Administrator:

Mrs. Kimberly Salayards _____   _____

Name (printed)   *Signature*   *Date*

School Improvement Facilitator:

Dr. Tracy Hinish _____   _____

Name (printed)   *Signature*   *Date*

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Board Approval: *Date of Board Meeting:* _____ *June 13, 2019* _____

Board President:

Ms. Royce Boyd	*Royce Ann Boyd*	6/21/19
Name (printed)	Signature	Date

Superintendent of Schools/Chief Executive Officer:

Dr. Aiko Malynda Maurer	*Dr. Aiko Malynda Maurer*	6/21/19
Name (printed)	Signature	Date

Building Administrator:

Mrs. Kimberly Salayards		6/21/19
Name (printed)	Signature	Date

School Improvement Facilitato:

Dr. Tracy Hinish	Digitally signed by Tracy Hinish Date: 2019.06.21 13:36:23 -04'00'	6/21/19
Name (printed)	Signature	Date

Attachment 10
K-12 ELA Curriculum Map

Unit		Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Elementary School Grade 3 English Language Arts 3 2019-2020 2 Curriculum Writers	Go the Distance: Origami Jumping Frogs (Week 1, 6 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grade 3** **Foundational Skills** **1.1 Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.** **Phonics and Word Recognition** CC.1.1.3.D Know and apply grade level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade- appropriate irregularly spelled words. **Fluency** CC.1.1.3.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	• Artists of different cultures express meanings and ideas in different ways. • Writers select a point of view and purpose to affect a particular emotional response toward their writings.	First Person, Second Person, Third Person, Narrator, Pronoun, Subject pronoun, Object pronoun, Personal pronoun, Title, Author, Illustrator, Glossary, Table of Contents, Index, Connotation, Denotation, Literal, Non-literal, Idiom literary text, theme, convey, literary, infer, inferences, support, summary, characterization, direct characterization, indirect characterization, character traits, root word Beginning, Characters, Mood, Narrative writing, Plot, Purpose, Setting, Climax, Dialogue, Exposition, Hook, Narrative, Quotation marks, Resolution, Conclusion	**Literature Text Structure Check for Understanding Formative: Multiple Choice** **Narrative Writing Check for Understanding Formative: Multiple Choice** **Reading Literature Key Ideas Check for Understanding Formative: Multiple Choice** **Reflection Writing Summative: Written Product** **Frog Jumping Presentation Summative: Multi-media / Technology Product**	Summit Learning Platform

• Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

Reading: Literature
1.3 Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
Key Ideas and Details-Theme

CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

Key Ideas and Details-Text Analysis

CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses.

Key Ideas and Details-Literary Elements

CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

Integration of Knowledge and Ideas-Sources of Information

CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Vocabulary Acquisition and Use- Strategies

CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading

CC.1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing

Narrative- Focus

CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.

Narrative Content

CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or

show the response of characters to situations.

Narrative- Organization

CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

Narrative- Style

CC.1.4.3.Q Choose words and phrases for effect.

Health Advocate Project (Week 7, 8 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grade 3** **Reading: Informational Text** **Craft and Structure- Point of View** CC.1.2.3.D Explain the point of view of the author. **Craft and Structure- Text Structure** CC.1.2.3.E Use text features and search tools to locate and interpret information. **Craft and Structure- Vocabulary** CC.1.2.3.F Determine the meaning of words and	• Effective speakers prepare and communicate messages to address the audience and purpose. • Provide facts and details to back up their opinion.	Opinion, Topic, Transitional words, Reason, Detail, Evidence, Persuade, Fact, Call to Action, Convince, Influence, Rough draft, Revise, Edit, Final Draft Point of View, First hand account, Second hand account, Description, Cause/Effect, Problem/Solution, Compare/Contrast, Sequence, Prefix, Suffix, Synonym, Antonym, Analogy	**Opinion Writing Check for Understanding Formative: Multiple Choice** **ELA Informational Text Structure Check for Understanding Formative: Multiple Choice** **Informative Writing Check for Understanding Formative: Multiple Choice**	Summit Learnin g Platform

phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

Integration of Knowledge and Ideas- Diverse Media

CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.

Writing

Informative/Explanatory- Focus

CC.1.4.3.B Identify and introduce the topic.

Informative/Explanatory- Content

CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.

Informative/Explanatory- Organization

CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

Informative/Explanatory- Style

Topic, Evidence, Explain, Elaborate, Example, Source, Plagiarism, Draft, Conclusion, Adjectives, adverbs, Comparative adjectives, Superlative adjectives, Comparative adverbs, Superlative adverbs

Bibliography, Brainstorm, Citation, Edit, Excitement, Paraphrasing, Plan, Research, Revise, Statement, Summary, Topic

Research Check for Understanding Formative: Multiple Choice

Healthy Project Multimedia Project Summative: Multi- media / Technology Product

CC.1.4.3.E Choose words and phrases for effect.

Informative/Explanatory-Conventions of Language

CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Opinion/Argumentative-Focus

CC.1.4.3.H Introduce the topic and state an opinion on the topic.

Opinion/Argumentative-Content

CC.1.4.3.I Support an opinion with reasons.

Opinion/Argumentative-Organization

CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

Opinion/Argumentative-Style

CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.

Production and Distribution of Writing- Writing Process

CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Technology and Publication

CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Conducting Research

CC.1.4.3.V Conduct short research projects that build knowledge about a topic.

Credibility, Reliability, and Validity of Sources

CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

| A Page From a Book: Medieval Manuscripts (Week 15, 7 Weeks) | **PA: Core - English Language Arts (2014)** **PA: Grade 3** **Speaking and Listening** **Comprehension and Collaboration- Critical Listening** CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. **Comprehension and Collaboration- Evaluating Information** CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. **PA: Arts & Humanities (2002)** **PA: Grade 3** **9.3. Critical Response** **Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:** A. Recognize critical processes used in the examination of works in the arts and humanities. - Compare and contrast - | Art reflects the time period, culture, geography, and status of a region. | Listen, Visualize, Main idea, Supporting detail, Where, What, Why, When, Who, How, Reflect, Think, Question Describe, analyze, elements, principles, classify Color, primary, secondary, warm colors, cool colors, color scheme | **Listening Check for Understanding Formative: Multiple Choice** **Elements of Design Check for Understanding Formative: Multiple Choice** **Art Critical Process Check for Understanding Formative: Multiple Choice** **illuminated manuscript Project Summative: Project / Portfolio** | Summit Learning Platform |

Analyze - Interpret - Form and test hypotheses - 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).

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).

| My Impression: An Art Critique (Week 21, 5 Weeks) | **PA: Core - English Language Arts (2014)** **PA: Grade 3** **Reading: Literature** **Vocabulary Acquisition and Use** CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | • The process of reflecting enables one to better understand and appreciate art. • Art media, techniques and processes work together to create works of art. | Describe, analyze, elements, principles, classify Color, primary, secondary, warm colors, cool colors, color scheme | **Art Critical Process Check for Understanding Formative: Multiple Choice** **Element of Design: Color Check for Understanding Formative: Multiple Choice** | Summit Learning Platform |

Writing

1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory

CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

PA: Arts & Humanities (2002)

PA: Grade 3

9.3. Critical Response

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

A. Recognize critical processes used in the examination of works in the arts and humanities. - Compare and contrast - Analyze - Interpret - Form and test hypotheses - 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;

Art Critique Presentation Summative: Multi-media / Technology Product

use of dynamics, tempo, texture in Ravel's Bolero).

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).

Unit		Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Elementar y School Grade 4 English Language Arts 4 2019-2020 2 Curriculum Writers	(2020) Stories (Week 1, 5 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grade 4** **Reading: Literature** **Key Ideas and Details-Literary Elements** CC.1.3.4.C Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text. **Writing** **Opinion/Argumentative-Conventions of Language** CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	• There are many kinds of stories. • Strong stories have a common structure that helps the reader to follow the plot. • Most stories have a message that is told through the words and actions of the characters in the story.	story drama poem character setting event summarize prepositional phrase fragment run-on	**Stories, Dramas, and Poems Check for Understanding Formative: Multiple Choice** 10 question quiz **Complete Sentences Check for Understanding Formative: Multiple Choice** 10 question quiz **Publish Your Story Summative: Written Product** Copy and paste your story from Checkpoint 5 into your Final Product. Then, review the plan, draft, and revisions so you can see all the	Summit Learnin g Platform

Narrative

CC.1.4.4.M Write narratives to develop real or imagined experiences or events.

Narrative- Conventions of Language

CC.1.4.4.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Production and Distribution of Writing- Writing Process

CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Technology and Publication

CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Range of Writing

CC.1.4.4.X Write routinely over extended time frames

changes you have made in your story. Next, think about any final revisions you want to make and do them in the Final Product. Finally, write several sentences to explain the theme and elements of the story you write.

(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Speaking and Listening
1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
Comprehension and Collaboration - Collaborative Discussion

CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

PA: Assessment Anchors - ELA (2017)
PA: Grade 4

A: Literature Text
E04.A-K.1 Key Ideas and Details
E04.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E04.A-K.1.1.1 Refer to details and examples in a text when explaining what

the text explicitly says and when drawing inferences from the text.

E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

E04.A-C.2 Craft and Structure
E04.A-C.2.1 Demonstrate understanding of craft and structure in literature.

E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

E04.A-C.3 Integration of Knowledge and Ideas
E04.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.

E04.A-C.3.1.1 Compare and contrast the treatment

of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

E04.A-V.4 Vocabulary Acquisition and Use E04.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

D: Conventions of Standard English (Writing) E04.D.1 Conventions of Standard English E04.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E04.D.1.1.5 Form and use prepositional phrases.

E04.D.1.1.6 Produce complete sentences, recognizing and correcting

inappropriate fragments and run-on sentences.

(2020) Character Study (Week 6, 6 Weeks)

PA: Core - English Language Arts (2014)
PA: Grade 4

Foundational Skills

1.1 Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
Phonics and Word Recognition

CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words.
• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Fluency

CC.1.1.4.E Read with accuracy and fluency to support comprehension:
• Read on-level text with purpose and understanding.
• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
• Use context to confirm or

Have you ever read a story and felt like you truly knew the characters? Great writers develop fully realized characters who have distinct personalities and characteristics that readers can clearly picture as a result of simply reading the words on the page. Through specific word choice, description, and realistic dialogue, writers create characters whom readers passionately love, hate, or hate to love. By studying how writers use word choice and narrative techniques to develop characters with their own unique personalities and points of view, you can analyze how these techniques inspire reactions in readers.

story

drama

poem

character

setting

event

summarize

point of view

first-person

third-person
reference materials

Foldables
Summative: Authentic / Transfer Task
You create character analysis graphic organizers for each of the two characters you have chosen. You divide sheets of paper in three. On one part of the paper, you draw a character, writing his or her outer traits; on another part, you write about the character's interior traits.
Stories, Drama, and Poems Check for Understanding
Formative: Multiple Choice
Point of View Check for Understanding
Formative: Multiple Choice
Vocabulary/Knowledg e of Words Check for Understanding
Formative: Multiple Choice

self- correct word recognition and understanding, rereading as necessary.

Reading: Informational Text

Key Ideas and Details- Text Analysis

CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

Craft and Structure- Point of View

CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.

Reading: Literature

Key Ideas and Details- Literary Elements

CC.1.3.4.C Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.

Craft and Structure- Text Structure

CC.1.3.4.E Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.

Craft and Structure- Vocabulary

CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

Vocabulary Acquisition and Use- Strategies

CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading

CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing

1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory

CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

Informative/Explanatory-Focus

CC.1.4.4.B Identify and introduce the topic clearly.

Informative/Explanatory-Content

CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

Informative/Explanatory-Organization

CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

Informative/Explanatory-Style

CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.

Response to Literature

CC.1.4.4.S Draw evidence from literary or informational texts to

support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

PA: Assessment Anchors - ELA (2017)

PA: Grade 4

A: Literature Text

E04.A-K.1 Key Ideas and Details
E04.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

E04.A-V.4 Vocabulary Acquisition and Use
E04.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-

meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

B: Informational Text

E04.B-C.2 Craft and Structure
E04.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

D: Conventions of Standard English (Writing)
E04.D.1 Conventions of Standard English
E04.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E04.D.1.2 Demonstrate command of the conventions of standard English capitalization,

punctuation, and
spelling.

E04.D.1.2.1 Use correct
capitalization.

E04.D.1.2.4 Spell grade-
appropriate words
correctly.

**E04.D.2 Knowledge of
Language
E04.D.2.1 Use
knowledge of language
and its conventions.**

E04.D.2.1.1 Choose
words and phrases to
convey ideas precisely.*

E04.D.2.1.2 Choose
punctuation for effect.*

E04.D.2.1.3 Choose
words and phrases for
effect.

| (2020) What's Your Opinion? (Week 12, 7 Weeks) | **PA: Core - English Language Arts (2014)** **PA: Grade 4** **Foundational Skills Fluency** CC.1.1.4.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate | • People have different opinions. • Great writers do not just give their opinion—they support it, too. • They give reasons and evidence to show why their opinion makes sense. • They also connect their | linking words transition words helping verbs main verbs progressive tense precise language sensory details | **Gallery Walk Summative: Authentic / Transfer Task** You have the choice of creating a slideshow or a poster that illustrates pros (reasons to support) and cons (reasons against) for a given claim. During the last 30 minutes of one block, you participate in a gallery walk to evaluate your own work and your peers' work. |

rate, and expression on successive readings.
• Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

Reading: Informational Text
1.2 Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
Key Ideas and Details-Main Idea

CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Key Ideas and Details-Text Analysis

CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.

Integration of Knowledge and Ideas-Evaluating Arguments

CC.1.2.4.H Explain how an author uses reasons

ideas with linking words to help readers follow their argument.
• By studying how authors express and support their opinions, you can write our own convincing arguments that help readers to see an issue in a new way.

Helping Verbs Check for Understanding
Formative: Multiple Choice
Using Words Correctly Check for Understanding
Formative: Multiple Choice
Linking Words Check for Understanding
Formative: Multiple Choice

and evidence to support particular points in a text.

Integration of Knowledge and Ideas- Analysis Across Texts

CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.

Vocabulary Acquisition and Use

CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Writing

1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory

CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

Informative/Explanatory- Focus

CC.1.4.4.B Identify and introduce the topic clearly.

Informative/Explanatory-Content

CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

Informative/Explanatory-Organization

CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

Informative/Explanatory-Style

CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.

Opinion/Argumentative

CC.1.4.4.G Write opinion pieces on topics or texts.

Opinion/Argumentative-Organization

CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

Opinion/Argumentative-Style

CC.1.4.4.K Choose words and phrases to convey ideas precisely.

Opinion/Argumentative-Conventions of Language

CC.1.4.4.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Response to Literature

CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

Production and Distribution of Writing-Writing Process

CC.1.4.4.T With guidance and support form peers

and adults, develop and strengthen writing as needed by planning, revising, and editing.

Speaking and Listening

Presentation of Knowledge and Ideas- Purpose, Audience, and Task

CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

(2020) Dramatic Adaptation (Week 19, 6 Weeks)	**PA: Core - English Language Arts (2014)** <u>**PA: Grade 4**</u> **Foundational Skills** **1.1 Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.** **Phonics and Word Recognition** CC.1.1.4.D Know and apply grade level phonics and word analysis skills in	• Although a performed and a written drama tell the same sequence of events, they engage audiences in different ways and often convey different details. • The same is true of a drama and a story, two	context clues affixes prefix suffix roots question marks exclamation points	**Revised Narrative Summative: Written Product** In this final product, you revise your narrative (a prequel, sequel, or retelling of the script that you performed). **Punctuation Check for Understanding** **Formative: Multiple Choice** **Precise/Correct Language Check for Understandings**

decoding words.
• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Fluency

CC.1.1.4.E Read with accuracy and fluency to support comprehension:
• Read on-level text with purpose and understanding.
• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
• Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

Reading: Informational Text
Craft and Structure- Vocabulary

CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

Vocabulary Acquisition and Use

CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

different forms of literature.
• Both forms typically have characters, settings, and events, but their structures vary.
• By studying different versions of a drama and comparing them to other forms of literature, you can learn to make choices in your own writing that creates a strong work of fiction.

period

comma

quotation mark

direct speech

coordinating conjunction

compound sentences
relative adverb

relative pronoun

Formative: Multiple Choice
Word Meanings and Word Parts Check for Understanding
Formative: Multiple Choice

level reading and content, choosing flexibly from a range of strategies and tools.

Reading: Literature

Key Ideas and Details- Literary Elements

CC.1.3.4.C Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.

Craft and Structure- Text Structure

CC.1.3.4.E Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.

Craft and Structure- Vocabulary

CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

Integration of Knowledge and Ideas- Sources of Information

CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific

descriptions and directions in the text.

Range of Reading

CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing

Informative/Explanatory-Organization

CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

Production and Distribution of Writing-Writing Process

CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Speaking and Listening

Comprehension and Collaboration- Critical Listening

CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse

media and formats, including visually, quantitatively, and orally.

PA: Assessment Anchors - ELA (2017)

PA: Grade 4

B: Informational Text

E04.B-V.4 Vocabulary Acquisition and Use
E04.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

D: Conventions of Standard English (Writing)
E04.D.1 Conventions of Standard English
E04.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E04.D.1.1.1 Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).

E04.D.1.1.2 Form and use the progressive verb

tenses (e.g., I was walking, I am walking, I will be walking).

E04.D.1.1.3 Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E04.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.

E04.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.

	E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence. E04.D.1.2.4 Spell grade-appropriate words correctly. **E: Text Dependent Analysis (Reading/Writing)** **E04.E.1 Evidence-Based Analysis of Text** **E04.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.** E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			
(2020) Historical Analysis (Week 25, 6 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grade 4** **Foundational Skills** **1.1 Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.** **Phonics and Word Recognition**	• Diaries or journals tell about life from your own point of view—what you see, do, think, and feel. • Point of view affects what authors focus on in a text. It also influences what	point of view first-person third-person question marks exclamation points	**Informative Article Summative: Written Product** You write an article for either the Internet or a newspaper. In this article, you recount the historical events you have read about. You include facts and quotations, as well as

CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words.
• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Fluency

CC.1.1.4.E Read with accuracy and fluency to support comprehension:
• Read on-level text with purpose and understanding.
• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
• Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

Reading: Informational Text
1.2 Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
Key Ideas and Details- Main Idea

details they include or leave out. For this reason, two authors telling about the same topic may create very different texts.
• When readers gather information to prepare for writing, they often use sources that have different points of view.
• By analyzing and comparing point of view in different sources, writers can strengthen their understanding of a topic and more easily choose details to include in their own writing

period

comma

quotation mark

direct speech

coordinating conjunction

compound sentence

your own summaries of what you have read.
Point of View Check for Understanding Formative: Multiple Choice

CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Key Ideas and Details- Text Analysis

CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.

CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

Writing Informative/Explanatory- Conventions of Language

CC.1.4.4.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

PA: Assessment Anchors - ELA (2017)

PA: Grade 4

A: Literature Text

E04.A-C.2 Craft and Structure
E04.A-C.2.1
Demonstrate
understanding of craft

and structure in literature.

E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

B: Informational Text
E04.B-C.2 Craft and Structure
E04.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

E04.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

E04.B-C.3 Integration of Knowledge and Ideas
E04.B-C.3.1 Demonstrate understanding of connections within,

between, and/or among informational texts.

E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.

D: Conventions of Standard English (Writing)
E04.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.

E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.

E04.D.2 Knowledge of Language
E04.D.2.1 Use knowledge of language and its conventions.

E04.D.2.1.2 Choose punctuation for effect.*

(2020) Attention Please! (Week 31, 7 Weeks)	PA: Core - English Language Arts (2014) PA: Grade 4	• Writers use different methods	relative adverb	Advertising Your Group

Foundational Skills

1.1 Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Phonics and Word Recognition

CC.1.1.4.D Know and apply grade level phonics and word analysis skills in decoding words.
• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Fluency

CC.1.1.4.E Read with accuracy and fluency to support comprehension:
• Read on-level text with purpose and understanding.
• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
• Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

Reading: Informational Text

Integration of Knowledge and Ideas- Diverse Media

to share their ideas.
• In many cases, writers use visuals—such as pictures, charts, and videos—along with their words.
• Writers choose their visuals carefully according to their purpose.
• Visuals can make the information in the words clearer or add important details that are not included in the words themselves.
• Not only can visuals give information, but they can also help writers share and support their opinions.
• By examining how words and visuals work together, you can choose or create visuals for your own writing that help you achieve your purpose.

relative pronoun

simile

metaphor

idiom

adage

proverb

Summative: Multi-media / Technology Product
After brainstorming school or community groups you could create to promote healthy living, you create advertisements using text and visual elements to persuade others to join your groups.
Precise/Correct Language Check for Understanding
Formative: Multiple Choice
Figurative Languages Check for Understanding
Formative: Multiple Choice

CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

Writing
Opinion/Argumentative

CC.1.4.4.G Write opinion pieces on topics or texts.

Technology and Publication

CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Speaking and Listening
Presentation of Knowledge and Ideas- Purpose, Audience, and Task

CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate

volume, appropriate
pacing, and clear
pronunciation.

**Integration of
Knowledge and Ideas-
Multimedia**

CC.1.5.4.F Add audio
recordings and visual
displays to presentations
when appropriate to
enhance the development
of main ideas or themes.

**PA: Assessment
Anchors - ELA (2017)**
PA: Grade 4

A: Literature Text
**E04.A-V.4 Vocabulary
Acquisition and Use
E04.A-V.4.1 Demonstrate
understanding of
vocabulary and
figurative language in
literature.**

E04.A-V.4.1.2
Demonstrate
understanding of figurative
language, word
relationships, and
nuances in word
meanings.

B: Informational Text
**E04.B-K.1 Key Ideas and
Details
E04.B-K.1.1
Demonstrate
understanding of key
ideas and details in
informational texts.**

E04.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

E04.B-V.4 Vocabulary Acquisition and Use E04.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

D: Conventions of Standard English (Writing)
E04.D.2 Knowledge of Language
E04.D.2.1 Use

knowledge of language and its conventions.

E04.D.2.1.1 Choose words and phrases to convey ideas precisely.*

E04.D.2.1.2 Choose punctuation for effect.*

E04.D.2.1.3 Choose words and phrases for effect.

	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Elementary School Grade 5 English Language Arts 5 2019-2020 2 Curriculum Writers	Book Review (Week 1, 7 Weeks)	**PA: Assessment Anchors - ELA (2017)** **PA: Grade 5** **A: Literature Text** **E05.A-K.1 Key Ideas and Details** **E05.A-K.1.1 Demonstrate understanding of key ideas and details in literature.** E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	• Book reviews help other readers know if an author's work is the next big hit or not for you. • Effective book reviews analyze the story and explain both positive and negative parts of the book. • Effective book reviews convince others either to read the book or move on to a different one.	theme, theme statement, chapter, scene, genre, summary	**Book Review Summative: Project / Portfolio** **Story Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

| Compare & Contrast Stories (Week 8, 9 Weeks) | **PA: Core - English Language Arts (2014)** **PA: Grade 5** **Speaking and Listening** **Comprehension and Collaboration- Critical Listening** CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **PA: Assessment Anchors - ELA (2017)** **PA: Grade 5** **A: Literature Text** **E05.A-K.1 Key Ideas and Details** **E05.A-K.1.1 Demonstrate understanding of key ideas and details in literature.** E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact). | • There are many different types (genres) of stories. • Stories in the same genre can cover similar themes. • Sometimes stories approach the same theme in very similar ways; other times, stories handle the same theme differently. • There are similarities and differences in the story elements of books from the same genre. • By comparing and contrasting stories in the same genre, you can find patterns that define that genre. | verb tense, perfect, past perfect, present perfect, future perfect, progressive, subject/verb agreement, states, conditions, root word, phrases, clauses comma, semicolon, appositive, direct address, Oxford comma | **Commas Check for Understanding** Formative: Multiple Choice **Verbs and Conjunctions Check for Understanding** Formative: Multiple Choice **Compare and Contrast Stories** Summative: Written Product | Summit Learning Platform |

Different Perspectives (Week 17, 5 Weeks)	PA: Core - English Language Arts (2014) PA: Grade 5	• Different people may have different perspectives on the same issue.	verb tense, perfect, past perfect, present perfect, future perfect,	Writing Check for Understanding Formative: Multiple Choice	Summit Learning Platform
	Reading: Informational Text	• Our individual perspectives	progressive, subject/verb		
	Key Ideas and Details- Text Analysis	influence how we describe events	agreement, states, conditions, affix,	**Verb Tense Check for Understanding**	
	CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	and what information we present to others. • Exploring multiple	root word genre, audience, task, purpose	**Formative: Multiple Choice**	
	Craft and Structure- Point of View	perspectives on the same issue can give us a		**Interview Script Summative: Project / Portfolio**	
	CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	fuller picture of the issue.			
	Craft and Structure- Vocabulary			**Reflection Summative: Written Product**	
	CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.				
	Integration of Knowledge and Ideas- Evaluating Arguments				

CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.

Writing

Opinion/Argumentative-Style

CC.1.4.5.K Write with an awareness of style.
• Use sentences of varying length.
• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Response to Literature

CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

PA: Assessment Anchors - ELA (2017)
 PA: Grade 5
 B: Informational Text
E05.B-C.2 Craft and Structure
E05.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E05.B-C.2.1.1 Analyze multiple accounts of the

same event or topic, noting important similarities and differences in the point of view they represent.

E05.B-C.3 Integration of Knowledge and Ideas
E05.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

E05.B-V.4 Vocabulary Acquisition and Use
E05.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

D: Conventions of Standard English (Writing)
E05.D.1 Conventions of Standard English

E05.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E05.D.1.1.2 Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).

E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.

E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.*

E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.

<u>Research and Give a Speech</u> (Week 22, 6 Weeks)			• The right to express opinions is a valuable aspect of our society. • Everyone from government leaders to ordinary citizens can share their views on any topic. • However, informed opinions are	figurative, literal, metaphor, simile, idiom, adage, proverb context clues, context, domain-specific word, academic word, affix, prefix, suffix, root, reference materials title, in-text citations, paraphrase, Works	**Figurative Language Check for Understanding Formative: Multiple Choice** **Word Meaning Check for Understanding Formative: Multiple Choice** **Presenting a Speech**	Summit Learning Platform

		more likely to convince others.	Cited, MLA, style guide, source, source card	**Summative: Project / Portfolio**	
		• We can write informed opinions about subjects we care about by researching and citing reputable sources.		**Review a Speech Summative: Written Product**	
		• Convincing speeches also use figurative language and word choice to create images in the audience's mind.			
		• Using effective similes and metaphors in speeches makes them more powerful.			
Break a Leg! (Week 28, 5 Weeks)	**PA: Assessment Anchors - ELA (2017)** **PA: Grade 5** **D: Conventions of Standard English (Writing)** **E05.D.1 Conventions of Standard English** **E05.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.** E05.D.1.1.1 Explain the function of conjunctions,	• Drama is one of the oldest forms of literature. People have been performing plays for thousands of years. Plays make us laugh, cry, and think about the world in new ways. • How do the different parts of a play come together to tell a story? When we	cast, character list, act, scene, stage directions, dialogue conjunction, preposition, prepositional phrase, interjection, correlative conjunction, coordinating conjunction , phrase, clause, gerund phrase, participial phrase	**Joining and Separating Sentences Check for Understanding Formative: Multiple Choice** **Drama Genre Formative: Multiple Choice** **Draft a Play**	Summit Learning Platform

prepositions, and interjections in general and their function in particular sentences.

E05.D.1.1.2 Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).

E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

E05.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E05.D.1.2.1 Use punctuation to separate items in a series.*

E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.

E05.D.1.2.3 Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.

understand how scenes, dialogue, and stage directions contribute to a play's theme, we can use those same elements in our own writing.

Summative: Project / Portfolio

E05.D.1.2.5 Spell grade-appropriate words correctly.

E05.D.2 Knowledge of Language
E05.D.2.1 Use knowledge of language and its conventions.

E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

E05.D.2.1.2 Choose words and phrases to convey ideas precisely.

| Playing with Poetry (Week 32, 5 Weeks) | PA: Core - English Language Arts (2014)
PA: Grade 5
Reading: Literature
1.3 Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
Key Ideas and Details-Theme
CC.1.3.5.A Determine a theme of a text from | • Have you ever wondered why some poems rhyme and others don't?
• Have you ever seen a poem that is formatted strangely?
• Poetry comes in all shapes and sizes. There are many language techniques that poets use to create meaning or specific feelings in their poems. | stanza, rhyme, rhythm, speaker, line break, end rhyme, free verse | **Poetry Check for Understanding Formative: Multiple Choice** | Summit Learning Platform |

details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Craft and Structure- Text Structure

CC.1.3.5.E Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

PA: Assessment Anchors - ELA (2017)

PA: Grade 5

A: Literature Text

E05.A-K.1 Key Ideas and Details
E05.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on

- Some of these techniques are imagery, rhyme, and line breaks.
- By studying how poets use these techniques, as well as playing with these techniques ourselves, we can understand how these techniques help create meaning in poetry.

specific details in the text
(e.g., how characters
interact).

	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Middle School Grade 6 English Language Arts 6 2019-2020 Mayers, Deanna	Stories and Storyboards with Holes (Week 1, 10 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grade 6** **Reading: Literature Range of Reading** CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently. **PA: Assessment Anchors - ELA (2017)** **PA: Grade 6** **A: Literature Text** **E06.A-K.1 Key Ideas and Details** **E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature.** E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	• Fiction authors connect to readers by offering hidden meanings in their stories and by sharing themes about life and the world. • The themes and deeper meanings develop little by little throughout a story and within the characters, events, and ideas. • When you analyze the themes of a text, you can convince others to agree with you by selecting relevant evidence. • You can make yourself more clear and show the strength of your analysis by explaining your evidence, breaking down	tellback, predict, summarize, annotate, make inferences, ask questions, chunk, SOAPSTone, dialectical journal, and T-chart cause/effect, part/whole, item/category, connotation, denotation, roots, affixes, prefixes, suffixes, common roots: ben/bene, bio, dem, dic/dict, graph, man, spect, port, phon, scrib/script analogies, context clues, Setting Exposition Rising action Climax Falling Action Resolution Character Analysis	**Reading Strategies Check for Understanding Formative: Multiple Choice** **Knowledge of Words Check for Understanding Formative: Multiple Choice** **Plot Check for Understanding Formative: Multiple Choice** **Punctuation Check for Understanding Formative: Multiple Choice** **Mechanics Check for Understanding**	Summit Learning Platform Novel: Holes or Wonder

E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	meanings, and giving your reasoning.	Comma, Parentheses, Parenthetical Element, Dash, Nonessential Information, Essential Clause, Nonessential Clause, Appositive,	**Formative: Multiple Choice**
E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.		Homophones Homonyms Capitalization Spelling Proper Nouns	**Storyboard Scene Summative: Project / Portfolio** **Reading Checks Formative: Multiple Choice**
E06.A-C.2 Craft and Structure **E06.A-C.2.1 Demonstrate understanding of craft and structure in literature.**			
E06.A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.			
D: Conventions of Standard English (Writing) **E06.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.**			
E06.D.1.2.1 Use punctuation (e.g.,			

commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

E06.D.1.2.3 Use punctuation to separate items in a series.

E06.D.2 Knowledge of Language
E06.D.2.1 Use knowledge of language and its conventions.

E06.D.2.1.4 Choose punctuation for effect.

Exploring Poetry (Week 11, 6 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grade 5** **Reading: Informational Text** **Craft and Structure-Vocabulary** CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. **Reading: Literature** **1.3 Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition,**	Poetry is a unique form of writing because it experiments with words and structures to express emotions and ideas without the limits of prose. Poetry can reveal a message about the world (a theme) or a specific perspective (a point of view) through its unique use of details. A poet's use of words is a key element of poetry. Word choices can add a variety of meanings to a text.	Simile Metaphor Personification Figures of Speech Figurative Language Literal Language Central Idea Theme Evidence Summary Imagery Sensory Detail Visualize	**Imagery Check for Understanding Formative: Multiple Choice** **Theme Check for Understanding Formative: Multiple Choice** **Figurative Language Check for Understanding Formative: Multiple Choice** **Poem Analysis**	Summit Learning Platform

and making connections among ideas and between texts with a focus on textual evidence.

Key Ideas and Details-Theme

CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Craft and Structure- Text Structure

CC.1.3.5.E Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

PA: Alternate Eligible Content - ELA (2015)

PA: Grade 5

Literature Text

E05.A-K.1 Key Ideas and Details
E05.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or

Summative: Project / Portfolio

making generalizations from the text.

E05AK1.1.1a Answer a literal question about a text

E05AK1.1.1c Identify details from the text to support answers to literal and inferential questions

| Memoir of a Student (Week 17, 8 Weeks) | **PA: Core - English Language Arts (2014)** **PA: Grade 6** **Writing** **Narrative** CC.1.4.6.M Write narratives to develop real or imagined experiences or events. **Response to Literature** CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. **Speaking and Listening** **Presentation of Knowledge and Ideas-Context** | • Reading about people from other cultures can help us better understand our world and empathize with the different experiences of others. • Memoir is a form of writing that includes both storytelling and biography. In a memoir, you get to share your story in your own voice. • Our diverse cultures and experiences can create differences in point of view and values but it can also reveal | 1st person 2nd person 3rd person limited 3rd person omniscient narrator unreliable narrator reliable narrator point of view perspective Pronoun, Case, Subjective, Objective, Possessive, Intensive pronoun, Pronoun number, Pronoun person, Vague Pronoun, Antecedent, Comma, Parentheses, Parenthetical Element, Dash, Nonessential Information, Essential Clause, | **Point of View Check for Understanding Formative: Multiple Choice** **Parts of Speech Check for Understanding Formative: Multiple Choice** **Punctuation Check for Understanding Formative: Multiple Choice** **Memoir Presentation Summative: Multi-media / Technology Product** | Summit Learning Platform I am Malala |

	CC.1.5.6.E Adapt speech to a variety of contexts and tasks.	universal values and shared experiences.	Nonessential Clause, Appositive,

Integration of Knowledge and Ideas-Multimedia

CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.

PA: Assessment Anchors - ELA (2017)

PA: Grade 6

D: Conventions of Standard English (Writing)

E06.D.1 Conventions of Standard English
E06.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).

E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves).

E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.

E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with

unclear or ambiguous antecedents).

E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.

E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

E06.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

E06.D.1.2.3 Use punctuation to separate items in a series.

**E06.D.2 Knowledge of Language
E06.D.2.1 Use knowledge of language and its conventions.**

E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.*

Living the Good Life (Week 25, 8 Weeks)

PA: Core - English Language Arts (2014)
  PA: Grade 6

  Speaking and Listening

  Comprehension and Collaboration-Evaluating Information

  CC.1.5.6.C Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

  Presentation of Knowledge and Ideas-Context

  CC.1.5.6.E Adapt speech to a variety of contexts and tasks.

PA: Assessment Anchors - ELA (2017)
  PA: Grade 6

  A: Literature Text
  E06.A-K.1 Key Ideas and Details
  E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

  E06.A-K.1.1.2 Determine a theme or central idea of

Reading and writing can contribute to a better understanding of the world around you. Through understanding other people's perspectives and through better understanding and sharing your own voice, you can better understand what it means to be happy, and what it looks like to have a good and fulfilling life.

Literature is an art that focuses on expression of ideas. One of its goals is to help reveal universal truths about the meaning of life, success, and the pursuit of happiness

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voice, audience, purpose, entertain, inform, persuade, SOAPSTone

Introductory Paragraph Body Paragraph Concluding Paragraph Thesis Topic Sentence Evidence Comment/Analysis Quotation Context Transition

Homophones Homonyms Capitalization Spelling Proper Nouns

conjunctions, subject, verb, independent clause, dependent clause, sentence patterns, simple sentences, compound sentences, complex sentences, sentence variety, style, tone, voice

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Audience and Purpose Check Your Understanding Formative: Multiple Choice

Argument Writing Check Your Understanding Formative: Multiple Choice

Mechanics Check Your Understanding Formative: Multiple Choice

Sentence Patterns Check Your Understanding Formative: Multiple Choice

Essay Project Summative: Written Product

Podcast

Summit Learning Platform

a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

B: Informational Text

E06.B-K.1 Key Ideas and Details
E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

E06.B-C.3 Integration of Knowledge and Ideas
E06.B-C.3.1 Demonstrate understanding of connections within and/or among informational texts.

E06.B-C.3.1.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).

D: Conventions of Standard English (Writing)

Summative: Multi-media / Technology Product

E06.D.1 Conventions of Standard English
E06.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).

E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves).

E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.

E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.

E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.

E06.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

E06.D.1.2.2 Spell correctly.

E06.D.1.2.3 Use punctuation to separate items in a series.

Bully-Free Project (Week 33, 4 Weeks)	**PA: Core - English Language Arts (2014)** <u>**PA: Grade 6**</u> **Writing Opinion/Argumentative** CC.1.4.6.G Write arguments to support claims. **PA: Core - Writing for Science & Technical Subjects (2014)** <u>**PA: Grade 6-8**</u> **Writing Production and Distribution of Writing**	• Authors use characters' actions, words, and other elements to help readers understand their personalities and growth over time in a novel. • Within a text, there is both evidence and beneath-the-surface ideas. When we read and write about books, we need to both comprehend	Pronoun, Case, Subjective, Objective, Possessive, Intensive pronoun, Pronoun number, Pronoun person, Vague Pronoun, Antecedent, Comma, Parentheses, Parenthetical Element, Dash, Nonessential Information, Essential Clause, Nonessential Clause, Appositive,	**Novel Reading Checks Formative: Multiple Choice** **Parts of Speech Check for Understanding Formative: Multiple Choice** **Punctuation Check for Understanding Formative: Multiple Choice**	Summit Learning Platform Read George and Ghost

CC.3.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	what happens and analyze the meaning.	voice, audience, purpose, entertain, inform, persuade, SOAPSTone	**Audience and Purpose Check for Understanding Formative: Multiple Choice**
PA: Assessment Anchors - ELA (2017)	• One way to make changes in our community is by writing and sharing a plan of action. In our writing, we can convince others to take action by using argumentative claims, clear organization, and academic language.		
PA: Grade 6			
D: Conventions of Standard English (Writing)			
E06.D.1 Conventions of Standard English			
E06.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.			
E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).			
E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves).			
E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.			
E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).			
E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.			

E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.

E06.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

E06.D.1.2.2 Spell correctly.

E06.D.1.2.3 Use punctuation to separate items in a series.

	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Middle School Grade 7	(2020) Cultural Narratives(House on	**PA: Core - English Language Arts (2014)**	• Authors use specific tools and devices to make	clarify/re-read	**Presentation Project**	Summit Learnin

English
Language
Arts 7
2019-2020
2
Curriculum
Writers

Mango/Flying)
(Week 1, 7
Weeks)

PA: Grade 7

Reading: Informational Text
1.2 Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence..
Key Ideas and Details- Main Idea

CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Key Ideas and Details- Text Analysis

CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Reading: Literature
1.3 Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections

their writing engaging and meaningful.
- Use of specific tools and devices helps pass down the traditions of our culture to future generations.
- We are the unique combination of our past, culture, and environment. By telling our own stories and hearing other people's stories, we create a more diverse and open-minded community.

Cornell notes

compare/contrast

skim & scan

context clues

allusion

biblical

literary

mythological

Clause

noun clause

adverbial clause

relative clause

Phrase

noun phrase

verb phrase

prepositional phrase

Simple sentence

Compound sentence

Complex sentence

Summative: Multimedia / Technology Product
You will submit the visual for your narrative presentation here.

Reading Strategies Check for Understanding Formative: Multiple Choice

Word Meaning Check for Understanding Formative: Multiple Choice

Sentence Patterns Check for Understanding Formative: Multiple Choice

Mechanics Check for Understanding Formative: Multiple Choice

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Platform

among ideas and between texts with a focus on textual evidence.
Key Ideas and Details-Theme

CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Key Ideas and Details-Literary Elements

CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

Range of Reading

CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing
Narrative

CC.1.4.7.M Write narratives to develop real or imagined experiences or events.

Speaking and Listening
Presentation of Knowledge and Ideas-Purpose, Audience, and Task

Compound-complex sentence

Homonym

coordinate adjective

CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Presentation of Knowledge and Ideas-Context

CC.1.5.7.E Adapt speech to a variety of contexts and tasks.

PA: Assessment Anchors - ELA (2017)

PA: Grade 7

B: Informational Text

E07.B-C.2 Craft and Structure
E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

E07.B-V.4 Vocabulary Acquisition and Use
E07.B-V.4.1 Demonstrate understanding of

vocabulary and figurative language in informational texts.

E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

D: Conventions of Standard English (Writing)
E07.D.1 Conventions of Standard English
E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.

E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

E07.D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.

E07.D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

E07.D.1.1.6 Recognize and correct inappropriate shifts in verb tense.

E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E07.D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

E07.D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.

E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

E07.D.1.2.2 Spell correctly.

E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.

E07.D.1.2.4 Use punctuation to separate items in a series.

(2020) Outsiders on Trial (Week 8, 5 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grade 7** **Reading: Informational Text** **Craft and Structure-Point of View** CC.1.2.7.D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **Integration of Knowledge and Ideas-Evaluating Arguments** CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. **Writing** **Opinion/Argumentative**	• The ways we interact with others and build relationships can inform our identities as well as how we build community. • How we choose to address differences impacts our choices and the direction of our lives	argument claim counterclaim thesis Embedded Quotation Signal Phrase Action Phrase Speech Tag, Comma Quotation Mark narrator point of view perspective	**Mock Trial Summative: Performance / Recital** Participate in the mock trial as a prosecutor, defense attorney, or witness. Prepare major points and information to share. **Outsiders Part 1 Reading Check Formative: Multiple Choice** **Outsiders Part 2 Reading Check Formative: Multiple Choice** **Outsiders Part 3 Reading Check Formative: Multiple Choice**	Summit Learning Platform

CC.1.4.7.G Write arguments to support claims.

Credibility, Reliability, and Validity of Sources

CC.1.4.7.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening

Comprehension and Collaboration- Critical Listening

CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

PA: Assessment Anchors - ELA (2017)

PA: Grade 7

A: Literature Text

E07.A-C.2 Craft and Structure
E07.A-C.2.1 Demonstrate understanding of craft

Argumentative Check for Understanding
Formative: Multiple Choice

Embedding Quotation Check for Understanding
Formative: Multiple Choice

Point of View Checkpoint
Formative: Multiple Choice

and structure in literature.

E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

D: Conventions of Standard English (Writing)
E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

E07.D.1.2.2 Spell correctly.

E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.

E07.D.1.2.4 Use punctuation to separate items in a series.

E07.D.2 Knowledge of Language
E07.D.2.1 Use knowledge of language and its conventions.

E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

| (2020) The True Story of Anne Frank (Week 13, 6 Weeks) | PA: Core - English Language Arts (2014)
PA: Grade 7
Reading: Informational Text
Integration of Knowledge and Ideas- Diverse Media

CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).

Integration of Knowledge and Ideas- Analysis Across Texts

CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.

Reading: Literature
Key Ideas and Details- Literary Elements | • Literature often takes inspiration from real life by adapting true historical events into stories, plays, and poems. These adaptations can reach many people and bring unique understandings to audiences, but they can also sometimes be inaccurate, so we need to consider them with a critical eye, confirming the stories with the facts.
• Drama is a unique type of literature that is meant to be performed and viewed. While they still includes many literary devices, plays | Free Verse

Epic, Verse

Stanza

Couplet

Haiku

Ode

Limerick Forms

Comedy

Tragedy

Drama

Act

Scene

Soliloquy

Affixes | **Ann Frank Reading Check Part 1 Formative: Multiple Choice**

Ann Frank Reading Check Part 2 Formative: Multiple Choice

Scene Study Summative: Written Product
Write a paragraph analyzing the structure of the play and how your scene is part of that structure.

Structures of Poetry Check for Understanding Formative: Multiple Choice | Summit Learnin g Platform |

CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

Integration of Knowledge and Ideas-Text Analysis

CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Writing

1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory

CC.1.4.7.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Conducting Research

CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further

also include costume, props, lighting, and a number of other visual and auditory tools that also add meaning.

Roots

Key Word Parts

Knowledge of Words Check for Understanding Formative: Multiple Choice

research and
investigation.

**Credibility, Reliability,
and Validity of Sources**

CC.1.4.7.W Gather
relevant information from
multiple print and digital
sources, using search
terms effectively; assess
the credibility and
accuracy of each source;
and quote or paraphrase
the data and conclusions
of others while avoiding
plagiarism and following a
standard format for
citation.

**Speaking and
Listening**

**Presentation of
Knowledge and Ideas-
Context**

CC.1.5.7.E Adapt speech
to a variety of contexts
and tasks.

**PA: Assessment
Anchors - ELA (2017)**

PA: Grade 7

A: Literature Text

**E07.A-K.1 Key Ideas and
Details**

**E07.A-K.1.1
Demonstrate
understanding of key
ideas and details in
literature.**

E07.A-K.1.1.1 Cite several
pieces of textual evidence
to support analysis of what
the text says explicitly as

well as inferences, conclusions, and/or generalizations drawn from the text.

B: Informational Text
E07.B-K.1 Key Ideas and Details
E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E07.B-K.1.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

(2020) From Story To Screen (Week 19, 6 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grade 7** **Reading: Literature** **Key Ideas and Details- Literary Elements** CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. **Writing** **Informative/Explanatory- Conventions of Language**	In order to write credible reviews about works of art, you need to analyze them closely. This means identifying how the devices within them create power, meaning, and impact. The same story can be expressed in a number of mediums. Those different mediums and the author's or artist's choices result in differences and similarities in the overall	Character Dialogue Speaker Narrator Direct Characterization Indirect Characterization Phrase	**Parts of Speech Check for Understanding** **Formative: Multiple Choice** **Parts of Speech Check for Understanding** **Formative: Multiple Choice** **Compare and Contrast Essay** **Summative: Written Product**	Hobbit, Hunger Games, Giver Summit Learning Platform

CC.1.4.7.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Speaking and Listening
Presentation of Knowledge and Ideas-Context

CC.1.5.7.E Adapt speech to a variety of contexts and tasks.

PA: Assessment Anchors - ELA (2017)
PA: Grade 7

D: Conventions of Standard English (Writing)
E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

E07.D.1.2.2 Spell correctly.

E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off

meaning and impact of the story.

While some of your evaluation of stories has to do with your own opinions and biases, you can defend your perspectives and add to your own credibility by offering evidence and reasoning.

Independent

Clause

Dependent

Clause

Modifier

Dangling Modifier

Submit your polished final essay comparing the book and film versions of your story and asserting which one you think is more powerful in its meaning and impact.

nonrestrictive/parenthetica l elements.

E07.D.1.2.4 Use punctuation to separate items in a series.

E07.D.2 Knowledge of Language
E07.D.2.1 Use knowledge of language and its conventions.

E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.

(2020) Justices and Injustices (Week 25, 6 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grade 7** **Reading: Informational Text** **Craft and Structure- Text Structure** CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. **Writing**	• The concepts of justice and injustice are complex, and your worldview and morals are often defined by what you think is just or "fair." However, in many situations, it can be hard to determine exactly what is "fair" or "just."	Compare-Contrast Cause-Effect Sequence Problem-Solution Descriptive Chronological relevant	**Final Presentation and Letter** **Summative: Multi-media / Technology Product** Create a slideshow and deliver a final presentation informing your peers of an injustice with the aim of convincing them of its importance and need for change. **Structures in Nonfiction Texts**	Summit Learnin g Platform

1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory CC.1.4.7.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly. **Opinion/Argumentative** CC.1.4.7.G Write arguments to support claims. **Opinion/Argumentative-Conventions of Language** CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. **Technology and Publication** CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	• Addressing acts of injustice in the past has historically been difficult but has resulted in progress in our society. • We can have an impact on our society by addressing acts of injustice, through the simple act of argumentative writing.	credible plagiarism citation Audience Purpose Evaluate Reflect	**Formative: Multiple Choice** **Research and Citing Sources** **Formative: Multi-media / Technology Product** **Audience and Purpose** **Formative: Multiple Choice**

Speaking and Listening

Presentation of Knowledge and Ideas- Purpose, Audience, and Task

CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Presentation of Knowledge and Ideas- Context

CC.1.5.7.E Adapt speech to a variety of contexts and tasks.

Integration of Knowledge and Ideas- Multimedia

CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

PA: Assessment Anchors - ELA (2017)

PA: Grade 7

A: Literature Text

E07.A-K.1 Key Ideas and Details
E07.A-K.1.1 Demonstrate understanding of key

**ideas and details in
literature.**

E07.A-K.1.1.1 Cite several
pieces of textual evidence
to support analysis of what
the text says explicitly as
well as inferences,
conclusions, and/or
generalizations drawn
from the text.

B: Informational Text
**E07.B-C.2 Craft and
Structure**
**E07.B-C.2.1
Demonstrate
understanding of craft
and structure in
informational texts.**

E07.B-C.2.1.1 Determine
an author's point of view
or purpose in a text and
analyze how the author
distinguishes his or her
position from that of
others.

E07.B-C.2.1.2 Analyze the
structure an author uses
to organize a text,
including how major
sections and text features
contribute to the whole
and to the development of
the ideas.

(2020) Rhythm and Flow (Week 31, 6 Weeks)	PA: Core - English Language Arts (2014) PA: Grade 7			

(2020) Rhythm and Flow (Week 31, 6 Weeks)

PA: Core - English Language Arts (2014)

PA: Grade 7

Reading: Literature

Range of Reading

CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing

Credibility, Reliability, and Validity of Sources

CC.1.4.7.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PA: Assessment Anchors - ELA (2017)

PA: Grade 7

A: Literature Text

E07.A-V.4 Vocabulary Acquisition and Use
E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E07.A-V.4.1.2 Demonstrate understanding of figurative

- Poetic structures, like rhyme and enjambment, can be used to create rhythm, flow, and meaning in poems.
- Poetic devices, like figurative language and sound, can be used to create visuals and meanings in poems.
- Poems can be narrative--in other words, we can tell stories using poetry.

clarify/re-read

Cornell notes

compare/contrast

skim & scan

context clue

Clause

noun clause

adverbial clause

relative clause

Phrase

noun phrase

verb phrase

prepositional phrase

Simple sentence

Compound sentence

Complex sentence

Compound-complex sentence
Embedded Quotation

Signal Phrase

The Crossover Part 1 Formative: Multiple Choice

The Crossover Reading Check Part 2 Formative: Multiple Choice

Poem Analysis Summative: Written Product
Submit your final, polished paragraph where you analyze the structure of a poem in our project book.
Reading Strategies Check for Understanding Formative: Multiple Choice

Summit Learning Platform

language, word relationships, and nuances in word meanings.

D: Conventions of Standard English (Writing)
E07.D.1 Conventions of Standard English
E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.

E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

E07.D.1.2.2 Spell correctly.

E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off

Action Phrase

Speech Tag

Comma

Quotation Mark
Free Verse

Epic

Verse

Stanza

Couplet

Haiku

Ode

Limerick

Comedy

Tragedy

Drama

Act

Scene

Soliloquy

nonrestrictive/parenthetica
l elements.

E07.D.1.2.4 Use
punctuation to separate
items in a series.

Unit		Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Middle School Grade 8 English Language Arts 8 2019-2020 3 Curriculum Writers	Unsolved Mystery (with Serial or Westing Game) (Week 1, 8 Weeks)	**PA: Assessment Anchors - ELA (2017)** **PA: Grade 8** **D: Conventions of Standard English (Writing)** **E08.D.1 Conventions of Standard English** **E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.** E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. **E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.** E08.D.1.2.1 Use punctuation (i.e., comma,	• Careful reading helps you discover and connect new details that might go unnoticed by others. • Critical thinking helps you develop unique ideas and theories no one else has thought of before. • Critical reading and critical thinking are key skills that help you uncover and get to the truth when we are offered the facts, details, and accounts of others.	hook, context/background, claim, subclaim, counterclaim, thesis statement, expository writing, argumentative writing, informational thesis statements, transition, body paragraph, conclusion, formal style, topic sentences, evidence, reasoning, analysis, explanation, credible sources Fragment, Run-on Sentence Omission, Ellipses, Dash, Comma	**Essay Structure Check for Understanding Formative: Multiple Choice** **Punctuation Check for Understanding Formative: Multiple Choice** **Run-ons/Fragments Check for Understanding Formative: Multiple Choice** **Crime Analysis Essay Summative: Written Product**	Summit Learning Platform

ellipsis, and dash) to indicate a pause or break.

E08.D.1.2.2 Use an ellipsis to indicate an omission.

E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.

E08.D.1.2.5 Use punctuation to separate items in a series.

E08.D.2 Knowledge of Language
E08.D.2.1 Use knowledge of language and its conventions.

E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.

E: Text Dependent Analysis (Reading/Writing)
E08.E.1 Evidence-Based Analysis of Text
E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in

which ideas are logically grouped to support the writer's purpose.

E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

| Poetry Slam (Week 9, 6 Weeks) | PA: Assessment Anchors - ELA (2017) PA: Grade 8 A: Literature Text E08.A-K.1 Key Ideas and Details E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature. E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. E08.A-C.2 Craft and Structure E08.A-C.2.1 Demonstrate understanding of craft and structure in literature. | • Poetry is a form of expression that is unique in its intensity of emotion and ideas. • Poets craft sound, structure, and language to create this intensity, often through experimentation and breaking the conventional rules of written English. • Reading and writing poetry well take time and practice, but it is accessible to everyone because it is based on universal emotions and | figures of speech, verbal irony, puns, similes, metaphors, personification, allusions, synonyms, antonyms, analogies, connotation, denotation connotative, figurative, technical meaning, context, impact, word choice, tone | **Figurative Language Check for Understanding Formative: Multiple Choice** **Word Choice and Tone Check for Understanding Formative: Multiple Choice** **Poetry SLAM Summative: Written Product** | Summit Learning Platform |

E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

B: Informational Text
E08.B-C.2 Craft and Structure
E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

D: Conventions of Standard English (Writing)
E08.D.2 Knowledge of Language
E08.D.2.1 Use knowledge of language and its conventions.

E08.D.2.1.3 Vary sentence patterns for

ideas that we all share.

meaning, reader/listener interest, and style.

E08.D.2.1.5 Choose punctuation for effect.

E08.D.2.1.6 Choose words and phrases for effect.

| Dream On: Imaginative Narratives (Week 15, 5 Weeks) | | • Authors develop engaging characters through dialogue and vivid description.
• Authors develop engaging plots through their use of storytelling devices, like using foreshadowing, building tension, or increasing suspense.
• Authors write fantasy and science fiction stories because they want to comment on themes they see in real life, like hope, love, fear, or honesty. Sometimes fiction can tell the truth better than reality. | Suspense, Foreshadowing, Flashback, Tension, Humor

Root, Affix, Reference, Glossary, Dictionary, Thesaurus, Encyclopedia
Key Roots: Ab/a/abs, Aer, Ambi, Aqu, Bio, Geo, Graph, Hemi, Heter, Hom, Hydr, Micr, Min, Phon, Phos/phot, Pro, Psych, Re/Red, Semi, Sub/su/suf/sug/sus, Tele, Tempor, Terr, Therm, Viv | **Storytelling Devices Check for Understanding Formative: Multiple Choice**

Knowledge of Words Check for Understanding Formative: Multiple Choice

Fantasy Narrative Pitch Summative: Performance / Recital | Summit Learning Platform |

		• The theme, or message, of a story slowly evolves through a character's actions and decisions and events that transpire as the plot unfolds.Ultimately the theme is hit home by the plot's resolution.			
Critical Lenses (Week 20, 6 Weeks)	**PA: Assessment Anchors - ELA (2017)** **PA: Grade 8** **A: Literature Text** **E08.A-K.1 Key Ideas and Details** **E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.** E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. **B: Informational Text** **E08.B-K.1 Key Ideas and Details** **E08.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.**	• Reading with a specific focus -- a "critical lens" -- can help us zero in on the elements of a text that are particularly important to us and make connections to our own experiences. • Using a critical lens helps reveal aspects of the text that we might not notice during a more conventional reading	Research questions, Source, Citing, MLA format, Source card, URL Validity, Bias, Cultural bias, Gender bias, Rhetorical strategies, Prejudice, Authority, Currency, Relevance, Purpose, Objective drama, play, line, scene, act, intermission, stage directions, dramatic arc, exposition, rising action, climax, falling action, resolution, prologue, conflict, denouement	**Research Process Check for Understanding Formative: Multiple Choice** **Evaluating Evidence Check for Understanding Multiple Choice** **Drama Check for Understanding Multiple Choice** **Literary Analysis Reflection Summative: Written Product**	Summit Learning Platform

E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

**E08.B-C.2 Craft and Structure
E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.**

E08.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**E: Text Dependent Analysis (Reading/Writing)
E08.E.1 Evidence-Based Analysis of Text
E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.**

E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically

**Critical Lens Presentation
Summative: Multi-media / Technology Product**

grouped to support the writer's purpose.

E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E08.E.1.1.5 Establish and maintain a formal style.

E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

| This I Believe (Week 26, 7 Weeks) | PA: Assessment Anchors - ELA (2017) **PA: Grade 8** **A: Literature Text** **E08.A-K.1 Key Ideas and Details** **E08.A-K.1.1** | • What happens to you, and who you meet and form relationships with, help inspire, drive, and shape | Infinitive, Gerund, Participle, Verb mood, Imperative, Interrogative, Indicative, Conditional, Subjunctive | **Reading Check Part 1** **Formative: Multiple Choice** **Reading Check Part 2** | Summit Learning Platform |

Demonstrate understanding of key ideas and details in literature.

E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

E08.A-C.3 Integration of Knowledge and Ideas E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.

E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.

your core beliefs. Sometimes your core beliefs change as you grow older; sometimes you lose sight of them and come back to them.

- A standard system of organization (intro, thesis, key supporting evidence, conclusion) and carefully revising your work for complete sentences, careful punctuation, and varied verb usage are great "starter tools" to prepare your writing to be published.

Active voice, Passive voice, Object, Subject, Literary present tense

Formative: Multiple Choice

Reading Check Part 3 Formative: Multiple Choice

Verb Usage Check for Understanding Formative: Multiple Choice

This I Believe Essay Summative: Written Product

Book Reflection Summative: Written Product

E08.A-V.4 Vocabulary Acquisition and Use
E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

D: Conventions of Standard English (Writing)
E08.D.1 Conventions of Standard English
E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.

E08.D.1.1.2 Form and use verbs in the active and passive voice.

E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.*

Superheroes and Stereotypes (Week 33, 6 Weeks)	**PA: Assessment Anchors - ELA (2017)** **PA: Grade 8** **A: Literature Text** **E08.A-K.1 Key Ideas and Details** **E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.** E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. **E08.A-C.2 Craft and Structure** **E08.A-C.2.1 Demonstrate**	• There is value in a variety of types of texts, such as graphic novels and comic books, and authors use these different formats to convey specific messages for specific audiences. • Looking at different perspectives of characters can help you better understand the people in your lives, or new people you encounter. • We all have different personas depending on the situation and our own personal development. Everyone is seeking to belong and sometimes it takes trying out	hook, context/background, claim, subclaim, counterclaim, thesis statement, expository writing, argumentative writing, informational thesis statements, transition, body paragraph, conclusion, formal style, topic sentences, evidence, reasoning, analysis, explanation, credible sources Suspense, Foreshadowing, Flashback, Tension, Humor protagonist, antagonist, tragic flaw, dialogue	**Essay Structure Check for Understanding Formative: Multiple Choice** **Storytelling Devices Check for Understanding Formative: Multiple Choice** **Characterization Check for Understanding Formative: Multiple Choice** **Analysis Essay Summative: Written Product** **Graphic Novel on an Issue Summative: Project / Portfolio**	Summit Learning Platform

**understanding of craft
and structure in
literature.**

E08.A-C.2.1.1 Analyze
how differences in the
points of view of the
characters and the
audience or reader (e.g.,
created through the use of
dramatic irony) create
such effects as suspense
or humor.

E08.A-C.2.1.2 Compare
and contrast the structure
of two or more texts, and
analyze how the differing
structure of each text
contributes to its meaning
and style.

**E08.A-V.4 Vocabulary
Acquisition and Use
E08.A-V.4.1 Demonstrate
understanding of
vocabulary and
figurative language in
literature.**

E08.A-V.4.1.1 Determine
or clarify the meaning of
unknown and multiple-
meaning words or phrases
based on grade 8 reading
and content, choosing
flexibly from a range of
strategies.

E08.A-V.4.1.2
Demonstrate
understanding of figurative
language, word
relationships, and

alter egos to find
that belonging.
- Our identity
  contributes to our
  belonging.

nuances in word
meanings.

**D: Conventions of
Standard English
(Writing)**
**E08.D.2 Knowledge of
Language**
**E08.D.2.1 Use
knowledge of language
and its conventions.**

E08.D.2.1.1 Use verbs in
the active and passive
voice and in the
conditional and
subjunctive mood to
achieve particular effects
(e.g., emphasizing the
actor or the action,
expressing uncertainty, or
describing a state contrary
to fact).

E08.D.2.1.2 Choose
language that expresses
ideas precisely and
concisely, recognizing and
eliminating wordiness and
redundancy.

E08.D.2.1.3 Vary
sentence patterns for
meaning, reader/listener
interest, and style.

E08.D.2.1.4 Maintain
consistency in style and
tone.

E08.D.2.1.5 Choose
punctuation for effect.

E08.D.2.1.6 Choose words and phrases for effect.

	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
High School Grade 9 English Language Arts 9 2019-2020 Mayers, Deanna	Defining Self (Week 1, 6 Weeks)	**PA: Assessment Anchors - ELA (2017) PA: Keystone: Literature 2014 MODULE 1—Fiction L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.** L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama. **L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.** L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements) L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • the relationship between the theme and other components	• Story writing is a way to define yourself and share who you are authentically. • Every person has a unique story that deserves to be heard, understood, and respected. • Personal narrative writers craft their texts using specific word choice, tone, and narrative techniques to engage their readers.	flashback, flash forward, pacing, parallel plot Semi Colon Colon Quotation Marks Independent Clause Dependent Clause Conjunctive Adverb Transitional Phrase Coordinating Conjunction Subordinating Conjunction	**Plot Devices Check for Understanding Formative: Multiple Choice** **Theme Check for Understanding Formative: Multiple Choice** **Punctuation Check for Understanding Formative: Multiple Choice** **Text Literacy Analysis Summative: Written Product**	Summit Learning Platform

of a text
• comparing and contrasting how major themes are developed across genres
• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
• the way in which a work of literature is related to the themes and issues of its historical period

PA: Keystone: Composition 2014

MODULE 1— Informative/Explanatory

C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.

C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.

C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.

C.IE.2.1.1 Use a variety of sentence structures.

C.IE.3.1 Use conventions of standard written language.

C.IE.3.1.1 Spell all words correctly.
C.IE.3.1.2 Use capital letters correctly.
C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas,

Fact or Fiction: A Textual Analysis Project (Week 7, 7 Weeks)	**PA: Assessment Anchors - ELA (2017)** **PA: Keystone: Literature 2014** **MODULE 2—Nonfiction** **L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.** L.N.2.5.1 Differentiate between fact and opinion. L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text. L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text. **PA: Keystone: Composition 2014** **MODULE 2—Argumentative** **C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.** C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive	• Reading is a powerful method of learning about topics we are interested in. Texts of different genres offer us unique and diverse opportunities for learning. Different types of texts teach us in different ways, and genre must be considered when we analyze and comprehend a text. • In order to better understand and learn from a text, we need to make inferences about its themes or central ideas and identify how evidence supports the themes and central ideas. • One way to have a say in our education is to craft arguments defending our opinions. Strong arguments include claims, sub claims, evidence, and justification. • There are a number of ways to assert our arguments and take action on issues we	Precise Claim, Counterclaim, Counterargument, Justification, Rebuttal, Rhetorical Devices Research Question, plagiarism, MLA, citation, in-text citation, Works Cited Comma Splices, Embedded Quotation, Colon, Ellipses	**Argument Writing Check for Understanding Formative: Multiple Choice** **Research Process Check for Understanding Formative: Multiple Choice** **MLA Style Check for Understanding Formative: Multiple Choice** **Embedding Quotations Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

<table>
<tr><td></td><td>strategies; address opposing viewpoints.
C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well- supported position.
Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</td><td>care about: we can participate in debates and discussions, and we can also craft business letters to important local or national figures.</td><td></td><td>**Structured Academic Controversy Summative: Written Product**</td><td></td></tr>
<tr><td>In Search of Justice (Novel Choice) (Week 14, 7 Weeks)</td><td>**PA: Assessment Anchors - ELA (2017)**
PA: Keystone: Literature 2014
MODULE 1—Fiction
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:
Note: Character may also be called narrator or speaker.
• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
• the relationship between characters and other components of a text
• the development of complex characters and their roles and functions within a text
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
• the relationship between</td><td>• Authors can use word choices to convey themes and also to develop characters, including character fears, flaws, longings, attitudes, values, and aspirations.
• To craft a clear and effective essay, you need to implement a strong organization, and you need to logically explain how your evidence supports your analysis.</td><td>noun phrase, verb phrase, participial phrase, prepositional phrase, independent clause, dependent clause, subordinate conjunction, comma rules when writing with these phrases and clauses

An/a Ant/anti Astr Ben Bibl Chron Dent Derm Dis (SAT list) Equ Ex/e/ef In/il/im/ir Is/iso Ingu Meter/metr Naut Omni Onym Ped Pod sec/sect/seg senti/sens Stru/struct Vis/vid Volv/volut</td><td>**Sentence Patterns Check for Understanding Formative: Multiple Choice**

Knowledge of Words Check for Understanding Formative: Multiple Choice

Reading Checks: Lord of the Flies Formative: Multiple Choice

Literary Analysis Essay Summative: Written Product</td><td>Summit Learning Platform

Novel Choice: Lord of the Flies or A Lesson Before Dying</td></tr>
</table>

setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
• the relationship between the theme and other components of a text
• comparing and contrasting how major themes are developed across genres
• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
• the way in which a work of literature is related to the themes and issues of its historical period

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
• the point of view of the narrator as first person or third person point of view
• the impact of point of view on the meaning of a text as a whole

PA: Keystone: Composition 2014

MODULE 1— Informative/Explanatory

C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.

C.IE.1.1.3 Use appropriate organizational strategies for

informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).
C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.

C.IE.2.1.1 Use a variety of sentence structures.
C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.
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<u>Poetry and the People</u> (Week 21, 7 Weeks)	**PA: Assessment Anchors - ELA (2017) PA: Keystone: Literature 2014 MODULE 1—Fiction L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.** L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama. **L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.** L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire,	• Writers make intentional choices in poems to create a meaning or give a message to an audience. • Strong literary analysis is about dissecting a writer's choices and explaining how these choices contribute to the meaning of the poem. • Poems can illuminate someone's understanding of an experience. • Poetry is a form of expression that can allow us to share perspectives and reveal the identities of ourselves, our	euphemism, oxymoron, verbal irony, puns, similes, metaphors, personification, allusion, connotation, denotation, figurative, literal literary device, tone, word choice, imagery, style, theme, denotation, connotation, figurative language, diction tone, diction, connotation, denotation meter, iamb, foot, trochee, spondee, dactyl, anapest, iambic pentameter	**Word Meanings and Nuances Check for Understanding Formative: Multiple Choice** **Literary Device Analysis Check for Understanding Formative: Multiple Choice** **Voice Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

	foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices. **PA: Keystone: Composition 2014** **MODULE 1—Informative/Explanatory** **C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.** C.IE.2.1.2 Use precise language to create clarity, voice, and tone. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	peers, and the community.		**Meter Check for Understanding Formative: Multiple Choice**	
<u>Speaking Out</u> (Week 28, 5 Weeks)	**PA: Assessment Anchors - ELA (2017)** **PA: Keystone: Literature 2014** **MODULE 1—Fiction** **L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.** L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of	• Speech-writers employ the writing strategies needed for crafting a persuasive essay, including argumentative claims, evidence, explanation, and organization. • Speech-writers employ the modes of persuasion, ethos, pathos, logos, and other strategies of rhetoric, to engage and convince their audience of a cause.	rhetoric, appeal, ethos, pathos, logos claim, argument, assess, valid, relevant, sufficient, fallacious, logical fallacies, slippery slope, bandwagon, ad hominem, composition/division, black-or-white, no true scotsman, strawman, false cause, gambler's fallacy Argument, Bias, Author's purpose, Occasion, Logical fallacy, Ad hominem , False causality, False	**Appeals Check for Understanding Formative: Multiple Choice** **Evaluating Arguments Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

speaker (narrator) affect the mood, tone, and/or meaning of a text
• how diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
PA: Keystone: Composition 2014
MODULE 2—Argumentative
C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.

C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.
C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well- supported position.
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dichotomy,Hasty generalization

Rhetoric Check for Understanding Formative: Multiple Choice

| What Would Do? (Week 33, 6 Weeks) | PA: Assessment Anchors - ELA (2017) PA: Keystone: Literature 2014 MODULE 2—Nonfiction L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature. L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader. L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. PA: Keystone: Composition 2014 | • Authors use various techniques and structural elements to tell the same story in different ways--these choices can create effects like tension or surprise. • Researching and understanding current events and history can provide us with direction, inspiration, and insight into the ways we want to think, act, and engage with the world. • We can develop Resilience by creating connection, consistency, coping, and confidence in our lives, spaces, and communities. • When we use strong and credible evidence to inform our claims and predictions, they become more accurate and reliable. | Research Question, plagiarism, MLA, citation MLA format, in-text citation, Works Cited noun phrase, verb phrase, participial phrase, prepositional phrase, independent clause, dependent clause, subordinate conjunction, comma rules when writing with these phrases and clauses Comma Splices, Embedded Quotation, Colon, Ellipses | **Letter and Research Paper Summative: Written Product** **Research Process Check for Understanding Formative: Multiple Choice** **Knowledge of Words Check for Understanding Formative: Multiple Choice** **MLA Style Check for Understanding Formative: Multiple Choice** **Embedding Quotations Check for Understanding Formative: Multiple Choice** | Summit Learning Platform |

MODULE 1—
Informative/Explanatory
C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.

C.IE.2.1.1 Use a variety of sentence structures.
C.IE.2.1.2 Use precise language to create clarity, voice, and tone.
C.IE.2.1.3 Revise to eliminate wordiness and redundancy.
C.IE.2.1.4 Revise to delete irrelevant details.
C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.
C.IE.2.1.6 Combine sentences for cohesiveness and unity.
C.IE.2.1.7 Revise sentences for clarity.
C.IE.3.1 Use conventions of standard written language.

C.IE.3.1.1 Spell all words correctly.
C.IE.3.1.2 Use capital letters correctly.
C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).
C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
C.IE.3.1.5 Demonstrate correct sentence formation.

Reading Checks: Dear Martin
Formative:
Multiple Choice

	Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
High School Grade 10 English Language Arts 10 2019-2020 2 Curriculu m Developer s	Reading, Writing, and Speaking (Week 1, 6 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grades 9-10** **Reading: Informational Text** **1.2 Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.** **Key Ideas and Details-Main Idea** CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **Integration of Knowledge and Ideas- Diverse Media** CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **Reading: Literature** **1.3 Students read and respond to works of**	Students strengthen their understanding of the basic parts and structure of language, including vocabulary, sentence and paragraph structure, and etymology; in addition, students review strategies for active listening.	Listening for Main Ideas Developing Paragraphs Developing Paragraphs Listening for Main Ideas Connecting Sentences Connecting Sentences	**Project: Taking Notes Summative: Written Product** **QUIZ 1: LANGUAGE IN MOTION Formative: Multiple Choice** **QUIZ 2: SENTENCES AND PARAGRAPHS Formative: Multiple Choice** **QUIZ 3: LISTENING AND SPEAKING Formative: Multiple Choice** **Unit Test Summative: Multiple Choice**	Odysseyware Course

literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Key Ideas and Details- Theme

CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing

Informative/Explanatory- Organization

CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

Speaking and Listening Comprehension and Collaboration- Critical Listening

CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Language Structure (Week 7, 4 Weeks)	PA: Core - English Language Arts (2014) PA: Grades 9-10 Writing Narrative- Conventions of Language CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standardEnglishgrammar,usage, capitalization, punctuation, and spelling. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Students will understand and utilize the key parts of a sentence, including participles, gerunds, and a variety of phrases. Students will understand the purpose and use of increasingly advanced parts of speech, including noun plurals, suffixes, pronouns/antecedents, and clauses.	Forming Noun Plurals Adding Suffixes Forming Noun Plurals Adding Suffixes Forming Noun Plurals Adding Suffixes Effective Writing Strategies	**QUIZ 1: Noun Plurals and Suffixes Formative: Multiple Choice QUIZ 2: PRONOUNS Formative: Multiple Choice QUIZ 3: CLAUSES AND PRONOUN REFERENCE Formative: Multiple Choice PROJECT: WRITING PARAGRAPHS Formative: Written Product Unit Test Summative: Multiple Choice**	Odysseyware Course
Writing Effective Sentences (Week 11, 4 Weeks)					
Exposition (Week 15, 5 Weeks)	PA: Core - English Language Arts (2014) PA: Grades 9-10 Reading: Informational Text 1.2 Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	Students will refine their reading skills, including distinguishing the main idea of a text, understanding relationships between ideas, and interpreting varieties of English (including dialect and colloquial speech); students will then utilize this	Recognizing Main Ideas Advanced Reading Skills Logic and Relationships Exposition: Instructions	**QUIZ 1: READING INSTRUCTIONS Formative: Multiple Choice ESSAY: HOW-TO Formative: Written Product QUIZ 2: FORMS OF EXPOSITION; LIBRARY SKILLS Formative: Multiple Choice Project: Biography**	Odysseyware Course

Key Ideas and Details-Main Idea
CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Writing
Informative/Explanatory-Content
CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
Informative/Explanatory-Style
CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition.
• Use precise language and domain-specific vocabulary to manage the complexity of the topic.
• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
• Establish and maintain a formal style.
Response to Literature
CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research,

knowledge in the composition of focused, well-written essays and speeches.

Events, Ideas, and Biography

Varieties of English
American
Regional Dialects
Standard English

Selecting and Limiting a Topic
Choosing the Language

Summative: Written Product
QUIZ 3: VARIETIES OF ENGLISH
Formative: Multiple Choice
Essay: Language and Culture
Summative: Written Product
QUIZ 4: WRITING AND SPEAKING
Formative: Multiple Choice
Project: Writing a Speech
Summative: Written Product
Unit Test
Summative: Multiple Choice

applying grade level reading standards for literature and literary non-fiction.

Production and Distribution of Writing- Writing Process

CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Conducting Research

CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Credibility, Reliability, and Validity of Sources

CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Get a Job (Week 20, 3 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grades 9-10** **Reading: Informational Text** **1.2 Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.** **Key Ideas and Details-Main Idea** CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **Writing** **Informative/Explanatory-Organization** CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. **Informative/Explanatory-Style** CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the	Students will reinforce an understanding of increasingly advanced grammar and punctuation, and will master the writing of professional documents, such as resumes and cover letters.	Language and Meaning Roots and Affixes Analogies Capitals and Commas Advanced Mechanics Resumes Resume Planner Effective Cover Letters	**QUIZ 1: LANGUAGE, ROOTS, AND ANALOGIES** **Formative: Multiple Choice** **PROJECT: YOUR VACATION** **Formative: Written Product** **QUIZ 2: WRITING RIGHT** **Formative: Multiple Choice** **PROJECT: GETTING A JOB** **Formative: Written Product** **PROJECT: RESUMÉ AND COVER LETTER** **Summative: Written Product** **QUIZ 3: RESUMÉS** **Formative: Multiple Choice** **Unit Test** **Summative: Multiple Choice**	Odysseyware Course

topic.
• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
• Establish and maintain a formal style.
Informative/Explanatory-Conventions of Language
CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standardEnglishgrammar,usage, capitalization, punctuation, and spelling.
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| Media and You (Week 23, 3 Weeks) | **PA: Core - English Language Arts (2014)** **PA: Grades 9-10** **Reading: Informational Text Craft and Structure- Point of View** CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. **Writing** **Production and Distribution of Writing- Writing Process** CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Copyright © 2015 Commonwealth of | Students will refine their interpretation of various forms of media, learning to analyze the purpose, audience, occasion, subject, and potential bias of a variety of media. | Early American Media: 1447-1850s

The Radio Makes Waves: 1830s-1930s

The Early Years of Television: 1930s-1950s

The Television Explosion: 1950s-1980s

The Internet and Beyond: 1980s-Present

Determining SOAP | **QUIZ 1: THE CHANGING FACE OF MEDIA** **Formative: Multiple Choice** **REPORT: MEDIA AND PUBLIC OPINION** **Summative: Written Product** **REPORT: PRINT MEDIA ANALYSIS** **Formative: Written Product** **QUIZ 2: NAVIGATING TODAY'S MEDIA** **Formative: Multiple Choice** **Unit Test** **Summative: Multiple Choice** | Odysseyware Course |

			Media and Motive Messages and Meaning		
Short Stories (Week 26, 4 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grades 9-10** **Reading: Informational Text Craft and Structure- Point of View** CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. **Reading: Literature** **1.3 Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.** **Key Ideas and Details- Theme** CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **Key Ideas and Details- Literary Elements** CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **Writing**	Students will read and analyze short stories, completing literary analyses and composing their own, original short stories using the literary techniques and elements taught in the unit.	Short Story Elements The Celebrated Jumping Frog of Calaveras County The Lady, or the Tiger? The Necklace Writing a Literary Critique Writing a Short Story	**Essay: The Necklace Formative: Written Product** **Quiz 1: Short Story Elements Formative: Multiple Choice** **Project: Preparing a Critique Summative: Written Product** **Essay: Critique Formative: Written Product** **Quiz 2: Writing About Literature Formative: Multiple Choice** **Essay: Writing a Short Story Formative: Multiple Choice** **Quiz 3: Using Writing Skills Formative: Multiple Choice** **Unit Test Summative: Written Product**	Odysseyware Course

Informative/Explanatory-Content
CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

Informative/Explanatory-Organization
CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

Informative/Explanatory-Conventions of Language
CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standardEnglishgrammar,usage, capitalization, punctuation, and spelling.

Production and Distribution of Writing- Writing Process
CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

| Reviewing Literature (Week 30, 4 Weeks) | PA: Core - English Language Arts (2014) **PA: Grades 9-10** **Reading: Informational Text** **Key Ideas and Details- Text Analysis** CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. **Integration of Knowledge and Ideas- Diverse Media** CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **Vocabulary Acquisition and Use** CC.1.2.9-10.J Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **Reading: Literature** | Students will continue to advance their literary analysis skills, delving into elements such as character, symbolism, and mood with a critical eye and utilizing writing skills to compose a full literary analysis essay of *Silas Marner*. | Literature and Meaning Documentation The Critical Essay Novel and Plot Analyzing a Text Character, Symbol, and Mood | **QUIZ 1: CRITICISM Formative: Multiple Choice** **QUIZ 2: SILAS MARNER Formative: Multiple Choice** **ESSAY: CHARACTER ANALYSIS Formative: Written Product** **ESSAY: PREPARING THE REVIEW Formative: Written Product** **ESSAY: PREPARING THE REVIEW Formative: Written Product** **QUIZ 3: THE CRITICAL ESSAY Formative: Written Product** **Unit Test Summative: Multiple Choice** | Odysseyware Course |

**Key Ideas and Details-
Literary Elements**
CC.1.3.9-10.C Analyze how
complex characters develop
over the course of a text,
interact with other characters,
and advance the plot or
develop the theme.
**Craft and Structure-
Vocabulary**
CC.1.3.9-10.F Analyze how
words and phrases shape
meaning and tone in texts.
**Writing
Informative/Explanatory-
Focus**
CC.1.4.9-10.B Write with a
sharp distinct focus identifying
topic, task, and audience.
**Informative/Explanatory-
Content**
CC.1.4.9-10.C Develop and
analyze the topic with relevant,
well-chosen, and sufficient
facts, extended definitions,
concrete details, quotations, or
other information and
examples appropriate to the
audience's knowledge of the
topic; include graphics and
multimedia when useful to
aiding comprehension.
**Informative/Explanatory-
Organization**
CC.1.4.9-10.D Organize ideas,
concepts, and information to
make important connections
and distinctions; use
appropriate and varied
transitions to link the major
sections of the text; include
formatting when useful to
aiding comprehension; provide
a concluding statement or
section.

Opinion/Argumentative-Focus

CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience.

• Introduce the precise claim.

Opinion/Argumentative-Content

CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Narrative- Organization

CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing- Writing Process

CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

| Pygmalion (Week 34, 5 Weeks) | PA: Core - English Language Arts (2014) PA: Grades 9-10 Reading: Literature Key Ideas and Details- Literary Elements CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Writing Informative/Explanatory- Focus CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience. Informative/Explanatory- Content CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Informative/Explanatory- Organization CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. Narrative- Organization | Students will read George Bernard Shaw's *Pygmalion*, interpreting and analyzing characters, events, and themes, culminating in an advanced literary analysis essay examining theme in the literature. | Greek Drama Roman, Medieval, and Elizabethan Drama Reading Drama George Bernard Shaw Pygmalion: Act I Pygmalion: Act II, Part 1 Pygmalion: Act II, Part 2 Pygmalion: Act III Pygmalion: Act IV Pygmalion: Act V, Part 1 Pygmalion: Act V, Part 2 | **QUIZ 1: UNDERSTANDING DRAMA Formative: Multiple Choice QUIZ 2: PYGMALION, ACTS I-II Formative: Multiple Choice ESSAY: CHANGING LANGUAGE Formative: Written Product ESSAY: SOCIAL CLASS Summative: Written Product Unit Test Summative: Multiple Choice** | Odysseyware Course |

CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing- Writing Process
CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

	Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
High School Grade 11 English Language Arts 11 2019-2020 Mayers, Deanna	Intersection in the New World (Week 1, 7 Weeks)	**PA: Assessment Anchors - ELA (2017) PA: Keystone: Literature 2014 MODULE 1—Fiction L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.** L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.	Students will examine and compare works from American romantic literature, transcendentalism, and the sub-genre of slave narrative; skills that will be addressed will include the analysis of literary elements such as tone, point of view, figurative language, rhetoric, and	Early American Literature: Themes Of Plymouth Plantation: Puritan Literature A Key into the Language of America: Analysis	**QUIZ: PURITAN POETRY Formative: Multiple Choice** **QUIZ: AMERICAN NARRATIVE Formative: Multiple Choice**	ODYSSEYWARE

Standards		Literature	Assessment
L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. **L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.** L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. **L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.** L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole. **L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.** L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components	structure, as well as students will participate in academic discussions; and write analytical and argumentative essays based on literature.	"To My Dear and Loving Husband" and "A Letter to Her Husband": Poetic Theme "The Prologue" and "Verses upon the Burning of the House": Poetic Devices "Homage to Mistress Bradstreet": Structure and Meaning The Narrative of Captivity and the Restoration of Mrs. Mary Rowlandson: Literary Perspective "Remarks Concerning the Savages of North America": Franklin's Satire Academic English "The Selling of Joseph: A Memorial": Antislavery Argument "On Being Brought from Africa to America" and "To His Excellency	**QUIZ: WHEATLEY AND EDWARDS** **Formative: Multiple Choice** **TEST** **Summative: Multiple Choice** **Project: Anne Bradstreet Biography** **Formative: Written Product** **Project: Argumentative Essay - "Sinners in the Hands of an Angry God"** **Formative: Written Product**

of a text (character, plot, and other key literary elements)
L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:
Note: Plot may also be called action.
• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
• the relationship between elements of the plot and other components of a text
• how the author structures plot to advance the action
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
• the relationship between the tone, style, and/or mood and other components of a text
• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
• how diction, syntax, figurative language, sentence variety, etc., determine the author's style

MODULE 2—Nonfiction
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
• the relationship between the

General Washington":
Poetic Structure
Literary Criticism:
Henry Louis Gates Jr.

"Sinners in the Hands of an Angry God":
Diction, Imagery, Style
Using References to Understand Archaic Language

tone, style, and/or mood and other components of a text
• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
• how diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.
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Becoming a New Nation (Week 8, 4 Weeks)	**PA: Core - Reading for History & Social Studies (2014)** **PA: Grades 11-12** **Reading Informational Text** **Key Ideas and Details** CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **Craft and Structure** CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an	Students will examine the earliest American literature, which will highlight the intersection, and resulting conflicts, of Native American, European, and African American cultures; students will analyze and understand the use of rhetoric, archaic language, satire, and poetic devices, and will complete projects requiring skills such as academic	Declaration of Independence, Bill of Rights, and "The Indian Burying Ground": American Identity "The Way to Wealth": Franklin's Style and Rhetoric Patrick Henry's Speech to the Virginia Convention: Rhetoric	**Project: Persuasive Essay** **Formative: Written Product** **Project: Research Paper: Significance of Early American Writings** **Formative: Written Product** **QUIZ: DECLARATION OF INDEPENDENCE**	ODYSSEYWARE

author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **Range and Level of Complex Texts** CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11– CCR text complexity band independently and proficiently **PA: Core - Writing for History & Social Studies (2014)** **PA: Grades 11-12 Writing** **Text Types and Purposes** CC.8.6.11-12.A. Write arguments focused on discipline-specific content. • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	research and the construction of arguments.	The American Crisis: Rhetoric and Tone Declaration of Independence: Central Ideas and Word Meanings Declaration of Sentiments: Rhetoric and Inference Declaration of Independence: Central Ideas and Word Meanings Compare and Contrast: The Declaration of Independence and the Declaration of Sentiments Virginia Statute for Religious Freedom: Annotation and Meaning "What is an American?": Primary and Literary Sources "The Wild Honeysuckle" and "The Indian Burying Ground": Figurative Language The Interesting Narrative of the	**Formative: Multiple Choice** **QUIZ: AMERICAN IDENTITY** **Formative: Multiple Choice** **QUIZ: MEANING IN EARLY AMERICAN WRITING** **Formative: Multiple Choice** **QUIZ: RHETORIC AND PERSUASION** **Formative: Multiple Choice**

• Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
• Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
• Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing

CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most

Life of Olaudah Equiano: Literary Nonfiction

Federalist No. 10: Reasoning and Rhetoric
Preamble and Bill of Rights: Purpose and Structure

"The Star-Spangled Banner" and "Revolutionary Tea": Technical and Connotative Meaning

Sentence Structures in Archaic Writing

significant for a specific purpose and audience.

Range of Writing

CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PA: Assessment Anchors - ELA (2017)

PA: Keystone: Literature 2014

MODULE 2—Nonfiction

L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:
Note: Character may also be called narrator, speaker, or subject of a biography.
• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
• the relationship between characters and other components of a text
• the development of complex characters and their roles and functions within a text

| American Romanticism (Week 12, 5 Weeks) | PA: Core - English Language Arts (2014) PA: Grades 11-12 Reading: Literature 1.3 Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. **Key Ideas and Details- Theme** CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. **Craft and Structure- Text Structure** CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. **Craft and Structure- Vocabulary** CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. **Integration of Knowledge and Ideas- Sources of Information** CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source | Students will focus on the historic and literary significance of documents relating to the establishment of the new government in America, comparing and contrasting tone and point of view in foundational documents, and using what they learn about the qualities of an effective argument to create one of their own. | Romanticism Reference Materials: Vocabulary Journal "Rip Van Winkle": Theme and Language "Young Goodman Brown": American Gothicism and Symbolism "The Black Cat": Inferences from the Text "Self-Reliance": Transcendentalism Summer on the Lakes: Themes "Song of Myself": Free Verse "Belle of Amherst": Structure and Meaning To William Lloyd Garrison: Inference and Historical Context Narrative of the Life of Frederick Douglass: Tone and Point of View "Civil Disobedience": Rhetoric and | **Reading Checks - Uncle Tom's Cabin Formative: Multiple Choice** **Project: Close Reading and Recorded Presentation Formative: Written Product** **Project: Analytic Essay - "Young Goodman Brown" Formative: Written Product** **QUIZ: ROMANTICISM AND GOTHICISM Formative: Multiple Choice** **QUIZ: TRANSCENDENTALISM Formative: Multiple Choice** **QUIZ: ABOLITIONISTS Formative: Multiple Choice** |

text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Integration of Knowledge and Ideas- Text Analysis
CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

Vocabulary Acquisition and Use
CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening Comprehension and Collaboration- Critical Listening
CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Presentation of Knowledge and Ideas- Context

Structure
"John Brown" Speech: Interpretation

Uncle Tom's Cabin

"Ain't I a Woman?": Abolitionists and Romanticism
"The Two Offers": Inferring and Ellipses

"Bartleby the Scrivener": Theme and Characterization

QUIZ: TRUTH, HARPER, AND MELVILLE
Formative: Multiple Choice

CC.1.5.11-12E Adapt speech to a variety of contexts and tasks.

Integration of Knowledge and Ideas- Multimedia

CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Conventions of- Standard English

CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

PA: Core - Writing for History & Social Studies (2014)

PA: Grades 11-12

Writing

Text Types and Purposes

CC.8.6.11-12.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

• Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other

information and examples appropriate to the audience's knowledge of the topic.
• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
• Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
• Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Research to Build and Present Knowledge
CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Range of Writing
CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and

| Regional Voices (Week 17, 7 Weeks) | PA: Core - English Language Arts (2014) PA: Grades 11-12 Reading: Literature 1.3 Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key Ideas and Details- Theme CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. Craft and Structure- Vocabulary CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts. Vocabulary Acquisition and Use- Strategies CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, | Students will explore American literature that addresses the issues of racism, slavery, inequality, and displacement, learning the ways in which authors utilize characters, language, and theme to express the challenges facing America in this period; speaking and listening skills will be developed through a presentation project. | Historical Context and Universal Theme "House Divided": Lincoln's Rhetorical Devices "O Captain! My Captain!": Poetic Structures and Devices "Influence of Lincoln": Supporting a Thesis The Adventures of Huckleberry Finn: Realism in America Project: Persuasive Essay: "Defining Freedom as Found in the Theme(s) of The Adventures of Huckleberry Finn" | Project: Expository Essay - "A House Divided," "O Captain! O Captain!," "Influence of Lincoln" Formative: Written Product The Essay: Understanding Format and Rhetoric Formative: Written Product Project: Argumentative Essay: American Women Writers "Tennessee's Partner": Narrative Point of View Formative: Written Product Project: Literary Circle: Discussion of Edith Wharton's Ethan Frome | ODYSSEYWARE |

Standards	Readings / Activities	Assessments
choosing flexibly from a range of strategies and tools. **Range of Reading** CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. **PA: Assessment Anchors - ELA (2017)** **PA: Keystone: Literature 2014** **MODULE 1—Fiction** **L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.**	Désirée's Baby": Themes	Formative: Written Product
L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. **L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.**	"A White Heron": Narration and Figures of Speech "The Revolt of Mother": Local Color and Dialogue	QUIZ: HISTORICAL CONTEXT Formative: Multiple Choice
L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole. **L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.**	"The Yellow Wallpaper": Analyzing Symbolism Project: Discussion - "Why I Wrote The Yellow Wallpaper"	READING CHECKS: THE ADVENTURES OF HUCKLEBERRY FINN Formative: Multiple Choice
		QUIZ: THEME, FIGURES OF SPEECH, AND RHETORIC Formative: Multiple Choice
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. **L.F.2.3 Use appropriate strategies to compare,**		QUIZ: AMERICAN WOMEN WRITERS Formative: Multiple Choice
		UNIT TEST Summative: Multiple Choice

analyze, and evaluate literary elements.

L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:
Note: Character may also be called narrator or speaker.
• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
• the relationship between characters and other components of a text
• the development of complex characters and their roles and functions within a text
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
• the relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

L.F.2.5.1 Identify, explain, interpret, describe, and/or

analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
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| Modernism in America (Week 24, 7 Weeks) | PA: Assessment Anchors - ELA (2017) PA: Keystone: Literature 2014 MODULE 1—Fiction **L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.**

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama. **L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.**

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements) L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • the relationship between the | Students will be introduced to the characteristics that define literature as modern and analyze those characteristics in poetry, fiction, and drama; students will be expected to utilize skills that involve writing literary analysis essays, reviewing and revising their written work, conducting structured academic research, and constructing oral and visual presentations. | An Introduction to Modernism in America

"Aunt Imogen": Theme and Structure

"A Servant to Servants": Structure and Technique

"The Love Song of J. Alfred Prufrock": Form, Imagery, and Theme

Sara Teasdale: Lyric Poetry

"Grass": Realism and War

Modernism in the 1920s "Hills Like White Elephants": Analysis Our Town: | **Project: Essay with Textual Evidence - Slide Show Presentation Formative: Written Product**

Project: Essay: Searching for Love and Self in Their Eyes Were Watching God Formative: Written Product

Project: Narrative Essay Formative: Written Product

Project: Our Town: Presenting an Argument Formative: Written Product | ODYSSEYWARE |

theme and other components of a text
• comparing and contrasting how major themes are developed across genres
• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
• the way in which a work of literature is related to the themes and issues of its historical period
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
• the relationship between the tone, style, and/or mood and other components of a text
• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
• how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

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Universality in Literature
Modernism in the 1920s
"Hills Like White Elephants": Analysis
Our Town: Universality in Literature

Their Eyes Were Watching God
"If Black English Isn't a Language, Then Tell Me What Is?": Language Structure

Project: Revision of a Student Piece
Formative: Written Product

Project: Literary Analysis of "Hills Like White Elephants."
Formative: Written Product

QUIZ: THE CRUCIBLE
Formative: Multiple Choice

QUIZ: THEIR EYES WERE WATCHING GOD
Formative: Multiple Choice

TEST: MODERNISM IN AMERICA
Summative: Multiple Choice

<u>Post-World War II</u> (Week 31, 6 Weeks)	**PA: Core - Writing for History & Social Studies (2014) PA: Grades 11-12 Writing Research to Build and Present Knowledge** CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.8.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. **PA: Assessment Anchors - ELA (2017) PA: Keystone: Composition 2014**	Students will examine the literature that followed the Second World War and takes students up to what is known as the postmodern period in literature, interpreting cultural context, dissecting the form and structure of poetry and literature, conducting organized research, and utilizing speaking and listening skills through varied presentations.	The Literary Scene in Post-World War II America "The Petrified Man": Southern Gothic and Language "A Good Man is Hard to Find": Drawing Inferences and Word Meaning John F. Kennedy's Inaugural Address: Analysis "For the Union Dead": Poetic Devices "The Man Who Was Almost a Man": Literary Elements "The Lonesome Death of Hattie Carroll": Meaning of Lyrics "Over S.E. Asia": Theme of War "Poem": Interpretation "Let Sleeping Dogs Lie": Analyzing Satire as a Tool of	**QUIZ: SOUTHERN GOTHIC Formative: Multiple Choice** **QUIZ: KENNEDY, LOWELL, AND WRIGHT Formative: Multiple Choice** **QUIZ: THEME, ARCHETYPE, AND INTERPRETATION Formative: Multiple Choice** **QUIZ: ANALYSIS OF POST WWII WRITING Formative: Multiple Choice** **UNIT TEST Summative: Multiple Choice**	ODYSSEYWARE

**MODULE 1—
Informative/Explanatory
C.IE.1.1 Write informative
and explanatory pieces that
describe, explain, or
summarize information or
ideas.**

C.IE.1.1.1 Write with a sharp
controlling point and an
awareness of the audience
and task.
C.IE.1.1.2 Demonstrate an
understanding of the purpose
with relevant information,
content, and details.
C.IE.1.1.3 Use appropriate
organizational strategies for
informational and explanatory
writing (e.g., compare/contrast,
cause/effect, problem/solution,
process analysis).
**MODULE 2—Argumentative
C.A.2.1 Revise writing to
improve style, meaning,
word choice, and sentence
variety.**

C.A.2.1.1 Use a variety of
sentence structures.
C.A.2.1.2 Use precise
language to create clarity,
voice, and tone.
C.A.2.1.3 Revise to eliminate
wordiness and redundancy.
C.A.2.1.4 Revise to delete
irrelevant details.
C.A.2.1.5 Use the correct form
of commonly confused words;
use logical transitions.
C.A.2.1.6 Combine sentences
for cohesiveness and unity.
C.A.2.1.7 Revise sentences for
clarity.

Criticism
Message and
Media
"Attack the
Water":
Archetypes and
Structure

"Sestina":
Analyzing Form
and Meaning
"The Problem that
Has No Name":
Women and
Cultural Context
"Mirror": Analysis
Project: "The
Quilt of a
Country":
Slideshow
Presentation
Project: College
and Career
Research and
Presentation
Writing
Conventions:
American
Standard English

C.A.3.1 Use conventions of standard written language.

C.A.3.1.1 Spell all words correctly.
C.A.3.1.2 Use capital letters correctly.
C.A.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).
C.A.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
C.A.3.1.5 Demonstrate correct sentence formation.

	Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
High School Grade 12 English Language Arts 12 2019-2020 2 Curriculu m Developer s	Framing Western Literature (Week 1, 5 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grades 11-12** **Reading: Literature** **1.3 Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.** **Key Ideas and Details-Theme** CC.1.3.11-12.A Determine and analyze the relationship between two or more themes	Students will explore selected works of medieval literature and philosophy, closely examining the narrative structure and literary elements such as allegory and satire, noting the way in which these elements reflect social and philosophical views; projects will engage skills such as the participation in academic group	Foundations of the Medieval World Confessions: Questioning and Quoting the Text "The Permanent Philosophy": Analysis Inferno, Canto: Structures and Symbols	**Project: Inferno-Argument Essay on Canto V** **Formative: Written Product** **Project: Group Discussion: Emotional Realism in Early Renaissance Art and Literature** **Formative: Written Product**	ODYSSEYWAR E

		The Decameron	Project: Creative Writing: Character Study of The Canterbury Tales Formative: Written Product

or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

Craft and Structure- Point of View
CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas- Sources of Information
CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Integration of Knowledge and Ideas- Text Analysis
CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

Writing
Response to Literature
CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

Range of Writing

discussion and the construction of a literary character study.

The Decameron

The Canterbury Tales

Project: Creative Writing: Character Study of The Canterbury Tales Formative: Written Product

QUIZ: THE DECAMERON Formative: Multiple Choice

QUIZ: THE CANTERBURY TALES Formative: Multiple Choice

QUIZ: INFERNO Formative: Multiple Choice

CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

| Humanism (Week 6, 6 Weeks) | **PA: Core - English Language Arts (2014)** **PA: Grades 11-12** **Writing** **Response to Literature** CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. **Conducting Research** CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **Range of Writing** CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of | Students will explore selected philosophical and literary works of the Renaissance, comparing the works of this period with those of the Middle Ages, looking at their differences and similarities; projects will engage skills such as argumentation, research, and presentation. | Foundations of Renaissance Literature "Sonnet 292": Petrarch's Poetic Structure The Prince: Connotation and Irony - Chapter XV "To the Reader" and "Of Cannibals": Context and Conflict "Sonnet 130" and "Sonnet 138": Shakespearean Sonnet Hamlet: Context and Tragedy "The Passionate Shepherd to His Love" and "The | **Project: Sentence Structure and Building an Argument - Hamlet Formative: Written Product** **Project: Literary Analysis Essay on Hamlet's Character Formative: Multiple Choice** **Project: The Middle Age's Effect on Humanism- Multimedia Presentation Formative: Written Product** **Project: Recite and Write a Poem Formative: Multiple Choice** | ODYSSEYWARE |

discipline-specific tasks, purposes and audiences.
Speaking and Listening
Presentation of Knowledge and Ideas- Context
CC.1.5.11-12E Adapt speech to a variety of contexts and tasks.
PA: Assessment Anchors - ELA (2017)
PA: Keystone: Literature 2014
MODULE 1—Fiction
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:
Note: Plot may also be called action.
• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
• the relationship between elements of the plot and other components of a text
• how the author structures plot to advance the action
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Nymph's Reply to the Shepherd":
Poetic Style
"To the Virgins, to Make Much of Time" and "To His Coy Mistress":
Figurative Language in Poetry
"Batter My Heart": Verbs and Literary Technique
Introduction to Research
Evaluate Research Articles
Citation Formats

Project: Research Plan
Formative: Written Product

QUIZ: RESEARCH PROCESS
Formative: Multiple Choice

QUIZ: HAMLET
Formative: Multiple Choice

<u>The Quest for Knowledge</u> (Week 12, 6 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grades 11-12** **Reading: Literature** **1.3 Students read and respond to works of**	Students will examine the philosophical and literary writings of the late seventeenth and eighteenth century, focusing their	Foundations of the Enlightenment The Tragical History of Doctor Faustus	**Project: Analyzing Foundational Documents** **Formative: Written Product**	ODYSSEYWARE

literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Key Ideas and Details- Theme
CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

Key Ideas and Details- Text Analysis
CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

Key Ideas and Details- Literary Elements
CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

Integration of Knowledge and Ideas- Sources of Information
CC.1.3.11-12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play

emphasis on reform, reason, and science; special attention will be paid to the literary form known as satire and what it reveals about the author's purpose.

Project:
Argumentative Essay
Characterizing Faustus

"I Think Therefore I Am": Aristotle and Descartes
"What is Enlightenment?": Argument Structures and Rhetoric
"An Essay Concerning Human Understanding": Organizational Structure
Evaluate an Argument
Satire and the Elements of Humor
"The Rape of the Lock": Epic Poetry and Satire
"A Modest Proposal": Irony and Satire

Academic Vocabulary
Micromegas: Voltaire and the Rise of Science Fiction
Compare and Contrast Genres of Fiction
Literary Terms

Project: Argumentative Essay Characterizing Faustus
Formative: Written Product

Project: Entrance Essay
Formative: Written Product

Project: Comparative Essay - Horatian and Juvenalian Works
Formative: Written Product

QUIZ: ARGUMENT AND RHETORIC
Formative: Multiple Choice

QUIZ: SATIRE AND IRONY
Formative: Multiple Choice

QUIZ: LITERARY STYLE AND TERMS
Formative: Multiple Choice

by Shakespeare and one play
by an American dramatist.)
**Integration of Knowledge
and Ideas- Text Analysis**
CC.1.3.11-12.H Demonstrate
knowledge of foundational
works of literature that reflect a
variety of genres in the
respective major periods of
literature, including how two or
more texts from the same
period treat similar themes or
topics.
**Writing
Opinion/Argumentative**
CC.1.4.11-12.G Write
arguments to support claims in
an analysis of substantive
topics.
**Opinion/Argumentative-
Organization**
CC.1.4.11-12.J Create
organization that logically
sequences claim(s),
counterclaims, reasons, and
evidence; Use words, phrases,
and clauses as well as varied
syntax to link the major
sections of the text create
cohesion, and clarify the
relationships between claim(s)
and reasons, between reasons
and evidence, and between
claim(s) and counterclaims;
provide a concluding
statement or section that
follows from and supports the
argument presented.
Response to Literature
CC.1.4.11-12.S Draw evidence
from literary or informational
texts to support analysis,
reflection, and research,
applying grade level reading

QUIZ: LITERARY
STYLE AND TERMS
Formative: Multiple
Choice

| Head and Heart (Week 18, 6 Weeks) | | Students will explore the literature and philosophy of the early nineteenth century and the emphasis on emotion in early romantic works, such as Jane Austen's *Sense and Sensibility*; projects will engage skills such as speaking and listening, comparative analysis, and writing and revising an original narrative. | Foundations of Romanticism

Persuasive Writing Techniques

Sense and Sensibility

Confessions: Rousseau and Autobiography
"The Lamb" and "The Tyger": Lyrical Poetry
Preface to the Lyrical Ballads: Wordsworth's Poetic Diction
"She Dwelt Among Untrodden Ways": Meter and Theme
"Kubla Khan": Key Ideas

"She Walks in Beauty": Literary Techniques
"Ode to the West Wind": Form and Rhythm
"When I Have Fears That I May | **Project: Analysis Essay and Seminar - Three Romantic Poems One Theme Formative: Written Product**

Project: Comparative Essay Neoclassicism vs. Romanticism Formative: Written Product

Project: Writing a Narrative Formative: Written Product

Project: Presentation - Jane Austen Formative: Written Product

QUIZ: SENSE AND SENSIBILITY Formative: Multiple Choice | ODYSSEYWARE |

				Cease to Be": Form, Volta, and Point of View	**QUIZ: ROMANTIC** **POETRY** **Formative: Multiple** **Choice**	
					QUIZ: ROMANTIC **POETS: BYRON,** **SHELLEY, KEATS** **Formative: Multiple** **Choice**	
					TEST: HEAD AND **HEART** **Summative: Written** **Product**	
The Individual and Society (Week 24, 6 Weeks)	**PA: Core - English Language** **Arts (2014)** **PA: Grades 11-12** **Reading: Literature** **1.3 Students read and** **respond to works of** **literature—with an emphasis** **on comprehension,** **vocabulary acquisition, and** **making connections among** **ideas and between texts with** **a focus on textual evidence.** **Key Ideas and Details-** **Theme** CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	Students will focus on works and authors concerned with the place of the individual in society during the nineteenth century, including important philosophical works of the period, writing literary analysis essays and constructing and delivering a persuasive speech.	Foundations of the Victorian Era "The Lady of Shalott": Form, Structure, and Theme Project: Presentation - Brontë Research and "The Continuing Appeal of Jane Eyre" Jane Eyre "On the Origin of Species": Author Purpose and Style	**Project: Speech: The** **Human Conscience** **Formative: Oral** **Assessment** **Project: Literary Essay** **- Daisy Miller** **Formative: Multiple** **Choice** **Project: Analysis** **Essay of Jane Eyre** **and Charlotte Brontë** **Formative: Written** **Product**	ODYSSEYWARE

Integration of Knowledge and Ideas- Text Analysis
CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

Writing

Narrative- Focus
CC.1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

Narrative Content
CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

Narrative- Style
CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing.
• Use parallel structure.
• Use various types of phrases and clauses to convey specific meanings and add variety and interest.
• Use precise language, domain- specific vocabulary, and techniques such as

"On Liberty: On Individuality, as One of the Elements of Wellbeing": Structure and Meaning
Daisy Miller

Hedda Gabler
Diction and Syntax

QUIZ: NONFICTION AND HENRY JAMES
Formative: Multiple Choice

QUIZ: HEDA GABLER AND LANGUAGE STRUCTURE
Formative: Multiple Choice

TEST: THE INDIVIDUAL AND SOCIETY
Summative: Multiple Choice

metaphor, simile, and analogy to manage the complexity of the topic.
Speaking and Listening Presentation of Knowledge and Ideas- Context
CC.1.5.11-12E Adapt speech to a variety of contexts and tasks.

The Search for Meaning (Week 30, 7 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grades 11-12** **Reading: Informational Text Craft and Structure- Point of View** CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. **Reading: Literature** **1.3 Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.** **Key Ideas and Details-Theme** CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	Students will explore works in which authors confront questions about the nature of existence, the meaning of life, the human psyche, and alienation, with the unit culminating in a multimedia research project which presents and evaluates different critical perspectives of a work of the student's choice.	Foundations of Realism "The Crisis of the Mind": Modernist Literature "Araby": Inference and Plot Project: Analytical Essay - "Eveline" by James Joyce "Shakespeare's Sister": Rhetoric, Diction, and Tone Impact of British Authors Reading Strategies "Existentialism": Sartre on Existentialism "The Metamorphosis": Characterization and Symbolism The Stranger	**Project: "The Fallacy of Success" - Annotation and Analysis Essay Formative: Written Product** **Project: Essay - Insights into Kafka Formative: Written Product** **Project: The Search for Meaning Critical Analysis Multimedia Presentation Summative: Multi-media / Technology Product** **Project: Literary Analysis Essay of The Stranger**	ODYSSEYWARE

Key Ideas and Details- Literary Elements
CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

Craft and Structure- Point of View
CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

Craft and Structure- Vocabulary
CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.

Integration of Knowledge and Ideas- Text Analysis
CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

Vocabulary Acquisition and Use- Strategies
CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading
CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing
Response to Literature

Formative: Written Product

QUIZ: REALISM AND MODERNISM
Formative: Multiple Choice

QUIZ: JOYCE, WOOLF, SARTRE
Formative: Multiple Choice

QUIZ: KAFKA AND CAMUS
Formative: Multiple Choice

TEST: THE SEARCH FOR MEANING
Summative: Multiple Choice

CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

Production and Distribution of Writing- Writing Process

CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Technology and Publication

CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Range of Writing

CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Attachment 11
K- 12 Math Curriculum Map

	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
High School Grade 9 Algebra 1 2019-2020 2 Curriculum Writers	One-Variable Statistics (Week 1, 6 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grades 9-12** **CC.2.4: Measurement, Data and Probability** **(B) Statistics and Probability** CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable. A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3 **PA: Assessment Anchors - Math (2013)** **PA: Keystone: Algebra I (2014)** **MODULE 1— Operations and Linear Equations & Inequalities** **A1.1.2 Linear Equations** **A1.1.2.1 Write, solve, and/or graph linear equations using various methods.** A1.1.2.1.1 Write, solve, and/or apply a linear equation (including problem situations).	• There are many ways to organize and visually display data. • Different measures can be used to interpret and compare sets of data.	Slope, y-intercept, Proportional Relationship, Rate of change, Unit rate, Dot Plot, Histogram, Box Plot, SHAPE (Symmetrical, Skewed), CENTER (Mean, Median), SPREAD (Range, Inter-quartile Range, Standard Deviation)	**Math 8 Review check for understanding Formative: Multiple Choice One-variable statistic check for understanding Formative: Multiple Choice** **Portfolio Problem Summative: Written Product** **Unit Test Summative: Multiple Choice**	Summit Learning Platform

A1.1.3 Linear Inequalities
A1.1.3.1 Write, solve, and/or graph linear inequalities using various methods.

A1.1.3.1.1 Write or solve compound inequalities and/or graph their solution sets on a number line (may include absolute value inequalities).

MODULE 2—Linear Functions and Data Organizations
A1.2.1 Functions
A1.2.1.1 Analyze and/or use patterns or relations.

A1.2.1.1.1 Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.

A1.2.2 Coordinate Geometry
A1.2.2.1 Describe, compute, and/or use the rate of change (slope) of a line.

A1.2.2.1.3 Write or identify a linear equation when given • the graph of the line, • two points on the line, or • the slope and a point on the line.

A1.2.2.1.4 Determine the slope and/or y-

intercept represented by a linear equation or graph.

A1.2.3 Data Analysis
A1.2.3.1 Use measures of dispersion to describe a set of data.

A1.2.3.1.1 Calculate and/or interpret the range, quartiles, and interquartile range of data.

A1.2.3.2 Use data displays in problemsolving settings and/or to make predictions.

A1.2.3.2.2 Analyze data, make predictions, and/or answer questions based on displayed data (box-andwhisker plots, stem-and-leaf plots, scatter plots, measures of central tendency, or other representations).

| Linear Equations, Inequalities, & Systems | PA: Core - Mathematics (2014)
<u>PA: Grades 9-12</u>
Mathematical Practice | • Equations and inequalities may be used as models to solve mathematical and real world problems. | variable, equation, solution, substitute, like terms, distributive property, inequality | **Unit Test Summative: Multiple Choice** | Summit Learning Platform |

(Week 7, 7 Weeks)	**Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency**	• Real world problems may be represented by the formation and solution of linear equations.	exponential function, exponential growth, exponential decay, asymptote	**Portfolio Problem Summative: Written Product**
	Make sense of problems and persevere in solving them.	• Variables represent one number and any given solution may be checked for precision.		**Linear Equations & Inequalities Check for Understanding Formative: Multiple Choice**
	Reason abstractly and quantitatively. Attend to precision.	• A solution set is the collection of values that makes a number sentence true.	System of inequalities, Half-plane	
	PA: Assessment Anchors - Math (2013) **PA: Keystone: Algebra I (2014)**	• A system's solution can be represented in multiple, equivalent ways.	System of equations, Solution to a system, Intersection point, Substitution method, Elimination method	**More on Linear Equations Check for Understanding Formative: Multiple Choice**
	MODULE 1— Operations and Linear Equations & Inequalities **A1.1.2 Linear Equations** **A1.1.2.1 Write, solve, and/or graph linear equations using various methods.**			**More on Inequalities Checking for Understanding Formative: Multiple Choice**
	A1.1.2.1.1 Write, solve, and/or apply a linear equation (including problem situations).			**More on Linear Systems Check for Understanding Formative: Multiple Choice**
	A1.1.2.1.2 Use and/or identify an algebraic property to justify any step in an equation-solving process.			

A1.1.2.1.3 Interpret solutions to problems in the context of the problem situation.

A1.1.2.2 Write, solve, and/or graph systems of linear equations using various methods.

A1.1.2.2.1 Write and/or solve a system of linear equations (including problem situations) using graphing, substitution, and/or elimination.

A1.1.2.2.2 Interpret solutions to problems in the context of the problem situation.

A1.1.3 Linear Inequalities
A1.1.3.1 Write, solve, and/or graph linear inequalities using various methods.

A1.1.3.1.1 Write or solve compound inequalities and/or graph their solution sets on a number line (may include absolute value inequalities).

A1.1.3.1.2 Identify or graph the solution set to a linear inequality on a number line.

A1.1.3.1.3 Interpret solutions to problems

in the context of the problem situation.

A1.1.3.2 Write, solve, and/or graph systems of linear inequalities using various methods.

A1.1.3.2.1 Write and/or solve a system of linear inequalities using graphing.

A1.1.3.2.2 Interpret solutions to problems in the context of the problem situation.

MODULE 2—Linear Functions and Data Organizations

A1.2.1.2 Interpret and/or use linear functions and their equations, graphs, or tables.

A1.2.1.2.1 Create, interpret, and/or use the equation, graph, or table of a linear function.

A1.2.2 Coordinate Geometry

A1.2.2.1 Describe, compute, and/or use the rate of change (slope) of a line.

A1.2.2.1.2 Apply the concept of linear rate of change (slope) to solve problems.

| Two-variable Statistics (Week 14, 3 Weeks) | PA: Assessment Anchors - Math (2013) **PA: Keystone: Algebra I (2014)** **MODULE 2—Linear Functions and Data Organizations** **A1.2.1 Functions** **A1.2.1.1 Analyze and/or use patterns or relations.** A1.2.1.1.1 Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically. **A1.2.2 Coordinate Geometry** **A1.2.2.1 Describe, compute, and/or use the rate of change (slope) of a line.** A1.2.2.1.1 Identify, describe, and/or use constant rates of change. A1.2.2.1.2 Apply the concept of linear rate of change (slope) to solve problems. **A1.2.2.2 Analyze and/or interpret data on a scatter plot.** | • The appropriate selection of a regression model begins with a scatter plot and is then further analyzed by the use of residuals. • Two quantitative variables can be displayed graphically on a scatter plot and there are various types of regression models that can be used to model the data. • The slope as a rate of change in the context of the data and the intercept in the context of the data needs to be interpreted. • Correlation does not imply causation. | Scatterplot, Correlation, Least-Squares Regression Line (LSRL), Line of Best Fit, Slope, Y-intercept | **Unit Test Summative: Multiple Choice** **Portfolio Project Summative: Written Product** **Two-Variable Statistics Check for Understanding Formative: Multiple Choice** | Summit Learning Platform |

A1.2.2.2.1 Draw, identify, find, and/or write an equation for a line of best fit for a scatter plot.

A1.2.3 Data Analysis A1.2.3.1 Use measures of dispersion to describe a set of data.

A1.2.3.1.1 Calculate and/or interpret the range, quartiles, and interquartile range of data.

A1.2.3.2 Use data displays in problemsolving settings and/or to make predictions.

A1.2.3.2.1 Estimate or calculate to make predictions based on a circle, line, bar graph, measures of central tendency, or other representations.

A1.2.3.2.2 Analyze data, make predictions, and/or answer questions based on displayed data (box-andwhisker plots, stem-and-leaf plots, scatter plots, measures of central tendency, or other representations).

A1.2.3.2.3 Make predictions using the equations or graphs of best-fit lines of scatter plots.

| Functions (Week 17, 5 Weeks) | PA: Assessment Anchors - Math (2013) PA: Keystone: Algebra I (2014) MODULE 2—Linear Functions and Data Organizations A1.2.1 Functions A1.2.1.1 Analyze and/or use patterns or relations. A1.2.1.1.1 Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically. A1.2.1.1.2 Determine whether a relation is a function, given a set of points or a graph. 2.8.A1.D A1.2.1.1.3 Identify the domain or range of a relation (may be presented as ordered pairs, a graph, or a table). | • A relation is a set of ordered pairs that maps inputs to outputs. We can interpret relations as stories. • Functions are relations where each input maps to exactly one output. • Functions can model the quantitative relationships between variables. • Features of functions can be interpreted in terms of the context those features represent. | function, domain, range, relation, T-table, graph, point, vertical line test, x-value, y-value, independent variable, dependent variable, domain, range | Functions Check for Understanding Formative: Multiple Choice Portfolio Problem Summative: Written Product Unit Test Summative: Multiple Choice | Summit Learning Platform |

A1.2.1.2 Interpret and/or use linear functions and their equations, graphs, or tables.

A1.2.1.2.1 Create, interpret, and/or use the equation, graph, or table of a linear function.

A1.2.1.2.2 Translate from one representation of a linear function to another (i.e., graph, table, and equation).

| Introduction to Exponential Functions (Week 22, 5 Weeks) | PA: Assessment Anchors - Math (2013) **PA: Keystone: Algebra I (2014)** **MODULE 1— Operations and Linear Equations & Inequalities** **A1.1.1.3 Use exponents, roots, and/or absolute values to solve problems.** A1.1.1.3.1 Simplify/evaluate expressions involving properties/laws of exponents, roots, | • Exponents are used to represent complex expressions. • Linear functions have a constant difference, whereas exponential functions have a constant ratio. • Real world situations can be represented symbolically and graphically. | linear function, y-intercept, x-intercept, slope, slope-intercept form of a linear function (y=mx+b), standard form of a linear function (Ax+By=C), exponential function, exponential growth, exponential decay, asymptote | **Unit Test Summative: Multiple Choice** **Exponential Functions Check for Understanding Formative: Multiple Choice** **More on Exponential Functions Check for Understanding** | Summit Learning Foundations |

and/or absolute values to solve problems.

MODULE 2—Linear Functions and Data Organizations
A1.2.1 Functions
A1.2.1.1 Analyze and/or use patterns or relations.

A1.2.1.1.1 Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.

A1.2.1.1.2 Determine whether a relation is a function, given a set of points or a graph. 2.8.A1.D

A1.2.1.2 Interpret and/or use linear functions and their equations, graphs, or tables.

A1.2.1.2.2 Translate from one representation of a linear function to another (i.e., graph, table, and equation).

Formative:
Multiple Choice

Portfolio
Problem
Summative:
Written Product

| Introduction to Quadratic Functions | PA: Core - Mathematics (2014)

 PA: Grades 9-12 | • A quadratic function is a type of nonlinear function that models certain situations | Constant, variables, exponents, terms, polynomial, monomial, binomial, trinomial, | Intro to Quadratic Functions | Summit Learning Platform |

(Week 27, 5 Weeks)	**CC.2.1: Numbers and Operations** **(F) Number and Quantity**	where the rate of change is not constant.	degree, standard form, factor, like terms	**Check for Understanding Formative:** **Multiple Choice**

(Week 27, 5 Weeks)

CC.2.1: Numbers and Operations (F) Number and Quantity

CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4

PA: Assessment Anchors - Math (2013)

PA: Grade 8

Statistics and Probability
M08.D-S.1 Investigate patterns of association in bivariate data.
M08.D-S.1.1 Analyze and interpret bivariate data displayed in multiple representations.

M08.D-S.1.1.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative correlation, linear association, and nonlinear association.

where the rate of change is not constant.
- A quadratic function may be represented as equations in different forms. Each form of the equation for a quadratic reveals different features of the graph, including zeros, maximums and minimums, and end behavior.
- Changing the way that a function is represented (e.g., algebraically, with a graph, in words, or with a table) does not change the function, although different representations highlight different characteristics, and some may show only part of the function. Some representations of a function may be more useful than others, depending on the context.
- Functions can be used to model and solve real-world problems.

degree, standard form, factor, like terms

Check for Understanding Formative: **Multiple Choice**

Unit Test Summative: **Multiple Choice**

Portfolio Problem Summative: **Written Product**

Functions

M08.B-F.2 Use functions to model relationships between quantities.
M08.B-F.2.1 Represent or interpret functional relationships between quantities using tables, graphs, and descriptions.

M08.B-F.2.1.2 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch or determine a graph that exhibits the qualitative features of a function that has been described verbally.

PA: Keystone: Algebra I (2014)

MODULE 1— Operations and Linear Equations & Inequalities

A1.1.1.5 Simplify expressions involving polynomials.

A1.1.1.5.1 Add, subtract, and/or multiply polynomial expressions (express

answers in simplest form).

PA: Keystone: Algebra II (2014

MODULE 1— Number Systems and Non-Linear Expressions & Equations

A2.1.3 Non-Linear Equations
A2.1.3.1 Write and/or solve non-linear equations using various methods.

A2.1.3.1.1 Write and/or solve quadratic equations (including factoring and using the Quadratic Formula).

Quadratic Equations (Week 32, 7 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grades 9-12** **CC.2.1: Numbers and Operations** **(F) Number and Quantity** CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4	• The factored form of a quadratic expression can help us find the zeros of a quadratic function and solve a quadratic equation. • The roots of a function are the x-intercepts. • The structure of an expression can be used to determine a method of solving.	Trinomials, factor, vertex, complete the square, perfect squares, parabola, x-intercept, y-intercept, axis of symmetry, minimum, maximum	**Quadratic Equations Check for Understanding Formative: Multiple Choice** **Portfolio Problem Summative: Written Product** **Unit Test**	Summit Learning Platform

PA: Assessment Anchors - Math (2013)	Summative: Multiple Choice

PA: Keystone: Algebra I (2014)

MODULE 1— Operations and Linear Equations & Inequalities

A1.1.1.5 Simplify expressions involving polynomials.

A1.1.1.5.2 Factor algebraic expressions, including difference of squares and trinomials.

PA: Keystone: Algebra II (2014

MODULE 1— Number Systems and Non-Linear Expressions & Equations

A2.1.3 Non-Linear Equations
A2.1.3.1 Write and/or solve non-linear equations using various methods.

A2.1.3.1.1 Write and/or solve quadratic equations (including factoring and using the Quadratic Formula).

Unit		Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources

Elementary
School
Grade 3
Math 3
2019-2020
2
Curriculum
Writers

	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Elementary School Grade 4 Math 4 2019-2020 2 Curriculum Writers	(2020) Large Numbers (Week 1, 3 Weeks)	PA: Assessment Anchors - Math (2013) PA: Grade 4 Numbers and Operations in Base Ten M04.A-T.1 Generalize place-value understanding for multi-digit whole numbers. M04.A-T.1.1 Apply place-value and numeration concepts to compare, find equivalencies, and round. M04.A-T.1.1.1 Demonstrate an understanding that in a multi-digit whole number (through 1,000,000), a digit in one place represents ten times what it	• The value of a digit is determined by its place. • Place value can be used to write a number in word, standard, or expanded form. • Whole numbers can be compared based on the meaning of the digits in each place. • Whole numbers can be rounded to any place. • Numbers can be added or subtracted by adding or subtracting the digits in each place.	Digit place compare expanded form	Large Numbers Check for Understanding Formative: Multiple Choice End of Unit Assessment Summative: Multiple Choice	

represents in the place to its right.

M04.A-T.1.1.2 Read and write whole numbers in expanded, standard, and word form through 1,000,000.

M04.A-T.1.1.3 Compare two multi-digit numbers through 1,000,000 based on meanings of the digits in each place, using >, =, and < symbols.

M04.A-T.1.1.4 Round multi-digit whole numbers (through 1,000,000) to any place.

M04.A-T.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.
M04.A-T.2.1 Use operations to solve problems.

M04.A-T.2.1.1 Add and subtract multi-digit whole numbers (limit sums and subtrahends up to and including 1,000,000).

(2020) Fractions (Week 6, 5 Weeks)	PA: Assessment Anchors - Math (2013)		Fraction	Fractions

(2020)
Fractions
(Week 6, 5 Weeks)

PA: Assessment Anchors - Math (2013)

PA: Grade 4

Numbers and Operations— Fractions

M04.A-F.1 Extend understanding of fraction equivalence and ordering.
M04.A-F.1.1 Find equivalencies and compare fractions.

M04.A-F.1.1.1 Recognize and generate equivalent fractions.

M04.A-F.1.1.2 Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols >, =, or < and justify the conclusions.

M04.A-F.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
M04.A-F.2.1 Solve problems involving fractions and whole numbers (straight computation or word problems).

- Fractions can be located on a number line or modeled with fraction strips.
- Equivalent fractions name the same part of a whole.
- Fractions with different numerators and denominators can be compared and ordered.
- Fractions can be written as the sum of unit fractions.
- A set of measurements that are fractions can be shown on a line plot.

Fraction

mixed number

line plot

Fractions
Check your
Understanding
Formative:
Multiple Choice
End of Unit
Assessment
Fractions
Summative:
Multiple Choice

M04.A-F.2.1.1 Add and subtract fractions with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; answers do not need to be simplified; and no improper fractions as the final answer).

M04.A-F.2.1.2 Decompose a fraction or a mixed number into a sum of fractions with the same denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100), recording the decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model).

(2020) Fraction Operations (Week 11, 5 Weeks)	PA: Assessment Anchors - Math (2013) PA: Grade 4 Numbers and Operations— Fractions M04.A-F.1 Extend understanding of	• Fractions with like denominators can be added and subtracted. • Mixed numbers with like denominators can be added and subtracted. • Fractions can be multiplied by whole	Like denominators unlike denominators unit fraction	End of Unit Assessment Summative: Multiple Choice Fractions and Operations Check for Understanding Formative: Multiple Choice

fraction equivalence and ordering.
M04.A-F.1.1 Find equivalencies and compare fractions.

M04.A-F.1.1.1 Recognize and generate equivalent fractions.

M04.A-F.1.1.2 Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols >, =, or < and justify the conclusions.

M04.A-F.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
M04.A-F.2.1 Solve problems involving fractions and whole numbers (straight computation or word problems).

M04.A-F.2.1.3 Add and subtract mixed numbers with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; no regrouping with subtraction; fractions

numbers using equations and models.

do not need to be simplified; and no improper fractions as the final answers).

M04.A-F.2.1.4 Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).

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(2020) Shapes and Angles (Week 16, 6 Weeks)	**PA: Assessment Anchors - Math (2013)** **PA: Grade 4** **Geometry** **M04.C-G.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.** **M04.C-G.1.1 List properties, classify, draw, and identify geometric figures in two dimensions.** M04.C-G.1.1.1 Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and	• Geometric figures are composed of common building blocks, including points, lines, and line segments. • Two-dimensional figures can contain parallel line segments, perpendicular line segments, and acute, right, and obtuse angles. • A line of symmetry through a two-dimensional figure produces matching halves that are mirror images of each other. • Two-dimensional figures can be classified based on their properties.	Point line line segment ray acute angle right angle obtuse angle parallel perpendicular symmetric line of symmetry	**End of Unit Assessment Summative: Multiple Choice Shapes and Angles Check for Understanding Formative: Multiple Choice**

perpendicular and parallel lines. Identify these in twodimensional figures.

M04.C-G.1.1.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

M04.C-G.1.1.3 Recognize a line of symmetry for a two dimensional figure as a line across the figure such that the figure can be folded along the line into mirroring parts. Identify line-symmetric figures and draw lines of symmetry (up to two lines of symmetry).

Measurement and Data

M04.D-M.3 Geometric measurement: understand concepts of angle; measure and create angles. M04.D-M.3.1 Use appropriate tools and units to sketch an angle and

- Angles are formed by rays with a common endpoint and can be measured in reference to a circle, using a protractor.

determine angle measurements.

M04.D-M.3.1.1
Measure angles in whole-number degrees using a protractor. With the aid of a protractor, sketch angles of specified measure.

(2020) Whole Number Multiplication (Week 22, 6 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade 4** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. M04.A-T.2.1.1 M04.A-T.2.1.2 M04.A-T.2.1.3 M04.A-T.2.1.4 **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of**	- Numbers can be multiplied using strategies based on place value and the properties of operations. - Multiplication can be represented using equations, rectangular arrays, or area models. - Multiplication equations may be interpreted to show a comparison of two numbers. - A whole number is a multiple of each of its factors and can be written as the product of factor pairs. - Multiplication equations can be used to represent and solve word problems.	Product partial product array area model multiplicative comparison

mathematical
proficiency

Make sense of
problems and
persevere in solving
them.

Attend to precision.

**PA: Assessment
Anchors - Math
(2013)**

PA: Grade 4

**Numbers and
Operations in Base
Ten**

**M04.A-T.1 Generalize
place-value
understanding for
multi-digit whole
numbers.
M04.A-T.1.1 Apply
place-value and
numeration concepts
to compare, find
equivalencies, and
round.**

M04.A-T.1.1.4 Round
multi-digit whole
numbers (through
1,000,000) to any
place.

**M04.A-T.2 Use place-
value understanding
and properties of
operations to
perform multi-digit
arithmetic.
M04.A-T.2.1 Use
operations to solve
problems.**

M04.A-T.2.1.2 Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.

M04.A-T.2.1.4 Estimate the answer to addition, subtraction, and multiplication problems using whole numbers through six digits (for multiplication, no more than 2 digits × 1 digit, excluding powers of 10).

(2020) Whole Number Division (Week 28, 6 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade 4** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. M04.A-T.2.1.1 M04.A-T.2.1.2 M04.A-T.2.1.3 M04.A-T.2.1.4	• Numbers can be divided using strategies based on place value, the properties of operations, and the relationship between multiplication and division. • Division can be represented using equations, rectangular arrays, or area models. • Whole-number division may result in a remainder. • Division equations can be used to represent	Quotient remainder partial quotient area model array	**End of Unit Assessment Summative: Multiple Choice Division Check for Understanding Formative: Multiple Choice**

Mathematical Practice

Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Attend to precision.

PA: Assessment Anchors - Math (2013)

PA: Grade 4

Numbers and Operations in Base Ten

M04.A-T.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.
M04.A-T.2.1 Use operations to solve problems.

M04.A-T.2.1.3 Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.

and solve word problems.

(2020) Fractions to Decimals (Week 34, 5 Weeks)	**PA: Core - Mathematics (2014)**	• Fractions with denominators 10 and 100 can be written as equivalent fractions with like denominators and added.	Decimal	**Fractions and Decimals Check for Understanding**
	PA: Grade 4		tenth	**Formative: Multiple Choice**
	CC.2.1: Numbers and Operations		hundredth	**End of Unit Assessment Summative: Multiple Choice**
	(C) Number & Operations - Fractions	• Fractions with denominators 10 and 100 can be written as decimals.		
	CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100). M04.A-F.3.1.1 M04.A-F.3.1.2 M04.A-F.3.1.3	• Decimals can be compared based on the meaning of the digits in each place.		
	Mathematical Practice **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency**			
	Make sense of problems and persevere in solving them.			
	Reason abstractly and quantitatively.			
	Attend to precision.			

· Look for and make
sense of regularity in
repeated reasoning.

**PA: Assessment
Anchors - Math
(2013)**

PA: Grade 4

**Numbers and
Operations—
Fractions**

**M04.A-F.3
Understand decimal
notation for fractions
and compare
decimal fractions.
M04.A-F.3.1 Use
operations to solve
problems involving
decimals, including
converting between
fractions and
decimals (may
include word
problems).**

M04.A-F.3.1.2 Use
decimal notation for
fractions with
denominators 10 or
100.

M04.A-F.3.1.3
Compare two decimals
to hundredths using
the symbols >, =, or

Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources

Elementary School Grade 5 Math 5 2019-2020 2 Curriculum Writers	Volume (Week 1, 4 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade 5** **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition. M05.D-M.3.1.1 M05.D-M.3.1.2 **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Attend to precision. **PA: Assessment Anchors - Math (2013)** **PA: Grade 5** **Measurement and Data** **M05.D-M.3 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.** **M05.D-M.3.1 Use,**	• Volume can be measured by finding the total number of same-size volume units required to fill the space without gaps or overlaps. • Volume can be calculated by multiplying the dimensions of a prism	Area, Volume, Rectangular prism	**Volume Check for Understanding Formative:** **Multiple Choice** **Unit Test Summative:** **Multiple Choice** **Portfolio Problem Summative:** **Written Product**	Summit Learning Platform

describe, and develop procedures to solve problems involving volume.

M05.D-M.3.1.1 Apply the formulas V = l × w × h and V = B × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. Formulas will be provided.

Place Value (Week 5, 4 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade 5** **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.5.A.4 Analyze patterns and relationships using two rules. M05.B-O.2.1.1 M05.B-O.2.1.2 **PA: Assessment Anchors - Math (2013)** **PA: Grade 5**	In a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Place value, Thousands, hundreds, tens, tenths, hundredths, thousandths (etc.), Base ten, Equivalent, Standard form, Expanded form, Whole number Exponent, Power, Base, Base-ten, Expanded Form	**Place Value Check for Understanding Formative: Multiple Choice** **Unit Test Summative: Multiple Choice** **Portfolio Problem Summative: Written Product**	Summit Learning Platform

**Numbers and
Operations in Base
Ten**

**M05.A-T.1
Understand the
place-value system.
M05.A-T.1.1
Demonstrate
understanding of
place-value of whole
numbers and
decimals, and
compare quantities
or magnitudes of
numbers.**

M05.A-T.1.1.2 Explain
patterns in the number
of zeros of the product
when multiplying a
number by powers of
10 and explain
patterns in the
placement of the
decimal point when a
decimal is multiplied or
divided by a power of
10. Use whole-number
exponents to denote
powers of 10.

M05.A-T.1.1.3 Read
and write decimals to
thousandths using
base-ten numerals,
word form, and
expanded form.

M05.A-T.1.1.5 Round
decimals to any place
(limit rounding to ones,

tenths, hundredths, or thousandths place).

<u>Whole Number & Decimal Arithmetic</u> (Week 9, 6 Weeks)	**PA: Core - Mathematics (2014)** <u>PA: Grade 5</u> **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Model with mathematics. **PA: Assessment Anchors - Math (2013)** <u>PA: Grade 5</u> **Numbers and Operations in Base Ten** **M05.A-T.2 Perform operations with multi-digit whole numbers and with decimals to hundredths.** **M05.A-T.2.1 Use whole numbers and**	Understand how to use place value to carry out whole number and decimal arithmetic.	Multiplication, Product, Factor, Array Decimal point, Addition, Sum, Subtract, Difference, Multiply, Product, Divide, Quotient Parenthesis, brackets, braces, order of operations, expressions	**Whole Number & Decimal Arithmetic Check for Understanding Formative: Multiple Choice** **More on Whole Number & Decimal Arithmetic Check for Understanding Formative: Multiple Choice** **Expressions Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

decimals to compute accurately (straight computation or word problems).

M05.A-T.2.1.1 Multiply multi-digit whole numbers (not to exceed three-digit by three-digit).

M05.A-T.2.1.2 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

M05.A-T.2.1.3 Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).

Operations and Algebraic Thinking
M05.B-O.1 Write and interpret numerical expressions.
M05.B-O.1.1 Analyze and complete calculations by applying the order of operations.

M05.B-O.1.1.2 Write simple expressions that model calculations with numbers and interpret numerical expressions without evaluating them.

| Fraction Multiplication (Week 15, 5 Weeks) | **PA: Core - Mathematics (2014)** **PA: Grade 5** **CC.2.1: Numbers and Operations** **(C) Number & Operations - Fractions** CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. M05.A-F.2.1.1 M05.A-F.2.1.2 M05.A-F.2.1.3 M05.A-F.2.1.4 **PA: Assessment Anchors - Math (2013)** **PA: Grade 5** **Numbers and Operations— Fractions** **M05.A-F.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** **M05.A-F.2.1 Solve multiplication and division problems involving fractions and whole numbers** | • Visual models, such as fraction strips, area diagrams, or the number line, can be used to represent multiplication of fractions. • Products can be estimated by interpreting multiplication as scaling; they can be calculated exactly with a standard algorithm. | Whole number, Fraction, Scaling, Numerator, Denominator, Mixed Number | **Fraction Multiplication Check for Understanding Formative: Multiple Choice** **Unit Test Summative: Multiple Choice** **Portfolio Problem Summative: Written Product** | Summit Learning Platform |

(straight computation or word problems).

M05.A-F.2.1.2 Multiply a fraction (including mixed numbers) by a fraction.

M05.A-F.2.1.3 Demonstrate an understanding of multiplication as scaling (resizing).

| Fraction Division (Week 20, 5 Weeks) | **PA: Core - Mathematics (2014)** **PA: Grade 5** **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. **PA: Assessment Anchors - Math (2013)** **PA: Grade 5** | • Division involving unit fractions and whole numbers illuminates the relationship between multiplication and division. • Division can be applied to solve story problems. | Proper Fraction, Improper Fraction, Mixed Number, Numerator, Denominator, Division, Divisor, Dividend, Quotient Division, divisor, dividend, quotient, long division, remainder | **Unit Test Summative: Multiple Choice** **Faction Division Check for Understanding Formative: Multiple Choice** **Portfolio Problem Summative: Written Product** | Summit Learning Platform |

Numbers and Operations— Fractions

M05.A-F.1 Use equivalent fractions as a strategy to add and subtract fractions.
M05.A-F.1.1 Solve addition and subtraction problems involving fractions (straight computation or word problems).

M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.)

M05.A-F.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
M05.A-F.2.1 Solve multiplication and division problems involving fractions and whole numbers (straight computation or word problems).

M05.A-F.2.1.1 Solve word problems involving division of whole numbers

leading to answers in the form of fractions (including mixed numbers).

M05.A-F.2.1.4 Divide unit fractions by whole numbers and whole numbers by unit fractions.

Fraction Addition & Subtraction (Week 25, 5 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade 5** **CC.2.1: Numbers and Operations** **(C) Number & Operations - Fractions** CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions. M05.A-F.1.1.1 **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Reason abstractly and quantitatively.	• Finding a common denominator makes adding, subtracting (and dividing fractions) intuitive. • In general, multiplication of the denominators of two fractions can be used to find a common denominator	Least Common Denominator, Equivalent fraction, Simplest form of a fraction, Mixed number, Improper fraction	**Fraction Addition & Subtraction Check for Understanding Formative: Multiple Choice** **Unit Test Summative: Multiple Choice** **Portfolio Problem Summative: Written Product**	Summit Learning Platform

PA: Assessment Anchors - Math (2013)

PA: Grade 5

Numbers and Operations— Fractions

M05.A-F.1 Use equivalent fractions as a strategy to add and subtract fractions.
M05.A-F.1.1 Solve addition and subtraction problems involving fractions (straight computation or word problems).

M05.A-F.1.1.1 Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.)

2-D Figures & the Coordinate Plane (Week 30, 7 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade 5** **CC.2.3: Geometry** **(A) Geometry** CC.2.3.5.A.1 Graph points in the first	• Quadrilaterals form a nested hierarchy— depending on the definitions used. (Believe it or not, there is no general agreement on the	Coordinate plane, x axis, y axis, x-coordinate, y-coordinate	**2-D Figures & the Coordinate Plane Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.
M05.C-G.1.1.1
M05.C-G.1.1.2

Mathematical Practice

Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency

Model with mathematics.

Look for and make use of structure.

PA: Assessment Anchors - Math (2013)

PA: Grade 5

Geometry

M05.C-G.1 Graph points on the coordinate plane to solve real-world and mathematical problems.
M05.C-G.1.1 Identify parts of a coordinate grid and describe or interpret points given an ordered pair.

M05.C-G.1.1.1 Identify parts of the coordinate

definition of a trapezoid.)

plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I.

M05.C-G.1.1.2 Represent real-world and mathematical problems by plotting points in quadrant I of the coordinate plane and interpret coordinate values of points in the context of the situation.

M05.C-G.2 Classify two-dimensional figures into categories based on their properties. M05.C-G.2.1 Use basic properties to classify two-dimensional figures.

M05.C-G.2.1.1 Classify two-dimensional figures in a hierarchy based on properties.

Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources

Middle School Grade 6 Math 6 2019-2020 2 Curriculum Writers	Area & Surface Area (Week 1, 5 Weeks)	PA: Core - Mathematics (2014) PA: Grade 6 Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Make sense of problems and persevere in solving them. PA: Assessment Anchors - Math (2013) PA: Grade 6 Geometry M06.C-G.1 Solve real-world and mathematical problems involving area, surface area, and volume. M06.C-G.1.1 Find area, surface area, and volume by applying formulas and using various strategies. M06.C-G.1.1.1 Determine the area of triangles and special quadrilaterals (i.e., square, rectangle, parallelogram, rhombus, and	• Composing and decomposing 2D figures into familiar shapes can help determine area. • 3D figures can be represented as 2D nets to help determine surface area. • The dimensions of a prism can be used to determine its surface area and volume.	area, decompose, polygon, composite figure, surface area, net, prism, pyramid, polyhedron, 3-dimensional figure	Area and Surface Area Check for Understanding Formative: Multiple Choice Unit Test Summative: Multiple Choice Portfolio Problem Summative: Written Product	Summit Learning Platform Four-function calculator allowed.

trapezoid). Formulas
will be provided.

M06.C-G.1.1.5
Represent three-
dimensional figures
using nets made of
rectangles and
triangles.

Introducing Ratios (Week 6, 6 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade 6**		• Ratios are associations between two or more quantities. • Ratios can be represented in multiple equivalent ways.	ratio, ratio table, double number line, equivalent ratios	**Introducing Ratios Check for Understanding Formative: Multiple Choice**	Summit Learning Platform
	CC.2.1: Numbers and Operations **(D) Ratios & Proportional Relationships**					
	CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems. M06.A-R.1.1.1 M06.A-R.1.1.2 M06.A-R.1.1.3 M06.A-R.1.1.4 M06.A-R.1.1.5				**Unit Test Summative: Multiple Choice**	
	Mathematical Practice **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency**				**Portfolio Problem Summative: Written Product**	

Make sense of problems and persevere in solving them.

Look for and make use of structure.

PA: Assessment Anchors - Math (2013)

PA: Grade 6

Ratios and Proportional Relationships

M06.A-R.1 Understand ratio concepts and use ratio reasoning to solve problems.
M06.A-R.1.1 Represent and/or solve realworld and mathematical problems using rates, ratios, and/or percents.

M06.A-R.1.1.1 Use ratio language and notation (such as 3 to 4, 3:4, 3/4) to describe a ratio relationship between two quantities.

M06.A-R.1.1.2 Find the unit rate a/b associated with a ratio a:b (with b ≠ 0) and use rate language in

the context of a ratio relationship.

M06.A-R.1.1.3 Construct tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and/or plot the pairs of values on the coordinate plane. Use tables to compare ratios.

M06.A-R.1.1.4 Solve unit rate problems including those involving unit pricing and constant speed.

M06.A-R.1.1.5 Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percentage.

| Unit Rates & Percentages (Week 12, 5 Weeks) | PA: Core - Mathematics (2014)
 PA: Grade 6 | • Unit rates are special ratios that signify "per 1," for instance "miles per gallon." | rate, percent, unit rate, unit price, speed | Unit Rates and Percentages Check for Understanding | Summit Learning Platform |

Mathematical Practice

Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency

Look for and make use of structure.

PA: Assessment Anchors - Math (2013)

PA: Grade 6

Ratios and Proportional Relationships

M06.A-R.1 Understand ratio concepts and use ratio reasoning to solve problems.
M06.A-R.1.1 Represent and/or solve realworld and mathematical problems using rates, ratios, and/or percents.

M06.A-R.1.1.2 Find the unit rate a/b associated with a ratio a:b (with b ≠ 0) and use rate language in the context of a ratio relationship.

M06.A-R.1.1.4 Solve unit rate problems including those

- Percents are special ratios that signify the amount of a quantity relative to a denominator of 100.

Formative:
Multiple Choice

Unit Test Summative:
Multiple Choice

Portfolio Problem Summative:
Multiple Choice

involving unit pricing and constant speed.

M06.A-R.1.1.5 Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percentage.

| Dividing Fractions (Week 17, 5 Weeks) | **PA: Core - Mathematics (2014)** **PA: Grade 6** **CC.2.1: Numbers and Operations (E) The Number System**

 CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. M06.A-N.1.1.1

 Mathematical Practice **Mathematical Practice Standards describes the habits of mind required to reach a level of** | • Division of fractions can be modeled in a variety of ways.
 • Multiplication can be used to formalize the process of dividing fractions. | quotient, reciprocal, mixed number, volume, area, rectangular prism | **Dividing Fractions Check for Understanding Formative: Multiple Choice**

 Unit Test Summative: Multiple Choice

 Portfolio Problem Summative: Written Product | Summit Learning Platform |

mathematical proficiency

Model with mathematics.

Attend to precision.

PA: Assessment Anchors - Math (2013)

PA: Grade 6

Geometry

M06.C-G.1 Solve real-world and mathematical problems involving area, surface area, and volume.
M06.C-G.1.1 Find area, surface area, and volume by applying formulas and using various strategies.

M06.C-G.1.1.1 Determine the area of triangles and special quadrilaterals (i.e., square, rectangle, parallelogram, rhombus, and trapezoid). Formulas will be provided.

The Number System

M06.A-N.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
M06.A-N.1.1 Solve

real-world and mathematical problems involving division of fractions.

M06.A-N.1.1.1 Interpret and compute quotients of fractions (including mixed numbers), and solve word problems involving division of fractions by fractions.

Arithmetic in Base Ten (Week 22, 4 Weeks)	PA: Core - Mathematics (2014) **PA: Grade 6** **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Attend to precision. Look for and make use of structure. **PA: Assessment Anchors - Math (2013)** **PA: Grade 6** **The Number System**	• Known algorithms for whole-number arithmetic can be extended to work for decimal numbers. • The base-ten place value system can be used to make sense of algorithms for arithmetic.	Sum, Difference, Decimal, Place Value, Product, Quotient	**Arithmetic in Base Ten Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

M06.A-N.2 Compute with multi-digit numbers and find common factors and multiples.
M06.A-N.2.1 Compute with multi-digit numbers using the four arithmetic operations with or without a calculator.

M06.A-N.2.1.1 Solve problems involving operations (+, −, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.

| Expressions & Equations (Week 26, 5 Weeks) | **PA: Assessment Anchors - Math (2013)** **PA: Grade 6** **Expressions and Equations** **M06.B-E.1 Apply and extend previous understandings of arithmetic to numerical and algebraic expressions.** **M06.B-E.1.1 Identify, write, and evaluate numerical and algebraic expressions.** | • Agreed upon conventions allow us to communicate math clearly and concisely. Letters can replace numbers to increase efficiency or represent the unknown. • The distributive property can be used to generate equivalent expressions. • Equations and inequalities can be viewed as a question: which value(s) make the number sentence true? | Sum, Product, Factor, Quotient, Expression (or, algebraic expression), Coefficient, Term, Distributive Property, Variable, Constant, Difference Sum, Term, Product, Factor, Quotient, Expression, Exponent, Distribute | **Expressions and Equations Check for Understanding Formative: Multiple Choice** **Algebraic Expressions Check for Understanding Formative: Multiple Choice** | Summit Learning Platform |

M06.B-E.1.1.1 Write and evaluate numerical expressions involving whole-number exponents.

M06.B-E.1.1.2 Write algebraic expressions from verbal descriptions.

M06.B-E.1.1.3 Identify parts of an expression using mathematical terms (e.g., sum, term, product, factor, quotient, coefficient, quantity).

M06.B-E.1.1.4 Evaluate expressions at specific values of their variables, including expressions that arise from formulas used in real-world problems.

M06.B-E.1.1.5 Apply the properties of operations to generate equivalent expressions.

M06.B-E.2 Interpret and solve one-variable equations and inequalities.
M06.B-E.2.1 Create,

- An equation containing two variables can be used to represent a proportional relationship.

Numerical Expressions Check for Understanding Formative: Multiple Choice

solve, and interpret onevariable equations or inequalities in real-world and mathematical problems.

M06.B-E.2.1.2 Write algebraic expressions to represent real-world or mathematical problems.

M06.B-E.2.1.3 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all non-negative rational numbers.

<u>Rational Numbers</u> (Week 31, 5 Weeks)	**PA: Assessment Anchors - Math (2013)** <u>**PA: Grade 6**</u> **Statistics and Probability** **M06.D-S.1 Demonstrate understanding of statistical variability by summarizing and describing distributions.** **M06.D-S.1.1 Display,**	• Negative numbers are numbers that extend the number line beyond zero; their absolute value is their distance from zero. • Inequality statements are used for making comparisons. A solution to an inequality is a value of the variable that makes the inequality true.	integer, opposite, positive number, negative number, Quadrants I, II, III, IV, ordered pair, coordinate plane, x-axis, y-axis, ordered pair rational number, greater than symbol, less than symbol, inequality, absolute value, factor/divisor, multiple, prime number, composite number,	**Rational Numbers Check for Understanding Formative: Multiple Choice** **Unit Test Summative: Multiple Choice**	Summit Learning Platform

analyze, and summarize numerical data sets in relation to their context.

M06.D-S.1.1.1 Display numerical data in plots on a number line, including line plots, histograms, and box-andwhisker plots.

Expressions and Equations

M06.B-E.2 Interpret and solve one-variable equations and inequalities.
M06.B-E.2.1 Create, solve, and interpret onevariable equations or inequalities in real-world and mathematical problems.

M06.B-E.2.1.1 Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

M06.B-E.2.1.3 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are

- The number line can be extended to two dimensions to create the coordinate plane. Any pair of numbers can be plotted on this set of axes

prime factor, greatest common factor, least common multiple

Portfolio
Problems
Summative:
Written Product

all non-negative rational numbers.

M06.B-E.2.1.4 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem and/or represent solutions of such inequalities on number lines.

The Number System

M06.A-N.2 Compute with multi-digit numbers and find common factors and multiples.
M06.A-N.2.2 Apply number theory concepts (specifically, factors and multiples).

M06.A-N.2.2.1 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.

M06.A-N.3 Apply and extend previous understandings of numbers to the system of rational numbers.
M06.A-N.3.1 Understand that positive and negative

numbers are used together to describe quantities having opposite directions or values and locations on the number line and coordinate plane.

M06.A-N.3.1.1 Represent quantities in real-world contexts using positive and negative numbers, explaining the meaning of 0 in each situation (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge).

M06.A-N.3 Apply and extend previous understandings of numbers to the system of rational numbers.
M06.A-N.3.2 Understand ordering and absolute value of rational numbers.

M06.A-N.3.2.1 Write, interpret, and explain statements of order for rational numbers in real-world contexts.

M06.A-N.3.2.3 Solve real-world and

mathematical problems by plotting points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

| Data Sets & Distributions (Week 36, 3 Weeks) | PA: Core - Mathematics (2014) PA: Grade 6 CC.2.4: Measurement, Data and Probability (B) Statistics and Probability CC.2.4.6.B.1 Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. M06.D-S.1.1.1 M06.D-S.1.1.2 M06.D-S.1.1.3 M06.D-S.1.1.4 Mathematical Practice Mathematical Practice Standards | • Statistical investigations begin with questions that are likely to have variability. • Data distributions can be represented in multiple ways. • Measures of spread and central tendency can be used to summarize data distributions. | line plot, histogram, box plot, mean (average), median, mode, range, interquartile range (spread), outlier | Data Sets & Distributions Check for Understanding Formative: Multiple Choice Unit Test Summative: Multiple Choice Portfolio Problem Summative: Written Product | Summit Learning Platform |

**describes the habits
of mind required to
reach a level of
mathematical
proficiency**

Model with
mathematics.

Look for and make use
of structure.

**PA: Assessment
Anchors - Math
(2013)**
 PA: Grade 6

  **Statistics and
  Probability**

**M06.D-S.1
Demonstrate
understanding of
statistical variability
by summarizing and
describing
distributions.
M06.D-S.1.1 Display,
analyze, and
summarize
numerical data sets
in relation to their
context.**

M06.D-S.1.1.1 Display
numerical data in plots
on a number line,
including line plots,
histograms, and box-
andwhisker plots.

Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources

Middle School Grade 7 Math 7 2019-2020 2 Curriculum Writers	(2020) Scale Drawings (Week 1, 4 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade 7** **CC.2.3: Geometry** **(A) Geometry** CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationships between them. M07.C-G.1.1.1 M07.C-G.1.1.2 M07.C-G.1.1.3 M07.C-G.1.1.4 **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Model with mathematics. Attend to precision. **PA: Assessment Anchors - Math (2013)** **PA: Grade 7** **Geometry** **M07.C-G.1 Demonstrate an understanding of**	• Scaled copies preserve angles and grow or shrink sides multiplicatively. • Scale drawings can be used to represent large objects and figures.	scale copies scale factor scale drawings corresponding sides corresponding angles	**Scale Copies Check for Understanding Formative: Multiple Choice** **Unit Test Summative: Multiple Choice** **Portfolio Problem Summative: Project / Portfolio**	Summit Learning Platform

	geometric figures and their properties. **M07.C-G.1.1** **Describe and apply properties of geometric figures.** M07.C-G.1.1.1 Solve problems involving scale drawings of geometric figures, including finding length and area. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved				
(2020) Introducing Proportional Relationships (Week 5, 5 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade 7** **CC.2.1: Numbers and Operations** **(D) Ratios & Proportional Relationships** CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems. M07.A-R.1.1.1 M07.A-R.1.1.2 M07.A-R.1.1.3 M07.A-R.1.1.4 M07.A-R.1.1.5 M07.A-R.1.1.6 **CC.2.3: Geometry** **(A) Geometry**	• Proportional relationships can be represented in multiple, equivalent ways. • Representations of proportional relationships can be used to solve problems.	proportional relationship equation	**Proportional Relationship Check for Understanding Formative:** **Multiple Choice** **Unit Test Summative:** **Multiple Choice** **Portfolio Problem Summative:** **Project / Portfolio**	Summit Learning Platform

CC.2.3.7.A.2 Visualize
and represent
geometric figures and
describe the
relationships between
them.
M07.C-G.1.1.1
M07.C-G.1.1.2
M07.C-G.1.1.3
M07.C-G.1.1.4

**Mathematical
Practice**

**Mathematical
Practice Standards
describes the habits
of mind required to
reach a level of
mathematical
proficiency**

Make sense of
problems and
persevere in solving
them.

Attend to precision.

Look for and make use
of structure.

**PA: Assessment
Anchors - Math
(2013)**

PA: Grade 7

Geometry

**M07.C-G.1
Demonstrate an
understanding of
geometric figures
and their properties.
M07.C-G.1.1
Describe and apply
properties of
geometric figures.**

M07.C-G.1.1.1 Solve problems involving scale drawings of geometric figures, including finding length and area.

Ratios and Proportional Relationships

M07.A-R.1 Demonstrate an understanding of proportional relationships.
M07.A-R.1.1 Analyze, recognize, and represent proportional relationships and use them to solve real-world and mathematical problems.

M07.A-R.1.1.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.

M07.A-R.1.1.2 Determine whether two quantities are proportionally related (e.g., by testing for equivalent ratios in a table, graphing on a coordinate plane and observing whether the

graph is a straight line through the origin).

M07.A-R.1.1.4 Represent proportional relationships by equations.

| (2020) Measuring Circles (Week 10, 3 Weeks) | **PA: Core - Mathematics (2014)** <u>**PA: Grade 7**</u> **CC.2.1: Numbers and Operations** **(D) Ratios & Proportional Relationships** CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems. M07.A-R.1.1.1 M07.A-R.1.1.2 M07.A-R.1.1.3 M07.A-R.1.1.4 M07.A-R.1.1.5 M07.A-R.1.1.6 **CC.2.3: Geometry** **(A) Geometry** CC.2.3.7.A.1 Solve real-world and mathematical problems involving | • The ratio between every circle's circumference and diameter is π.
 • The circle area formula can be derived by finding the area of almost-circular figures. | circle

 center

 radius

 diameter

 circumference

 area

 line segment

 pi | **Unit Test Summative: Multiple Choice**

 Portfolio Problem Summative: Project / Portfolio

 Measuring Circles Check for Understanding Formative: Multiple Choice |

angle measure, area, surface area, circumference, and volume.
M07.C-G.2.1.1
M07.C-G.2.1.2
M07.C-G.2.2.1
M07.C-G.2.2.2

CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationships between them.
M07.C-G.1.1.1
M07.C-G.1.1.2
M07.C-G.1.1.3
M07.C-G.1.1.4

Mathematical Practice

Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Attend to precision.

PA: Assessment Anchors - Math (2013)

PA: Grade 7

Geometry

M07.C-G.2 Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume.
M07.C-G.2.2 Determine circumference, area, surface area, and volume.

M07.C-G.2.2.1 Find the area and circumference of a circle. Solve problems involving area and circumference of a circle(s). Formulas will be provided.

Ratios and Proportional Relationships
M07.A-R.1 Demonstrate an understanding of proportional relationships.
M07.A-R.1.1 Analyze, recognize, and represent proportional relationships and use them to solve real-world and mathematical problems.

M07.A-R.1.1.4 Represent proportional relationships by equations.

(2020) Proportional Relationships & Percentages (Week 13, 4 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade 7** **CC.2.1: Numbers and Operations** **(D) Ratios & Proportional Relationships** CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems. M07.A-R.1.1.1 M07.A-R.1.1.2 M07.A-R.1.1.3 M07.A-R.1.1.4 M07.A-R.1.1.5 M07.A-R.1.1.6 **CC.2.3: Geometry** **(A) Geometry** CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationships between them. M07.C-G.1.1.1 M07.C-G.1.1.2 M07.C-G.1.1.3 M07.C-G.1.1.4	• Percents express a quantity relative to its whole. • Percent increase and decrease express how a quantity changes relative to its whole.	unit ratio ratios proportions constant of proportionality	**Portfolio Problems Summative: Project / Portfolio** **Unit Test Summative: Multiple Choice** **Unit Rates Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

PA: Grade 7

Geometry

**M07.C-G.1
Demonstrate an
understanding of
geometric figures
and their properties.
M07.C-G.1.1
Describe and apply
properties of
geometric figures.**

- M07.C-G.1.1.1 Solve
problems involving
scale drawings of
geometric figures,
including finding length
and area.

**Ratios and
Proportional
Relationships
M07.A-R.1
Demonstrate an
understanding of
proportional
relationships.
M07.A-R.1.1 Analyze,
recognize, and
represent
proportional
relationships and
use them to solve
real-world and
mathematical
problems.**

M07.A-R.1.1.1
Compute unit rates
associated with ratios
of fractions, including
ratios of lengths,

areas, and other quantities measured in like or different units.

M07.A-R.1.1.2 Determine whether two quantities are proportionally related (e.g., by testing for equivalent ratios in a table, graphing on a coordinate plane and observing whether the graph is a straight line through the origin).

M07.A-R.1.1.6 Use proportional relationships to solve multi-step ratio and percent problems.

(2020) Rational Number Arithmetic (Week 17, 6 Weeks)	**PA: Core - Mathematics (2014)** <u>**PA: Grade 7**</u> **CC.2.1: Numbers and Operations** **(E) The Number System** CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. M07.A-N.1.1.1	• Addition and subtraction of signed numbers can be represented with real-world contexts and on the number line. • Multiplication and division of signed numbers obey patterns observed in positive numbers. • Operations with signed numbers can	rational numbers negative number positive number additive inverse commutative property of addition/multiplication associate property of addition/multiplication	**Integer Operations Check for Understanding Formative: Multiple Choice** **Rational Numbers Arithmetic Check for Understanding**	Summit Learning Platform

M07.A-N.1.1.2 M07.A-N.1.1.3	be used to solve applied problems.	rational number	**Formative:** **Multiple Choice**
PA: Assessment **Anchors - Math** **(2013)**		repeating decimal	
PA: Grade 7		terminating decimal	**Unit Test** **Summative:**
The Number **System**		rounding	**Multiple Choice**
M07.A-N.1 Apply and **extend previous** **understandings of** **operations to add,** **subtract, multiply,** **and divide rational** **numbers.** **M07.A-N.1.1 Solve** **real-world and** **mathematical** **problems involving** **the four operations** **with rational** **numbers.**			**Portfolio** **Problem** **Summative:** **Project /** **Portfolio**
M07.A-N.1.1.1 Apply properties of operations to add and subtract rational numbers, including real-world contexts.			
M07.A-N.1.1.2 Represent addition and subtraction on a horizontal or vertical number line.			
M07.A-N.1.1.3 Apply properties of operations to multiply and divide rational numbers, including real-world contexts; demonstrate that the decimal form of a			

| (2020) Expressions, Equations, & Inequalities (Week 23, 5 Weeks) | PA: Core - Mathematics (2014) PA: Grade 7 CC.2.2: Algebraic Concepts (B) Expressions and Equations CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions. M07.B-E.1.1.1 CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations. M07.B-E.2.1.1 M07.B-E.2.2.1 M07.B-E.2.2.2 M07.B-E.2.3.1 PA: Assessment Anchors - Math (2013) PA: Grade 7 Expressions and Equations | • Representing unknown quantities with letters allows them to be represented, manipulated, and discovered. • Equations in one variable can always be solved by strategically using the properties of equality. • Inequalities have many of the same properties as equations. | distributive property expand factor equation inequality solution equation inequality expression variable like terms simplify algebraic expression coefficient term constant | **Expressions, Equations and Inequalities Check for Understanding Formative: Multiple Choice** **Expressions and Equalities Check for Understanding Formative: Multiple Choice** **Unit Test Summative: Multiple Choice** **Portfolio Problem Summative: Project / Portfolio** | Summit Learning Platform |

M07.B-E.1 Represent expressions in equivalent forms.
M07.B-E.1.1 Use properties of operations to generate equivalent expressions.

M07.B-E.1.1.1 Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients.

M07.B-E.2 Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.
M07.B-E.2.1 Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers.

M07.B-E.2.1.1 Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate.

M07.B-E.2 Solve real-world and mathematical

sum

product

difference

quotient

evaluate exponent

problems using numerical and algebraic expressions, equations, and inequalities.
M07.B-E.2.2 Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems.

M07.B-E.2.2.1 Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers.

M07.B-E.2.2.2 Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers, and graph the solution set of the inequality.

M07.B-E.2 Solve real-world and mathematical problems using numerical and algebraic expressions,

equations, and inequalities.
M07.B-E.2.3
Determine the reasonableness of the answer(s) in problemsolving situations.

M07.B-E.2.3.1
Determine the reasonableness of answer(s) or interpret the solution(s) in the context of the problem.

(2020) Angles, Triangles, & Prisms (Week 28, 5 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade 7** **CC.2.3: Geometry** **(A) Geometry** CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume. M07.C-G.2.1.1 M07.C-G.2.1.2 M07.C-G.2.2.1 M07.C-G.2.2.2 CC.2.3.7.A.2 Visualize and represent geometric figures and	• Angle rules can be derived from the definition of a degree as 1/360 of a full circle. • Some conditions can result in exactly one possible triangle; other conditions result in more than one, or none. • The surface area and volume of 3-dimensional figures can be derived using familiar shapes.	angle complementary angles supplementary angle vertical angles right angle adjacent angles congruent angles area surface area	**Angles, Triangles, and Prisms Check for Understanding Formative: Multiple Choice** **Unit Test Summative: Multiple Choice** **Portfolio Problem Summative: Project / Portfolio**

describe the relationships between them.
M07.C-G.1.1.1
M07.C-G.1.1.2
M07.C-G.1.1.3
M07.C-G.1.1.4

Mathematical Practice

Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

PA: Assessment Anchors - Math (2013)
PA: Grade 7

Geometry
M07.C-G.1
Demonstrate an understanding of geometric figures and their properties.
M07.C-G.1.1
Describe and apply properties of geometric figures.

M07.C-G.1.1.2 Identify or describe the properties of all types of triangles based on

volume, cube
rectangular prism

triangular prism

triangular pyramid

angle and side measures.

M07.C-G.1.1.4 Describe the two-dimensional figures that result from slicing three-dimensional figures.

M07.C-G.2 Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume.
M07.C-G.2.1 Identify, use, and describe properties of angles and their measures.

M07.C-G.2.1.1 Identify and use properties of supplementary, complementary, and adjacent angles in a multistep problem to write and solve simple equations for an unknown angle in a figure.

M07.C-G.2 Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume.
M07.C-G.2.2 Determine

circumference, area, surface area, and volume.

M07.C-G.2.2.2 Solve real-world and mathematical problems involving area, volume, and surface area of twoand three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Formulas will be provided.

| (2020) Probability & Sampling (Week 33, 4 Weeks) | PA: Core - Mathematics (2014) PA: Grade 7 CC.2.4: Measurement, Data and Probability (B) Statistics and Probability

CC.2.4.7.B.1 Draw inferences about populations based on random sampling concepts. M07.D-S.1.1.1 M07.D-S.1.1.2

CC.2.4.7.B.2 Draw informal comparative inferences about two | • Probability is expressed as a number between 0 and 1; probability can be estimated using simulation.
• Representing all possible outcomes allows for determining the probability of a multi-step event.
• Any sampling method should minimize bias to make the sample representative of the population. | probability

chance event

outcome

random

theoretical probability

experimental probability

measure of variability

measure of center

mean

median | **Probability and Sampling Check for Understanding Formative: Multiple Choice**

Unit Test Summative: Multiple Choice

Portfolio Problem Summative: Project / Portfolio | Summit Learning Platform |

populations.
M07.D-S.2.1.1

CC.2.4.7.B.3
Investigate chance
processes and
develop, use, and
evaluate probability
models.
M07.D-S.3.1.1
M07.D-S.3.2.1
M07.D-S.3.2.2
M07.D-S.3.2.3

**Mathematical
Practice**

**Mathematical
Practice Standards
describes the habits
of mind required to
reach a level of
mathematical
proficiency**

Construct viable
arguments and critique
the reasoning of
others.

Look for and make use
of structure.

Look for and make
sense of regularity in
repeated reasoning.

**PA: Assessment
Anchors - Math
(2013)**

PA: Grade 7

**Statistics and
Probability**

**M07.D-S.1 Use
random sampling to
draw inferences
about a population.**

range

spread

dot plot

box plot

population

random sample

inference

sample space

tree diagram

probability

compound events

outcome

M07.D-S.1.1 Use random samples.

M07.D-S.1.1.1 Determine whether a sample is a random sample given a real-world situation.

M07.D-S.1.1.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.

M07.D-S.2 Draw comparative inferences about populations.
M07.D-S.2.1 Use statistical measures to compare two numerical data distributions.

M07.D-S.2.1.1 Compare two numerical data distributions using measures of center and variability.

M07.D-S.3 Investigate chance processes and develop, use, and evaluate probability models.
M07.D-S.3.1 Predict or determine the

**likelihood of
outcomes.**

M07.D-S.3.1.1 Predict
or determine whether
some outcomes are
certain, more likely,
less likely, equally
likely, or impossible
(i.e., a probability near
0 indicates an unlikely
event, a probability
around 1/2 indicates
an event that is neither
unlikely nor likely, and
a probability near 1
indicates a likely
event).

**M07.D-S.3
Investigate chance
processes and
develop, use, and
evaluate probability
models.
M07.D-S.3.2 Use
probability to predict
outcomes.**

M07.D-S.3.2.1
Determine the
probability of a chance
event given relative
frequency. Predict the
approximate relative
frequency given the
probability.

M07.D-S.3.2.2 Find
the probability of a
simple event, including
the probability of a
simple event not
occurring.

M07.D-S.3.2.3 Find
probabilities of
independent
compound events
using organized lists,
tables, tree diagrams,
and simulation.

	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Middle School Grade 8 Math 8 2019-2020 Mayers, Deanna	Rigid Transformations & Congruence (Week 1, 5 Weeks)	**PA: Assessment Anchors - Math (2013) PA: Grade 7 Geometry M07.C-G.1 Demonstrate an understanding of geometric figures and their properties. M07.C-G.1.1 Describe and apply properties of geometric figures.** M07.C-G.1.1.2 Identify or describe the properties of all types of triangles based on angle and side measures. **M07.C-G.2 Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume. M07.C-G.2.1 Identify, use, and describe properties of angles and their measures.**	• Translations, rotations, and reflections are rigid transformations, which preserve the lengths of segments and the measures of angles. • Two figures are congruent if there is a sequence of rigid transformations that moves one to the other. Corresponding lengths and angle measures of congruent figures are equal. • Alternate interior angles are congruent, and the sum of the interior angles of a triangle is 180°.	transformation, translation, reflection, rotation, congruent parallel lines, transversal, alternate interior angles, alternate exterior angles, same-side interior angles, corresponding angles, vertical angles, exterior angle	**Rigid Transformations and Congruence Check Your Understanding Formative: Multiple Choice** **Unit Test Summative: Multiple Choice** **Portfolio Problem Summative: Written Product**	Summit Learning Platform

M07.C-G.2.1.2 Identify and use properties of angles formed when two parallel lines are cut by a transversal (e.g., angles may include alternate interior, alternate exterior, vertical, corresponding).
PA: Grade 8
Geometry
M08.C-G.1 Demonstrate an understanding of geometric transformations.
M08.C-G.1.1 Apply properties of geometric transformations to verify congruence or similarity.
M08.C-G.1.1.1 Identify and apply properties of rotations, reflections, and translations.

M08.C-G.1.1.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
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| Dilations, Similarity, & Introducing Slope (Week 6, 5 Weeks) | **PA: Assessment Anchors - Math (2013)** **PA: Grade 8** **Geometry** **M08.C-G.1 Demonstrate an understanding of geometric transformations.** **M08.C-G.1.1 Apply** | • A dilation is a transformation that uses a center point and scale factor to create a similar image. • Two figures are similar if there is a sequence of rigid | congruent, dilation, similar, scale factor, slope, rate of change | **Dilations, Similarity, & Slope Check for Understanding Multiple Choice** **Unit Test** | Summit Learning Platform |

	Standards	Concepts	Vocabulary	Assessments	Resources
	properties of geometric transformations to verify congruence or similarity. M08.C-G.1.1.1 Identify and apply properties of rotations, reflections, and translations. M08.C-G.1.1.2 Given two congruent figures, describe a sequence of transformations that exhibits the congruence between them. M08.C-G.1.1.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. M08.C-G.1.1.4 Given two similar two-dimensional figures, describe a sequence of transformations that exhibits the similarity between them. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	• transformations and dilations that moves one to the other. • The quotient of a pair of side lengths in a polygon is equal to the quotient of the corresponding side lengths in a similar polygon.		**Summative: Multiple Choice** **Portfolio Problem Summative: Written Product**	
Linear Relationships (Week 11, 7 Weeks)	**PA: Assessment Anchors - Math (2013) PA: Grade 8 Expressions and Equations M08.B-E.2 Understand the connections between proportional relationships, lines, and linear equations. M08.B-E.2.1 Analyze and**	• The slope and vertical-intercept of a linear relationship represent its rate of change and initial value, respectively, and can be displayed with the equation y = mx+b $y=mx+b$ • Slopes can be negative or positive.	proportional relationship, linear relationship, slope, y-intercept, linear equation, slope-intercept form	**Linear Relationships Check for Understanding Formative: Multiple Choice** **Unit Test**	Summit Learning Platform

describe linear relationships between two variables, using slope.
M08.B-E.2.1.1 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

M08.B-E.2.1.2 Use similar right triangles to show and explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane.
Functions
M08.B-F.2 Use functions to model relationships between quantities.
M08.B-F.2.1 Represent or interpret functional relationships between quantities using tables, graphs, and descriptions.
M08.B-F.2.1.1 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models and

Knowing two points on a line is sufficient for determining its slope.
• The set of solutions to any two-variable linear equation form a line when graphed.

Summative:
Multiple Choice

Portfolio Problem
Summative:
Written Product

in terms of its graph or a
table of values.

| Linear Equations & Linear Systems (Week 18, 4 Weeks) | **PA: Core - Mathematics (2014)** **PA: Grade 8** **CC.2.2: Algebraic Concepts** **(B) Expressions and Equations** CC.2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations. M08.B-E.2.1.1 M08.B-E.2.1.2 M08.B-E.2.1.3 CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations. M08.B-E.3.1.1 M08.B-E.3.1.2 M08.B-E.3.1.3 M08.B-E.3.1.4 M08.B-E.3.1.5 **PA: Assessment Anchors - Math (2013)** **PA: Grade 8** **Statistics and Probability** **M08.D-S.1 Investigate patterns of association in bivariate data.** **M08.D-S.1.1 Analyze and interpret bivariate data displayed in multiple representations.** M08.D-S.1.1.3 Use the equation of a linear model | • Equations can always be solved by strategically using the properties of equality. Equations in one variable either have one solution, no solution, or infinitely many solutions. • Two or more equations form a system. Solutions shared by the equations hold special significance. | Balanced equation Systems of Equations Solving Systems of Equations Writing Systems of Equations | **Unit Test Summative:** **Multiple Choice** **Portfolio Problem Summative:** **Written Product** | Summit Learning Platform |

to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

Expressions and Equations
M08.B-E.3 Analyze and solve linear equations and pairs of simultaneous linear equations.
M08.B-E.3.1 Write, solve, graph, and interpret linear equations in one or two variables, using various methods.
M08.B-E.3.1.1 Write and identify linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
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Functions & Volume (Week 22, 4 Weeks)	PA: Assessment Anchors - Math (2013) PA: Grade 8 Geometry M08.C-G.2 Understand and apply the	• A function is a rule that assigns each input exactly one output. • Functions can be represented in a	relation, function, input, output, increasing, decreasing function, volume,	Functions & Volume Check for Understanding Formative: Multiple Choice	Summit Learning Platform

Pythagorean theorem.
M08.C-G.2.1 Solve
problems involving right
triangles by applying the
Pythagorean theorem.
M08.C-G.2.1.1 Apply the
converse of the
Pythagorean theorem to
show a triangle is a right
triangle.
M08.C-G.2.1.3 Apply the
Pythagorean theorem to
find the distance between
two points in a coordinate
system.
Expressions and
Equations
M08.B-E.2 Understand
the connections between
proportional
relationships, lines, and
linear equations.
M08.B-E.2.1 Analyze and
describe linear
relationships between
two variables, using
slope.
M08.B-E.2.1.1 Graph
proportional relationships,
interpreting the unit rate as
the slope of the graph.
Compare two different
proportional relationships
represented in different
ways.

Functions
M08.B-F.1 Analyze and
interpret functions.
M08.B-F.1.1 Define,
evaluate, and compare
functions displayed
algebraically, graphically,

variety of ways:
graphs, equations,
tables, and verbal
descriptions. Each
representation has
its own advantages
and drawbacks when
analyzing functions.
- A linear function is a
  common type of
  function. Its rate of
  change and initial
  value can be
  analyzed in each of
  the representations.
- Like a prism, the
  volume of a cylinder
  is the area of the
  base times the
  height. When a solid
  with a two-
  dimensional base
  converges to a point,
  its volume is one-
  third that of its
  related solid.
- The volume of a
  sphere can be
  determined by
  examining its
  relationship to
  similarly-sized
  cylinders and cones.

cylinder, cone,
sphere

Unit Test
Summative:
Multiple Choice

Portfolio Problem
Summative:
Written Product

**or numerically in tables
or by verbal descriptions.**
M08.B-F.1.1.1 Determine
whether a relation is a
function.
M08.B-F.1.1.2 Compare
properties of two functions,
each represented in a
different way (i.e.,
algebraically, graphically,
numerically in tables, or by
verbal descriptions).

M08.B-F.1.1.3 Interpret the
equation $y = mx + b$ as
defining a linear function
whose graph is a straight
line; give examples of
functions that are not
linear.
**M08.B-F.2 Use functions
to model relationships
between quantities.
M08.B-F.2.1 Represent or
interpret functional
relationships between
quantities using tables,
graphs, and descriptions.**
M08.B-F.2.1.1 Construct a
function to model a linear
relationship between two
quantities. Determine the
rate of change and initial
value of the function from a
description of a relationship
or from two (x, y) values,
including reading these
from a table or from a
graph. Interpret the rate of
change and initial value of
a linear function in terms of
the situation it models and

	in terms of its graph or a table of values. M08.B-F.2.1.2 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch or determine a graph that exhibits the qualitative features of a function that has been described verbally. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved				
<u>Associations in Data</u> (Week 26, 4 Weeks)	**PA: Assessment Anchors - Math (2013)** **PA: Grade 8** **Statistics and Probability** **M08.D-S.1 Investigate patterns of association in bivariate data.** **M08.D-S.1.1 Analyze and interpret bivariate data displayed in multiple representations.** M08.D-S.1.1.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative correlation, linear association, and nonlinear association.	• Scatter plots illuminate relationships between two variables. • Lines can be used to model and analyze an association between measurements on a scatter plot. • Two-way tables, bar graphs, and segmented bar graphs are useful representations to visualize the frequencies, relative frequencies, and evidence of	scatter plot, clustering, outlier, positive association, negative association, linear association, nonlinear association, bivariate data, relative frequency, two-way table	**Associations in Data Check for Understanding** **Formative:** **Multiple Choice** **Unit Test** **Summative:** **Multiple Choice** **Portfolio Problem** **Summative:** **Written Product**	Summit Learning Platform

M08.D-S.1.1.2 For scatter plots that suggest a linear association, identify a line of best fit by judging the closeness of the data points to the line.
M08.D-S.1.1.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

associations in categorical data.

| Exponents and Scientific Notation (Week 30, 5 Weeks) | **PA: Core - Mathematics (2014)**
PA: Grade 8
CC.2.2: Algebraic Concepts
(B) Expressions and Equations
CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions.
M08.B-E.1.1.1
M08.B-E.1.1.2
M08.B-E.1.1.3
M08.B-E.1.1.4
PA: Assessment Anchors - Math (2013)
PA: Grade 8
Expressions and Equations
M08.B-E.1 Demonstrate an understanding of expressions and | • Seeing structure in exponential expressions forms the basis for exponent rules, which extend beyond positive integers.
• Scientific notation uses exponents to represent quantities or numbers that are very large or small. | evaluate, properties of exponents, like bases,

scientific notation | **Exponents & Scientific Notation Check for Understanding Formative:**
Multiple Choice

Unit Test Summative:
Multiple Choice

Portfolio Problems Summative:
Written Product | Summit Learning Platform |

equations with radicals and integer exponents.
M08.B-E.1.1 Represent and use expressions and equations to solve problems involving radicals and integer exponents.

M08.B-E.1.1.1 Apply one or more properties of integer exponents to generate equivalent numerical expressions without a calculator (with final answers expressed in exponential form with positive exponents). Properties will be provided.

M08.B-E.1.1.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Express answers in scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology (e.g., interpret 4.7EE9 displayed on a calculator as 4.7×10^9).

Pythagorean Theorem & Irrational Numbers (Week 35, 4 Weeks)	**PA: Assessment Anchors - Math (2013)** **PA: Grade 8** **Geometry** **M08.C-G.2 Understand and apply the Pythagorean theorem.** **M08.C-G.2.1 Solve problems involving right triangles by applying the Pythagorean theorem.** M08.C-G.2.1.1 Apply the converse of the Pythagorean theorem to show a triangle is a right triangle. M08.C-G.2.1.2 Apply the Pythagorean theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (Figures provided for problems in three dimensions will be consistent with Eligible Content in grade 8 and below.) M08.C-G.2.1.3 Apply the Pythagorean theorem to find the distance between two points in a coordinate system. **The Number System** **M08.A-N.1 Demonstrate an understanding of rational and irrational numbers.** **M08.A-N.1.1 Apply concepts of rational and irrational numbers.**	• Square roots are rational or irrational numbers that can be represented on the number line. Rational numbers have decimal representations that terminate or repeat, while irrational numbers do not. • Like square roots, cube roots have a position on the number line. • The Pythagorean Theorem can be proven in a variety of ways and has many practical applications.	Pythagorean Theorem, right triangle, hypotenuse, legs of a right triangle, distance between two points, exponent, square root, cube root, perfect square, perfect cube rational number, irrational number, repeating decimal, decimal expansion	**Pythagorean Theorem & Irrational Numbers Check for Understanding Formative:** **Multiple Choice** **Unit Test Summative:** **Multiple Choice** **Portfolio Problem Summative:** **Written Product**	Summit Learning Platform

M08.A-N.1.1.1 Determine whether a number is rational or irrational. For rational numbers, show that the decimal expansion terminates or repeats (limit repeating decimals to thousandths).
M08.A-N.1.1.2 Convert a terminating or repeating decimal to a rational number (limit repeating decimals to thousandths).

	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Middle School Grade 8 Pre-Algebra 2019-2020 2 Curriculum Writers	Rational Number Arithmetic Part A (Week 1, 4 Weeks)	**PA: Assessment Anchors - Math (2013)** **PA: Grade 5 Operations and Algebraic Thinking** **M05.B-O.1 Write and interpret numerical expressions.** **M05.B-O.1.1 Analyze and complete calculations by applying the order of operations.** M05.B-O.1.1.1 Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluate expressions containing these symbols. M05.B-O.1.1.2 Write simple expressions that model calculations with numbers	• Addition and subtraction of signed numbers can be represented with real-world contexts and on the number line. • Multiplication and division of signed numbers obey patterns observed in positive numbers. • Operations with signed numbers can be used to solve applied problems.	positive number, negative number, opposite, integer Order, absolute value, rational number, greater than, less than, equal to, real number order of operations, grouping, parentheses, exponent, PEMDAS	**Negative Numbers Check for Understanding Formative: Multiple Choice** **Ordering Rational Numbers Check for Understanding Formative: Multiple Choice** **Order of Operations Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

and interpret numerical expressions without evaluating them.

PA: Grade 6
The Number System
M06.A-N.3 Apply and extend previous understandings of numbers to the system of rational numbers.
M06.A-N.3.2 Understand ordering and absolute value of rational numbers.
M06.A-N.3.2.2 Interpret the absolute value of a rational number as its distance from 0 on the number line and as a magnitude for a positive or negative quantity in a real-world situation.

M06.A-N.3.2.3 Solve real-world and mathematical problems by plotting points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
PA: Grade 8
The Number System
M08.A-N.1 Demonstrate an understanding of rational and irrational numbers.
M08.A-N.1.1 Apply

Unit Test
Summative:
Multiple Choice

concepts of rational and irrational numbers.
M08.A-N.1.1.1 Determine whether a number is rational or irrational. For rational numbers, show that the decimal expansion terminates or repeats (limit repeating decimals to thousandths).
M08.A-N.1.1.2 Convert a terminating or repeating decimal to a rational number (limit repeating decimals to thousandths).
M08.A-N.1.1.3 Estimate the value of irrational numbers without a calculator (limit whole number radicand to less than 144).

M08.A-N.1.1.4 Use rational approximations of irrational numbers to compare and order irrational numbers.
M08.A-N.1.1.5 Locate/identify rational and irrational numbers at their approximate locations on a number line.
PA: Keystone: Algebra I (2014)
MODULE 1—Operations and Linear Equations & Inequalities
A1.1.1.3 Use exponents, roots, and/or absolute values to solve problems.
A1.1.1.3.1 Simplify/evaluate expressions involving properties/laws of exponents, roots, and/or

| Rational Number Arithmetic Part B (Week 5, 4 Weeks) | **PA: Assessment Anchors - Math (2013)** **PA: Grade 6** **Expressions and Equations** **M06.B-E.2 Interpret and solve one-variable equations and inequalities.** **M06.B-E.2.1 Create, solve, and interpret onevariable equations or inequalities in real-world and mathematical problems.** M06.B-E.2.1.3 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all non-negative rational numbers. **PA: Grade 8** **Expressions and Equations** **M08.B-E.1 Demonstrate an understanding of expressions and equations with radicals and integer exponents.** **M08.B-E.1.1 Represent and use expressions and equations to solve problems involving** | • Addition and subtraction of signed numbers can be represented with real-world contexts and on the number line. • Multiplication and division of signed numbers obey patterns observed in positive numbers. • Operations with signed numbers can be used to solve applied problems. | Rational Number, Repeating Decimal, Inverse Decimal, Place Value expression, rational number, irrational number, repeating decimals, decimal expansion | **Fraction Operations Check for Understanding Formative:** **Multiple Choice** **Decimal Operations Check for Understanding Formative:** **Multiple Choice** **Rational and Irrational Numbers Check for Understanding Formative:** **Multiple Choice** | Summit Learning Platform |

**radicals and integer
exponents.**
M08.B-E.1.1.4 Perform
operations with numbers
expressed in scientific
notation, including
problems where both
decimal and scientific
notation are used. Express
answers in scientific
notation and choose units
of appropriate size for
measurements of very
large or very small
quantities (e.g., use
millimeters per year for
seafloor spreading).
Interpret scientific notation
that has been generated by
technology (e.g., interpret
4.7EE9 displayed on a
calculator as 4.7×10^9).
**The Number System
M08.A-N.1 Demonstrate
an understanding of
rational and irrational
numbers.
M08.A-N.1.1 Apply
concepts of rational and
irrational numbers.**
M08.A-N.1.1.1 Determine
whether a number is
rational or irrational. For
rational numbers, show that
the decimal expansion
terminates or repeats (limit
repeating decimals to
thousandths).
M08.A-N.1.1.2 Convert a
terminating or repeating
decimal to a rational
number (limit repeating
decimals to thousandths).

PA: Keystone: Algebra I (2014)
MODULE 1—Operations and Linear Equations & Inequalities
A1.1.1 Operations with Real Numbers and Expressions
A1.1.1.1 Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, and exponents).
A1.1.1.1.1 Compare and/or order any real numbers.
MODULE 2—Linear Functions and Data Organizations
A1.2.3.3 Apply probability to practical situations.
A1.2.3.3.1 Find probabilities for compound events (e.g., find probability of red and blue, find probability of red or blue) and represent as a fraction, decimal, or percent.
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Expressions & Equations (Week 9, 7 Weeks)	PA: Assessment Anchors - Math (2013) PA: Grade 6 **Expressions and Equations** **M06.B-E.1 Apply and extend previous understandings of arithmetic to numerical**	• Agreed upon conventions allow us to communicate math clearly and concisely. Letters can replace numbers to increase efficiency or represent the unknown.	Sum, Term, Product, Factor, Quotient, Expression, Exponent, Distribute	**Numerical Expressions Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

and algebraic expressions.
M06.B-E.1.1 Identify, write, and evaluate numerical and algebraic expressions.
M06.B-E.1.1.1 Write and evaluate numerical expressions involving whole-number exponents.
M06.B-E.1.1.4 Evaluate expressions at specific values of their variables, including expressions that arise from formulas used in real-world problems.

M06.B-E.1.1.5 Apply the properties of operations to generate equivalent expressions.

PA: Grade 8
Expressions and Equations
M08.B-E.1 Demonstrate an understanding of expressions and equations with radicals and integer exponents.
M08.B-E.1.1 Represent and use expressions and equations to solve problems involving radicals and integer exponents.
M08.B-E.1.1.1 Apply one or more properties of integer exponents to generate equivalent numerical expressions without a calculator (with final answers expressed in

- The distributive property can be used to generate equivalent expressions.
- Equations and inequalities can be viewed as a question: which value(s) make the number sentence true?
- An equation containing two variables can be used to represent a proportional relationship.

Sum, Product, Factor, Quotient, Expression (or, algebraic expression), Coefficient, Term, Distributive Property, Variable, Constant, Difference

Algebraic Expressions
Check for Understanding
Formative:
Multiple Choice

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Unit Test Summative:
Multiple Choice

exponential form with
positive exponents).
Properties will be provided.

| Expressions, Equations, & Inequalities (Week 16, 5 Weeks) | **PA: Assessment Anchors - Math (2013)**
PA: Grade 8
Expressions and Equations
M08.B-E.3 Analyze and solve linear equations and pairs of simultaneous linear equations.
M08.B-E.3.1 Write, solve, graph, and interpret linear equations in one or two variables, using various methods.
M08.B-E.3.1.1 Write and identify linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
M08.B-E.3.1.2 Solve linear equations that have rational number coefficients, including equations whose solutions require expanding | • Representing unknown quantities with letters allows them to be represented, manipulated, and discovered.
• Equations in one variable can always be solved by strategically using the properties of equality.
• Inequalities have many of the same properties as equations. | distributive property, expand, factor, equation, inequality, solution

algebraic expression, coefficient, term, factor, variable, constant, sum, product, difference, quotient, inequality, solution, evaluate, exponent

equation, inequality, expression, variable, like terms, simplify | **Unit Test Summative: Multiple Choice**

Portfolio Problem Summative: Written Product

Expressions, Equations, & Inequalities Check for Understanding Formative: Multiple Choice

More on Expressions & Equations Check for Understanding Formative: Multiple Choice

More on Expressions, Equations, & | Summit Learning Platform |

expressions using the distributive property and collecting like terms. M08.B-E.3.1.5 Solve real-world and mathematical problems leading to two linear equations in two variables.

Inequalities
Check for
Understanding
Formative:
Multiple Choice

	Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
High School Grade 12 Algebra 2 2019-2020 Mayers, Deanna	<u>Set, Structure, and Function:</u> (Week 1, 4 Weeks)	**PA: Assessment Anchors - Math (2013)** **PA: Keystone: Algebra II (2014 MODULE 1— Number Systems and Non-Linear Expressions & Equations A2.1.1 Operations with Complex Numbers A2.1.1.1 Represent and/or use imaginary numbers in equivalent forms (e.g., square roots and exponents).** A2.1.1.1.1 Simplify/write square roots in terms of i (e.g., $\sqrt{-24} = 2i\sqrt{6}$).	Count the number of elements in a set, find the subsets of a set, and find the intersection or union of two sets. Review the axioms and properties of Algebra, the mathematical operations. (+, -, •, /), the distributive property, and order of operations. Identify functions and relations, and tell the difference between them.	Properties of Sets Operations of Sets Structure: Axioms Structure: Applications Relations and Functions: Definitions Relations and Functions: Graphs Relations and Functions: Function Notation Relations and	**QUIZ 1: SET THEORY** **Formative: Multiple Choice** **QUIZ 2: RELATIONS AND FUNCTIONS Formative: Multiple Choice** **QUIZ 3: ALGEBRAIC EXPRESSIONS Formative: Multiple Choice**	ODYSSEYWARE

A2.1.1.1.2 Simplify/evaluate expressions involving powers of i (e.g., $i^6 + i^3 = -1 - i$).

A2.1.2 Non-Linear Expressions

A2.1.2.1 Use exponents, roots, and/or absolute values to represent equivalent forms or to solve problems.

A2.1.2.1.1 Use exponential expressions to represent rational numbers.

A2.1.2.1.2 Simplify/evaluate expressions involving positive and negative exponents and/or roots (may contain all types of real numbers—exponents should not exceed power of 10).

A2.1.2.1.3 Simplify/evaluate expressions involving multiplying with exponents (e.g., x6 • x7 = x13), powers of powers (e.g., $(x^6)^7 = x^{42}$) and powers of products (e.g., $(2x^2)^3 = 8x^6$).

MODULE 2— Functions and Data Analysis

A2.2.1 Patterns, Relations, and Functions

A2.2.1.1 Analyze

Find the domain and range of a function, and determine whether or not a given graph represents a function.

Evaluate a function at any point, and find the inverse of a function or set of ordered pairs.

Evaluate expressions, including negative and zero exponents, and simplify them, combining like terms.

Review exponent rules for multiplication and division of like bases, and exponentiation of powers.

Functions: Inverses

Algebraic Expressions: Exponents Part 1

Algebraic Expressions: Exponents Part 2

Algebraic Expressions: Multiplication and Division Part 1

Algebraic Expressions: Multiplication and Division Part 2

Exponents of Exponential Expressions

Algebraic Expressions: Combining Terms

Unit Test Summative: Multiple Choice

and/or use patterns or relations.
A2.2.1.1.1 Analyze a set of data for the existence of a pattern and represent the pattern with a rule algebraically and/or graphically.
A2.2.1.1.2 Identify and/or extend a pattern as either an arithmetic or geometric sequence (e.g., given a geometric sequence, find the 20th term).

| Numbers, Sentences, and Problems (Week 5, 4 Weeks) | **PA: Assessment Anchors - Math (2013)** **PA: Keystone: Algebra II (2014 MODULE 1— Number Systems and Non-Linear Expressions & Equations A2.1.1.2 Apply the order of operations in computation and in problem-solving situations.** A2.1.1.2.1 Add and subtract complex numbers (e.g., (7 − 3i) − (2 + i) = 5 − 4i). A2.1.1.2.2 Multiply and divide complex | Review addition and multiplication of signed numbers. Solve linear equations and inequalities using multiplication, addition, and distributive properties. Differentiate between the multiplication property of inequality and the multiplication property of equality. Express the solutions of single variable inequalities using a line graph. | Number Order and Absolute Value Sums and Products Solving Equations Multiplication Property Multi-step Equations Equations with Parentheses Literal Expressions Solving Inequalities Graphing Solution Sets for Inequalities | **QUIZ 1: NUMBERS Formative: Multiple Choice** **QUIZ 2: EQUALITIES AND INEQUALITIES Formative: Multiple Choice** **QUIZ 3: PROBLEMS Formative: Multiple Choice** **UNIT TEST** | ODYSSEYWARE |

	numbers (e.g., (7 – 3i)(2 + i) = 17 + i). **A2.1.2.2 Simplify expressions involving polynomials.** A2.1.2.2.1 Factor algebraic expressions, including difference of squares and trinomials. A2.1.2.2.2 Simplify rational algebraic expressions. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Solve and graph absolute value, and compound equations and inequalities. Solve problems involving rate, distance, and time.	Compound Sentences Number Problems Motion Problems Miscellaneous Problems	**Summative: Multiple Choice**
<u>Linear Equations and Inequalities</u> (Week 9, 4 Weeks)	**PA: Assessment Anchors - Math (2013) PA: Keystone: Algebra I (2014) MODULE 1— Operations and Linear Equations & Inequalities A1.1.2 Linear Equations A1.1.2.1 Write, solve, and/or graph linear equations using various methods.** A1.1.2.1.1 Write, solve, and/or apply a linear equation (including problem situations). A1.1.2.1.2 Use and/or identify an algebraic property to	• Identify linear and nonlinear equations. • Determine if two lines are parallel or perpendicular, or if a line is horizontal or vertical. • Write the point-slope form of parallel lines, perpendicular lines, a line given the slope and a point on the line, and a line that passes through two given points.	Line Graphs Line Graphs by Two Points Slope of Lines Part 1 Slope of Lines Part 2 Equations: Point Slope Part 1 Equations: Point Slope Part 2 Equations: Point Slope Part 3 Equations: Slope-Intercept	**QUIZ 1: LINES Formative: Multiple Choice** **QUIZ 2: SOLUTIONS FOR SYSTEMS Formative: Multiple Choice** **QUIZ 3: SOLVING INEQUALITIES Formative: Multiple Choice** **UNIT TEST Summative: Multiple Choice**

justify any step in an equation-solving process.
A1.1.2.1.3 Interpret solutions to problems in the context of the problem situation.
A1.1.2.2 Write, solve, and/or graph systems of linear equations using various methods.
A1.1.2.2.1 Write and/or solve a system of linear equations (including problem situations) using graphing, substitution, and/or elimination.
A1.1.2.2.2 Interpret solutions to problems in the context of the problem situation.
A1.1.3 Linear Inequalities
A1.1.3.1 Write, solve, and/or graph linear inequalities using various methods.
A1.1.3.1.1 Write or solve compound inequalities and/or graph their solution sets on a number line (may include absolute value inequalities).
A1.1.3.1.2 Identify or graph the solution set to a linear inequality on a number line.
A1.1.3.2 Write, solve, and/or graph

- Write equations of a line in general form, point-slope, and slope-intercept form.
- Find the x and y intercepts by inspecting the general form of a line.
- Solve a system of two equations by using the addition property of equality, the substitution property of equality, and graphical methods.
- Graph the solution sets for linear equations or inequalities.

General Equation of a Line

Solutions for Systems of Equations
Solutions by Addition
Solutions by Substitution
Application of Systems of Equations

Solving Inequalities
Solving Two-order Inequalities

systems of linear inequalities using various methods.

A1.1.3.2.1 Write and/or solve a system of linear inequalities using graphing.

MODULE 2—Linear Functions and Data Organizations

A1.2.2 Coordinate Geometry

A1.2.2.1 Describe, compute, and/or use the rate of change (slope) of a line.

A1.2.2.1.1 Identify, describe, and/or use constant rates of change.

A1.2.2.1.2 Apply the concept of linear rate of change (slope) to solve problems.

A1.2.2.1.3 Write or identify a linear equation when given • the graph of the line, • two points on the line, or • the slope and a point on the line.

A1.2.2.1.4 Determine the slope and/or y-intercept represented by a linear equation or graph.

| Polynomials (Week 13, 4 Weeks) | PA: Core - Writing for Science & Technical Subjects (2014)
PA: Grades 11-12 Writing
Production and Distribution of Writing
CC.3.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PA: Assessment Anchors - Math (2013)
PA: Keystone: Algebra I (2014)
MODULE 1—Operations and Linear Equations & Inequalities
A1.1.1.5 Simplify expressions involving polynomials.
A1.1.1.5.1 Add, subtract, and/or multiply polynomial expressions (express answers in simplest form).
A1.1.1.5.2 Factor algebraic expressions, including difference of squares and trinomials.
A1.1.1.5.3 Simplify/reduce a | • Multiply binomials and trinomials.
• Find special products such as the perfect square trinomial.
• Factor trinomials using the difference of two squares, the product of the sum of two perfect cubes, perfect square trinomials, and the difference of two cubes.
• Add and subtract polynomials, and perform long division of polynomials.
• Use shorthand 'synthetic' division to divide two polynomials.
• Solve word problems that involve direct variation of two quantities, inverse variation of two | Products and Factoring

Multiplying Polynomials by Polynomials

Using Special Products Part 1

Using Special Products Part 2

Factoring Trinomials

Factoring Special Products Part 1

Factoring Special Products Part 2

Addition and Subtraction Operations
Division with Polynomials
Synthetic Division

Direct Variation
Inverse Variation
Joint and Combined Variation | **PROJECT: CREATING AN ALGORITHM**
Formative: Written Product

QUIZ 1: SPECIAL PRODUCTS
Formative: Multiple Choice

QUIZ 2: POLYNOMIALS
Formative: Multiple Choice

QUIZ 3: WORKING WITH VARIATIONS
Formative: Multiple Choice

UNIT TEST
Summative: Multiple Choice | ODYSSEYWARE |

	rational algebraic expression. 2.8.A1.B **PA: Keystone: Algebra II (2014 MODULE 1— Number Systems and Non-Linear Expressions & Equations A2.1.2.2 Simplify expressions involving polynomials.** A2.1.2.2.1 Factor algebraic expressions, including difference of squares and trinomials. A2.1.2.2.2 Simplify rational algebraic expressions. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	quantities, and joint or combination variation of three quantities.		
Algebraic Fractions (Week 17, 4 Weeks)	**PA: Assessment Anchors - Math (2013) PA: Keystone: Algebra I (2014) MODULE 1— Operations and Linear Equations & Inequalities A1.1.1 Operations with Real Numbers and Expressions A1.1.1.1 Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals,**	• Simplify and evaluate algebraic expressions • Reduce fractions, add and subtract fractions, and change mixed numbers and complex fractions to simple algebraic fractions. • Add, subtract, multiply and	Multiplying and Dividing with Fractions Reducing Rational Expressions Multiplying Algebraic Fractions Dividing Algebraic Fractions	**QUIZ 1: ALGEBRAIC FRACTIONS Formative: Multiple Choice** **QUIZ 2: ADDITION AND SUBTRACTION OF FRACTIONS Formative: Multiple Choice**

percents, square roots, and exponents).
A1.1.1.1.1 Compare and/or order any real numbers.
A1.1.1.1.2 Simplify square roots.
MODULE 2—Linear Functions and Data Organizations
A1.2.3.3 Apply probability to practical situations.
A1.2.3.3.1 Find probabilities for compound events (e.g., find probability of red and blue, find probability of red or blue) and represent as a fraction, decimal, or percent.
PA: Keystone: Algebra II (2014
MODULE 1— Number Systems and Non-Linear Expressions & Equations
A2.1.1.2 Apply the order of operations in computation and in problem-solving situations.
A2.1.1.2.1 Add and subtract complex numbers (e.g., (7 − 3i) − (2 + i) = 5 − 4i).
A2.1.1.2.2 Multiply and divide complex numbers (e.g., (7 − 3i)(2 + i) = 17 + i).
A2.1.2.2 Simplify expressions

divide algebraic expressions.
- Find the common denominator of algebraic fractions.
- Solve equations that contain algebraic fractions, variables in the denominator of a fraction, and mixture problems.
- Solve proportions of algebraic equations that have one variable.

Adding and Subtracting Algebraic Fractions
Addition and Subtraction Mixed Expressions and Complex Fractions

Equations with Fractions
Fractional Equations
Proportions

Applications of Fractions
Mixture Problems
Work Problems

QUIZ 3:
FRACTIONAL EQUATIONS
Formative: Multiple Choice

QUIZ 4:
PROBLEMS WITH FRACTIONS
Formative: Multiple Choice

UNIT TEST
Summative: Multiple Choice

involving polynomials.
A2.1.2.2.1 Factor algebraic expressions, including difference of squares and trinomials.
A2.1.2.2.2 Simplify rational algebraic expressions.

| Real Numbers (Week 21, 5 Weeks) | **PA: Assessment Anchors - Math (2013)** **PA: Keystone: Algebra II (2014 MODULE 1— Number Systems and Non-Linear Expressions & Equations A2.1.3 Non-Linear Equations A2.1.3.1 Write and/or solve non-linear equations using various methods.** A2.1.3.1.1 Write and/or solve quadratic equations (including factoring and using the Quadratic Formula). A2.1.3.1.2 Solve equations involving rational and/or radical expressions (e.g., $10/(x + 3) +$ | • Write the fractional equivalent of a rational decimal number. • Change a radical expression to the equivalent expression with fractional exponents. • Evaluate and simplify radical expressions and fractional exponent expressions. • Use conjugates to rationalize the denominator of an algebraic expression. | Real Numbers Law of Radicals Conjugates Radical Equations Quadratic Equations Factoring Quadratic Equations Completing the Square Quadratic Formula Word Problems Involving Quadratic Equations Sum and Product of Roots The Discriminant | **Quadratic Formula Word Problems Involving Quadratic Equations Sum and Product of Roots The Dis Formative: Multiple Choice** **QUIZ 2: QUADRATIC SOLUTIONS Formative: Multiple Choice** **QUIZ 3: QUADRATIC FORMULA Formative: Multiple Choice** |

	12/(x – 2) = 1 or √x2 + 21x = 14). **MODULE 2—Functions and Data Analysis** **A2.2.2 Applications of Functions** **A2.2.2.1 Create, interpret, and/or use polynomial, exponential, and/or logarithmic functions and their equations, graphs, or tables.** A2.2.2.1.1 Create, interpret, and/or use the equation, graph, or table of a polynomial function (including quadratics). Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	• Solve quadratic equations by the factoring method, and by completing the square. • Determine the sum and product of the roots of a quadratic equation. • Find the discriminant of a quadratic equation, and use it to determine what kinds of solutions a quadratic equation has.	Imaginary Numbers	**UNIT TEST** **Summative:** **Multiple Choice**
<u>Quadratic Relations and Systems</u> (Week 25, 4 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grades 9-12** **CC.2.3: Geometry** **(A) Geometry** CC.2.3.HS.A.10 Translate between the geometric description and the equation for a conic section. G.2.1.4.1 **PA: Assessment Anchors - Math (2013)** **PA: Keystone: Algebra II (2014**	• Use the distance formula to find the distance between two points. • Find the radius and center of a circle from its equation, and write the equation of a circle, given its center and radius.	Distance Formula Circle Ellipse Ellipse Continued Conic Sections: Parabola Conic Sections: Parabola Continued Conic Sections: Hyperbola	**QUIZ 1: CONICS AND THE COORDINATE PLANE** **Formative: Multiple Choice** **QUIZ 2: CONICS** **Formative: Multiple Choice**

MODULE 2— Functions and Data Analysis

A2.2.1 Patterns, Relations, and Functions

A2.2.1.1 Analyze and/or use patterns or relations.

A2.2.1.1.4 Identify and/or determine the characteristics of an exponential, quadratic, or polynomial function (e.g., intervals of increase/decrease, intercepts, zeros, and asymptotes).

A2.2.2 Applications of Functions

A2.2.2.1 Create, interpret, and/or use polynomial, exponential, and/or logarithmic functions and their equations, graphs, or tables.

A2.2.2.1.1 Create, interpret, and/or use the equation, graph, or table of a polynomial function (including quadratics).

- Find the length of the major axis, length of the minor axis, foci, and equation of an ellipse, and graph an ellipse given an equation.
- Find the directrix, and focus of a given parabola, and graph it.
- Write the equation of a hyperbola, and graph it.
- Identify a quadratic equation as a circle, parabola, hyperbola, or ellipse.
- Solve and graph a system of equations or inequalities.
- Find the conic section, and its equation, that represents a physical situation.

Conic Sections: Hyperbola Continued
Identifying Conic Sections

Systems of Equations
Solutions of Inequalities
Applications of Conic Sections– Part 1
Applications of Conic Sections– Part 2
Applications of Conic Sections– Part 3
Constant of Proportionality

QUIZ 3: APPLICATIONS OF CONICS Formative: Multiple Choice

UNIT TEST Summative: Multiple Choice

| Exponential Functions (Week 29, 4 Weeks) | PA: Assessment Anchors - Math (2013) PA: Keystone: Algebra II (2014 MODULE 1— Number Systems and Non-Linear Expressions & Equations A2.1.3 Non-Linear Equations A2.1.3.1 Write and/or solve non-linear equations using various methods. A2.1.3.1.3 Write and/or solve a simple exponential or logarithmic equation (including common and natural logarithms). MODULE 2— Functions and Data Analysis A2.2.1 Patterns, Relations, and Functions A2.2.1.1 Analyze and/or use patterns or relations. A2.2.1.1.4 Identify and/or determine the characteristics of an exponential, quadratic, or polynomial function (e.g., intervals of increase/decrease, intercepts, zeros, and asymptotes). A2.2.2 Applications of Functions | • Evaluate and simplify exponential functions, and expressions with fractional exponents. • Express an exponential equation in logarithmic form, and a logarithmic function in exponential form. • Evaluate logarithmic functions. • Express decimal numbers in scientific notation. • Use change of base formula to evaluate common logarithms, solve exponential equations and graph them. • Identify entries in a matrix by row and column, and use the matrix method to solve a system of equations. | Exponential Functions

Fractional Exponents

Exponential Equations

Graphing Exponential Functions

Exponential Applications

Logarithmic Functions
Evaluation of Logarithms
Evaluating Exponential Functions, Common Logarithms, and Natural Logarithms
General Properties of Logarithms
Scientific Notation
Calculation of Common Logarithms
Graphs of Logarithmic Functions
Solving Logarithmic Equations | QUIZ 1: EXPONENTIAL FUNCTIONS Formative: Multiple Choice

QUIZ 2: LOGARITHMIC FUNCTIONS Formative: Multiple Choice

QUIZ 3: MATRICES Formative: Multiple Choice

UNIT TEST Summative: Multiple Choice | ODYSSEYWARE |

	A2.2.2.1 Create, interpret, and/or use polynomial, exponential, and/or logarithmic functions and their equations, graphs, or tables. A2.2.2.1.1 Create, interpret, and/or use the equation, graph, or table of a polynomial function (including quadratics). A2.2.2.1.2 Create, interpret, and/or use the equation, graph, or table of an exponential or logarithmic function (including common and natural logarithms). Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	• Perform addition or subtraction of matrices.	Logarithmic Applications Matrices System Solutions with Matrices Addition and Multiplication of Matrices		
<u>Counting Principles</u> (Week 33, 4 Weeks)	**PA: Assessment Anchors - Math (2013)** **PA: Keystone: Algebra II (2014** **MODULE 2—** **Functions and Data Analysis** **A2.2.1 Patterns, Relations, and Functions** **A2.2.1.1 Analyze and/or use patterns or relations.**	• Indicate the general term of a sequence, and find the nth term. • Differentiate between a finite and an infinite series, and between an arithmetic and a geometric series.	Progressions: Sequences Progressions: Series Permutations: Factorials Permutation Formula Permutations: Applications Combination Formula	**QUIZ 1:** **SEQUENCES AND SERIES** **Formative: Multiple Choice** **QUIZ 2:** **PERMUTATIONS** **Formative: Multiple Choice**	ODYSSEYWARE

Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
	A2.2.1.1.2 Identify and/or extend a pattern as either an arithmetic or geometric sequence (e.g., given a geometric sequence, find the 20th term). **A2.2.3.2 Apply probability to practical situations.** A2.2.3.2.1 Use combinations, permutations, and the fundamental counting principle to solve problems involving probability. A2.2.3.2.2 Use odds to find probability and/or use probability to find odds. A2.2.3.2.3 Use probability for independent, dependent, or compound events to predict outcomes. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	• Use summation notation, and evaluate factorial expressions. • Calculate the number of permutations or combinations of r elements from a set of n elements. • Demonstrate knowledge of the pattern of Pascal's triangle, and use it to find powers of binomials. • Use the counting principle, conditional probability, and multiplication principle to calculate the probability of complex events. • Define independent and dependent events.	Combinations: Applications Combinations: Binomial Coefficients Probability: Concepts Probability: Equally Likely Outcomes Probability: Multiplication Principle Conditional Probability	**QUIZ 3: COMBINATIONS Formative: Multiple Choice** **QUIZ 4: PROBABILITY Formative: Multiple Choice** **UNIT TEST Summative: Multiple Choice**	

High School Grade 10 Geometry 2019-2020 2 Curriculu m Writers	MATHEMATICAL SYSTEM (Week 1, 3 Weeks)	**PA: Core - Mathematics (2014) PA: Grades 9-12 CC.2.2: Algebraic Concepts (D) Algebra** CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalitie s and systems of equations/inequalitie s algebraically and graphically. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4 **(C) Functions** CC.2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios. G.1.3.2.1, G.2.1.1.1, G.2.1.1.2 **CC.2.3: Geometry (A) Geometry** CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence. G.1.3.1.1, G.1.3.1.2 CC.2.3.HS.A.3 Verify and apply geometric	Student will solve problems using set theory and operations, identify characteristics of postulates and relate geometric theorems on points, lines, and planes.	Mathematic System: Set Theory Review Mathematic System: Operations with Sets Geometry Undefined Terms: Point Geometry Undefined Terms: Line Geometry Undefined Terms: Plane Geometry Undefined Terms: Point Geometry Undefined Terms: Line Geometry Undefined Terms: Plane Geometric Postulates Review of Algebraic Postulates Geometric Theorems Review of Properties of Algebra	**QUIZ 2: UNDEFINED TERMS Formative: Multiple Choice** **QUIZ 3: DEFINED TERMS Formative: Multiple Choice** **Unit Test Summative: Multiple Choice**	OW

theorems as they relate to geometric figures.
G.1.2.1.1, G.1.2.1.2, G.1.2.1.3, G.1.2.1.4, G.1.2.1.5, G.1.3.2.1, G.2.2.1.1, G.2.2.1.2, G.2.2.2.1,
G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5

CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.
G.1.3.1.1, G.1.3.1.2, G.1.3.2.1

CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.
G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.1.3.2.1, G.2.2.3.1

CC.2.3.HS.A.11 Apply coordinate geometry to prove simple geometric theorems algebraically.
G.2.1.2.1, G.2.1.2.2, G.2.1.2.3, G.2.1.3.1

CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems.
G.2.2.4.1, G.2.3.1.1, G.2.3.1.2, G.2.3.1.3

LOGIC (Week 4, 3 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grades 9-12** **CC.2.2: Algebraic Concepts** **(D) Algebra** CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method. A1.1.1.4.1, A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.1.3.2.1, A2.1.3.2.2 Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Student will use inductive reasoning to draw reasonable conclusions, or deductive reasoning to prove basic theorems, and write conditional statements, converses, inverses and contrapositives	Logic Conjunctions Disjunctions Negation Conditional or Implication Statements Converse, Inverse, Contrapositive Counterexamples Inductive Reasoning Deductive Reasoning Using Deductive Reasoning Proof Formats: Statement of the Theorem Proof Formats: The Figure Proof Formats: The Given Statement Proof Formats: To Prove Statement Proof Formats: The Plan of the Proof Indirect Proof Format: The Paragraph Proof	**QUIZ 2: INDUCTIVE AND DEDUCTIVE REASONING** **Formative: Multiple Choice** **PERFORMANCE TASK** **Summative:** **Written Product**	OW

| ANGLES AND PARALLELS (Week 7, 5 Weeks) | PA: Core - Mathematics (2014) PA: Grades 9-12 CC.2.2: Algebraic Concepts (C) Functions CC.2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios. G.1.3.2.1, G.2.1.1.1, G.2.1.1.2 CC.2.3: Geometry (A) Geometry CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures. G.1.2.1.1, G.1.2.1.2, G.1.2.1.3, G.1.2.1.4, G.1.2.1.5, G.1.3.2.1, G.2.2.1.1, G.2.2.1.2, G.2.2.2.1, G.2.2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5 CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions. CC.2.3.HS.A.11 Apply coordinate geometry to prove simple geometric theorems algebraically. G.2.1.2.1, G.2.1.2.2, G.2.1.2.3, G.2.1.3.1 CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems. | Student will identify types of angles, categorize a shape as a polygon or non-polygon, identify different kinds of polygons, and find angle measures of polygons | Angle Definitions Angle Measurement Angle Relationship Definitions Angle Relationship Theorems (1) Angle Relationship Theorems (2) Basic Properties of Parallels Transversals and Special Angles More Proofs: Transversals and Special Angles Continued Proofs: Transversals and Special Angles More Proofs for Postulates 9 and 10 Classifying Triangles by Sides and Angles Exterior and Remote Interior Angles of a Triangle Proofs Involving Triangles Other Polygons | QUIZ 1: ANGLES Formative: Multiple Choice QUIZ 3: PARALLELS AND TRANSVERSALS Formative: Multiple Choice PERFORMANCE TASK Summative: Written Product UNIT TEST Summative: Multiple Choice | OW |

| CONGRUENT TRIANGLES AND QUADRILATERALS (Week 12, 5 Weeks) | **PA: Core - Mathematics (2014) PA: Grades 9-12 CC.2.3: Geometry (A) Geometry** CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence. G.1.3.1.1, G.1.3.1.2 CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures. G.1.2.1.1, G.1.2.1.2, G.1.2.1.3, G.1.2.1.4, G.1.2.1.5, G.1.3.2.1, G.2.2.1.1, G.2.2.1.2, G.2.2.2.1, G.2,2.2.2, G.2.2.2.3, G.2.2.2.4, G.2.2.2.5 CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions. CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems. G.2.2.4.1, G.2.3.1.1, G.2.3.1.2, G.2.3.1.3 Copyright © 2015 Commonwealth of | Student will identify corresponding parts of congruent triangles, prove congruent parts using different theorems and postulates, and solve for angle measures of congruent polygons. | Defining Congruent Triangles Proving Triangles Congruent (1) Proving Triangles Congruent (2) Proving Triangles Congruent (3) Proving Right Triangles Congruent ndependent Triangles (1) Independent Triangles (2) Overlapping Triangles (1) Overlapping Triangles (2) Isosceles Triangles (1) Isosceles Triangles (2) Constructing Inscribed Shapes Inequality Theorem in One Triangle Part 1 Inequality | **Unit Test Summative: Multiple Choice** **QUIZ 1: CONGRUENT TRIANGLES Formative: Multiple Choice** **QUIZ 3: INEQUALITIES; QUADRILATERAL S Formative: Multiple Choice** **PERFORMANCE TASK Summative: Written Product** | OW |

Theorem in One
Triangle Part 2
Inequality
Theorem in Two
Triangles
Quadrilateral
Parallelograms
Theorems Part 1
Quadrilateral
Parallelograms
Theorems Part 2

Triangles that
Use
Parallelograms in
Proofs
Parallelograms:
Rectangles
Parallelograms:
Rhombus
Trapezoids-
Definitions and
Proofs

| SIMILAR POLYGONS (Week 17, 5 Weeks) | PA: Core - Mathematics (2014) PA: Grades 9-12 CC.2.2: Algebraic Concepts (D) Algebra CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, | Student will use facts about similarity to calculate side and angle measures in similar polygons, and use sine, cosine, and tangent values to solve for missing values in triangles. | Algebra Properties and Proportions Properties of Proportions Meaning of Similarity Meaning of Similarity-Theorems Meaning of Similarity-Proofs Theorems-Similar Polygons Theorems-Special Segments in Triangles | **UNIT TEST Summative: Multiple Choice** **QUIZ 1: RATIOS, PROPERTIES, AND PROPORTIONS Formative: Multiple Choice** **QUIZ 3: TRIANGLES AND TRIGONOMETRY Formative: Multiple Choice** | OW |

A1.1.3.1.2,
A1.1.3.1.3,
A1.1.3.2.1,
A1.1.3.2.2,
A2.1.3.1.1,
A2.1.3.1.2,
A2.1.3.1.3,
A2.1.3.1.4

CC.2.3: Geometry
(A) Geometry
CC.2.3.HS.A.6 Verify
and apply theorems
involving similarity as
they relate to plane
figures.
G.1.3.1.1, G.1.3.1.2,
G.1.3.2.1
CC.2.3.HS.A.7 Apply
trigonometric ratios
to solve problems
involving right
triangles.
G.2.1.1.1, G.2.1.1.2
CC.2.3.HS.A.13
Analyze relationships
between two-
dimensional and
three-dimensional
objects.
G.1.1.1.1, G.1.1.1.2,
G.1.1.1.3, G.1.1.1.4,
G.1.2.1.1, G.1.2.1.2,
G.1.2.1.3, G.1.2.1.4,
G.1.2.1.5,
G.2.3.2.1
CC.2.3.HS.A.14
Apply geometric
concepts to model
and solve real world
problems.
G.2.2.4.1, G.2.3.1.1,
G.2.3.1.2, G.2.3.1.3

Similar Right
Triangles
Theorem about
30-60-90 Right
Triangles
Theorem about
45-45-90 Right
Triangles

Using Triangles:
Rectangular
Solids
Using Triangles:
Regular Square
Pyramid
Trigonometry-
Sine Ratio
Trigonometry-
Cosine Ratio
Trigonometry-
Tangent Ratio
Using Similar
Triangles in
Indirect
Measurement
Using
Trigonometry in
Indirect Measure

CIRCLES (Week 22, 3 Weeks)	**PA: Core - Mathematics (2014) PA: Grades 9-12 CC.2.3: Geometry (A) Geometry** CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.1.3.2.1, G.2.2.3.1 CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects. G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.1.2.1.1, G.1.2.1.2, G.1.2.1.3, G.1.2.1.4, G.1.2.1.5, G.2.3.2.1 Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Student will identify different parts of a circle, and angles and arcs created by different lines interacting with circles, and calculate their measures.	Characteristics of Circles Characteristics of Spheres Tangents Arcs Chords Theorems Special Angles Type 1 Special Angles Type 2 Special Angles Type 3 Special Segments Special Angles Type 1 Special Angles Type 2 Special Angles Type 3 Special Segments	**UNIT TEST Summative: Multiple Choice** **QUIZ 1: CIRCLES AND SPHERES Formative: Multiple Choice** **QUIZ 2: TANGENTS, ARCS, AND CHORDS Formative: Multiple Choice**	OW
AREA AND VOLUME (Week 25, 3 Weeks)	**PA: Core - Mathematics (2014) PA: Grades 9-12 CC.2.3: Geometry (A) Geometry** CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions.	Student will calculate the area, surface area, and volume of varying polygons by breaking them down into smaller and recognizable shapes.	Area Concepts of Polygons Area of Rectangles Area of Parallelograms	**UNIT TEST Summative: Multiple Choice** **QUIZ 2: AREA OF CIRCLES Formative: Multiple Choice**	OW

CC.2.3.HS.A.6 Verify
and apply theorems
involving similarity as
they relate to plane
figures.
G.1.3.1.1, G.1.3.1.2,
G.1.3.2.1
CC.2.3.HS.A.8 Apply
geometric theorems
to verify properties of
circles.
G.1.1.1.1, G.1.1.1.2,
G.1.1.1.3, G.1.1.1.4,
G.1.3.2.1, G.2.2.3.1
CC.2.3.HS.A.9
Extend the concept
of similarity to
determine arc
lengths and areas of
sectors of circles.
G.1.1.1.1, G.1.1.1.2,
G.1.1.1.3, G.1.1.1.4,
G.2.1.4.1, G.2.2.2.1,
G.2.2.2.2, G.2.2.2.3,
G.2.2.2.4,
G.2.2.2.5, G.2.2.3.1
CC.2.3.HS.A.12
Explain volume
formulas and use
them to solve
problems.
G.2.3.1.1, G.2.3.1.2,
G.2.3.1.3
CC.2.3.HS.A.13
Analyze relationships
between two-
dimensional and
three-dimensional
objects.
G.1.1.1.1, G.1.1.1.2,
G.1.1.1.3, G.1.1.1.4,
G.1.2.1.1, G.1.2.1.2,
G.1.2.1.3, G.1.2.1.4,
G.1.2.1.5,
G.2.3.2.1

Area of Triangles
and Rhombuses

Area of
Trapezoids

Area of Kites

Area of Regular
Polygons

Area
Comparisons of
Polygons
Circles:
Circumference
and PI
Arc Length
Circles: Area of
Circles
Circles: Area of
Sectors
Circles: Area of
Segments

Solids: Prisms
Solids: Pyramids
Solids: Cylinders
Solids: Cones
Solids: Spheres

Two- and Three-
Dimensional
Shapes
Geometric
Probability

**QUIZ 3: VOLUME
OF SOLIDS
Formative: Multiple
Choice**

**PERFORMANCE
TASK
Summative:
Written Product**

	CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems. G.2.2.4.1, G.2.3.1.1, G.2.3.1.2, G.2.3.1.3 Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved				
COORDINATE GEOMETRY (Week 28, 3 Weeks)	**PA: Core - Mathematics (2014) PA: Grades 9-12 CC.2.2: Algebraic Concepts (D) Algebra** CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A2.1.3.1.1, A2.1.3.1.2, A2.1.3.1.3, A2.1.3.1.4, A2.2.2.1.1, A2.2.2.1.2, A2.2.2.1.3, A2.2.2.1.4 CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalitie s and systems of equations/inequalitie	Student will graph linear equations and inequalities, use the distance and mid-point formulas to find lengths of segments and perimeters of geometric shapes, and find the equation of a line in various ways.	Symmetry Ordered Pairs: Points in a Plane Graphs of Algebraic Sentences Distance Formula Perimeter and Area Equation of a Circle Midpoint Formula Slope Equations of Lines Figures in the Coordinate Plane Proofs with Coordinate Geometry	**UNIT TEST Summative: Written Product** **PERFORMANCE TASK Summative: Written Product** **QUIZ 1: SYMMETRY, ORDERED PAIRS, AND GRAPHS Formative: Multiple Choice** **QUIZ 2: DISTANCE FORMULA AND APPLICATIONS Formative: Multiple Choice**	OW

s algebraically and graphically.
A1.1.2.1.1,
A1.1.2.1.2,
A1.1.2.1.3,
A1.1.2.2.1,
A1.1.2.2.2,
A1.1.3.1.1,
A1.1.3.1.2,
A1.1.3.1.3,
A1.1.3.2.1,
A1.1.3.2.2,
A2.1.3.1.1,
A2.1.3.1.2,
A2.1.3.1.3,
A2.1.3.1.4

CC.2.3: Geometry
(A) Geometry
CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.
G.1.1.1.1, G.1.1.1.2, G.1.1.1.3, G.1.1.1.4, G.1.3.2.1, G.2.2.3.1
CC.2.3.HS.A.11 Apply coordinate geometry to prove simple geometric theorems algebraically.
G.2.1.2.1, G.2.1.2.2, G.2.1.2.3, G.2.1.3.1
CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems.
G.2.2.4.1, G.2.3.1.1, G.2.3.1.2, G.2.3.1.3

<u>TRANSFORMATION</u> <u>S</u> (Week 31, 2 Weeks)	**PA: Core - Mathematics (2014) PA: Grades 9-12 CC.2.3: Geometry (A) Geometry** CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence. G.1.3.1.1, G.1.3.1.2 CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions. CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures. G.1.3.1.1, G.1.3.1.2 Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Student will understand rotations, reflections, dilations and translations in terms of angles, circles, perpendicular lines, and line segments, and find the result of combining multiple transformations.	Isometry: Reflection Isometry: Translation Isometry: Rotation Transformation Sequences Similarity Transformation: Dilation Product Transformation	**UNIT TEST Summative: Multiple Choice** **PERFORMANCE TASK Summative: Written Product** **QUIZ 1: ISOMETRY Formative: Multiple Choice**	OW
<u>GEOMETRIC</u> <u>APPLICATION</u> (Week 33, 2 Weeks)	**PA: Core - Mathematics (2014) PA: Grades 9-12 CC.2.3: Geometry (A) Geometry** CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures. G.1.3.1.1, G.1.3.1.2, G.1.3.2.1 CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right	Student will use the functions sine, cosine, and tangent, and the inverse trigonometric functions ($\sin^{-1}$, $\cos^{-1}$, and $\tan^{-1}$) to calculate unknown side lengths in right triangles, calculate densities, and use ratios to calculate unit scales.	Using SOH CAH TOA in Trigonometry Finding the Values of Trigonometric Functions Law of Sines Ambiguity and Area of a Triangle Law of Cosines: Finding a Side Law of Cosines:	**QUIZ 1: SINES Formative: Multiple Choice** **QUIZ 2: COSINES Formative: Multiple Choice**	OW

	triangles. G.2.1.1.1, G.2.1.1.2 CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems. G.2.2.4.1, G.2.3.1.1, G.2.3.1.2, G.2.3.1.3 Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved		Finding an Angle Density Geometry in Design		
PROBABILITY (Week 35, 2 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grades 9-12** **CC.2.3: Geometry** **(A) Geometry** CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems. G.2.2.4.1, G.2.3.1.1, G.2.3.1.2, G.2.3.1.3 **CC.2.4:** **Measurement, Data and Probability** **(B) Statistics and Probability** CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable. A1.2.3.1.1, A1.2.3.2.1, A1.2.3.2.2, A1.2.3.2.3 CC.2.4.HS.B.2 Summarize,	Student will determine the number of combinations, or permutations, in choosing elements from a set, explain the concept of conditional probability as found in everyday situations, and analyze decisions and strategies using probability concepts.	Definitions, Sample Spaces, and Probability Addition of Probabilities Multiplication of Probabilities Conditional Probability Conditional Probability in Real-World Situations Two-Way Frequency Tables Using Probability in Decision Making	**QUIZ 1: USING PROBABILITY Formative: Multiple Choice** **QUIZ 3: PROBABILITY Formative: Multiple Choice**	OW

represent, and
interpret data on two
categorical and
quantitative
variables.
A1.2.1.1.1,
A1.2.1.1.2,
A1.2.1.1.3,
A1.2.1.2.1,
A1.2.1.2.2,
A1.2.2.2.1,
A2.2.1.1.1,
A2.2.1.1.2,
A2.2.1.1.3,
A2.2.1.1.4,
A2.2.3.1.1,
A2.2.3.1.2
CC.2.4.HS.B.3
Analyze linear
models to make
interpretations based
on the data.
A1.2.2.2.1,
A1.2.3.1.1,
A1.2.3.2.1,
A1.2.3.2.2,
A1.2.3.2.3,
A2.2.3.1.1,
A2.2.3.1.2
CC.2.4.HS.B.6 Use
the concepts of
independence and
conditional
probability to
interpret data.
A2.2.3.2.1,
A2.2.3.2.2,
A2.2.3.2.3
CC.2.4.HS.B.7 Apply
the rules of
probability to
compute probabilities
of compound events
in a uniform
probability model.

A1.2.3.3.1,
A2.2.3.2.1,
A2.2.3.2.2,
A2.2.3.2.3

	Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
Elementary School Grade 1 Math 1 2019-2020 2 Curriculum Developers	Grouping and Counting (Week 1, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Look for and make sense of regularity in repeated reasoning. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Use the numerals 0 to 9. Group and count similar items. Skip count by 2 Write the correct numeral for a given set. Create numerals out of common materials. Count on the hundred chart.	Grouping and Counting Name that Numeral Number the Bones	**Online Practice Formative: Multiple Choice** **Fishing for Answers Worksheet Formative: Written Product** **Counting by 2's Worksheet Formative: Written Product** **Write the Numerals 0 to 9 Formative: Written Product** **Quiz Summative: Multiple Choice**	

Shapes (Week 2, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. **CC.2.3: Geometry** **(A) Geometry** CC.2.3.1.A.1: Compose and distinguish between two- and three-dimensional shapes based on their attributes. **Mathematical Practice** **Mathematical Practice** **Standards describes the habits of mind required to reach a level of mathematical proficiency** Look for and make use of structure. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Match two numbers that add up to 10. Learn the concept of 10. Recognize, describe and create patterns of shape. Match a set with an equal number of items. Use colors and shapes to represent pattern of shapes	Match 10 Stack the Blocks & Shapes The New Zoo Identify 2-D Shapes Higher or Lesser	**Create Patterns with Shapes Worksheet Formative: Written Product** **Matching Sets Worksheet Formative: Written Product** **Quiz Summative: Multiple Choice** **Online Practice Formative: Multiple Choice**	Canvas
Position Words (Week 3, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1**	Learn the concept of 11.	Eleven and Comparing Length	**Comparing Length Worksheet**	

CC.2.1: Numbers and Operations **(B) Number & Operations in Base Ten** CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. **Mathematical Practice** **Mathematical Practice** **Standards describes** **the habits of mind** **required to reach a level** **of mathematical** **proficiency** Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Compare longer and shorter. Adding pairs of numbers. Learn the concept of 12. Make a selection based on observation of clues Counting up and down. Skip count by 2. Identify comparison and position word pairs.	Adding Pairs Twelve and Logic Puzzles Position Words	**Formative:** **Written Product** **Adding Pairs** **Worksheet** **Formative:** **Written Product** **Comparing** **Weight** **Worksheet** **Formative:** **Written Product** **Who Lives Here?** **Logic Puzzle** **Worksheet** **Formative:** **Written Product** **Missing** **Numbers** **Worksheet** **Formative:** **Written Product** **Quiz** **Summative:** **Multiple Choice** **Online Practice** **Formative:** **Multiple Choice**

| Patterns and Coins (Week 4, 1 Week) | **PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.1.A.1: Order lengths and measure them both indirectly and by repeating length units. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Look for and make use of structure. Look for and make sense of regularity in repeated reasoning. | Practice addition facts up to 10. Observe and recreate patterns using visual memory. Recognize pennies, nickels and dimes. Adding pennies, nickels and dimes. Using the cents symbol. Measure objects using non-standard units. | Adding Hats with Roly Pattern Finder Coins! Nonstandard Measurements | **Pennies, Nickels and Dimes Worksheet Formative: Written Product** **Measure It! Worksheet Formative: Written Product** **Quiz Summative: Multiple Choice** **Online Practice Formative: Multiple Choice** | Canvas |

| Compare Position and Time (Week 5, 1 Week) | **PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.1.A.2: Tell and write time to the nearest half hour using both analog and digital clocks. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Look for and make use of structure. Look for and make sense of regularity in repeated reasoning. | Reading the hour on a clock Compare figures and group them into sets Identify a point's location using the words inside and outside. Create equivalent but easier or known sums up to 10. Subtract 2 numbers with a minuend less than 6. | The Hour Even or Odd Position Words: Inside or Outside Equivalent Sums Take Away the Veggies | **The Hour Worksheet Formative: Written Product** **Even or Odd Worksheet Formative: Written Product** **Equivalent Sums Worksheet Formative: Written Product** **Quiz Summative: Multiple Choice** **Online Practice Formative: Multiple Choice** | Canvas |

Regrouping (Week 6, 1 Week)	PA: Core - Mathematics (2014) PA: Grade 1 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Practice subtraction facts Add 3 numbers with a sum less than 10. Practice regrouping Identify a set that has 1 less item than a given set. Identify shared characteristics of members of a set. Correctly do the addition facts of 11	Subtraction Facts Regrouping One Less Eleven: Addition Facts	**Adding Three Numbers Worksheet Formative: Written Product** **One Less Worksheet Formative: Written Product** **Quiz Summative: Multiple Choice** **Online Practice Formative: Multiple Choice**	Canvas
Missing Numbers (Week 7, 1 Week)	PA: Core - Mathematics (2014) **PA: Grade 1**	Fill in missing numbers counting up or down.	Missing Numbers	**Compass Rose Worksheet**	

	CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Give and follow directions using location terms. Subtract 2 numbers with a minuend less than 8. Identify similarities and differences between like objects. Add and subtract 2 numbers horizontally. Identify vertical, diagonal and horizontal objects.	Minuends Less Than 8 Horizontal Numbers	**Formative: Written Product** **Using Location Terms Worksheet Formative: Written Product** **Minuends Less than 8 Worksheet Formative: Written Product Vertical, Horizontal, and Diagonal Worksheet Formative: Written Product** **Quiz Summative: Multiple Choice** **Online Practice Formative: Multiple Choice**	
<u>Addition</u> (Week 8, 1 Week)	**PA: Core - Mathematics (2014) PA: Grade 1**	Practice the addition facts of 12.	Twelve: Addition Facts	**Count the Fruit Worksheet Formative: Written Product**	Canvas

CC.2.1: Numbers and Operations **(B) Number & Operations in Base Ten** CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Use tally marks to count Count up to 29. Add 2 numbers starting with the larger number. Measure and compare temperatures. Compare the weights of objects. Identify similarities and differences between like objects. Subtract 2 one-digit numbers with a minuend less than 10. Put events into order	Count to 29 and Temperatures Weight Minuends Less than 10	**Count to 29 Worksheet Formative: Written Product** **Hot or Cold? Worksheet Formative: Written Product** **Estimating Weights Worksheet Formative: Written Product** **Subtraction to 10 Worksheet Formative: Written Product** **Sequence of Events Worksheet Formative: Written Product** **Quiz Summative: Multiple Choice**

| More Numbers (Week 9, 1 Week) | **PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved | Recognize words zero, one, two, three, four, five, six, seven, eight, nine, and ten. Represent numbers in multiple ways. Represent numbers with movement. Add one- and two-digit numbers with a sum less than 20. Find multiple geometric shapes in one complex figure. | Number Words: One to Ten Represent Numbers Double Digit Addition Shape Shades | **Number Words:** **One to Ten** **Worksheet** **Formative:** **Written Product** **Represent** **Numbers** **Worksheets** **Formative:** **Written Product** **Double Digit** **Addition** **Worksheet** **Formative:** **Written Product** **Quiz** **Summative:** **Multiple Choice** **Online Practice** **Formative:** **Multiple Choice** | Canvas |

| Greatest and Least (Week 10, 1 Week) | PA: Core - Mathematics (2014)
PA: Grade 1
CC.2.1: Numbers and Operations
(B) Number & Operations in Base Ten
CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects.
CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.
CC.2.4: Measurement, Data and Probability
(A) Measurement and Data
CC.2.4.1.A.1: Order lengths and measure them both indirectly and by repeating length units.
Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency
Reason abstractly and quantitatively.
Use appropriate tools strategically.
Attend to precision.
Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved | Count money and determine if there is enough to make a purchase.

Observe and recreate patterns using visual memory.

Select the number with the greatest value.

Select the number with the least value.
Determine which of four objects weighs the least.

Measure a line segment to the nearest inch. | Do You Have Enough?

The Greatest Value

The Least

Thirteen: Addition Facts

The Nearest Inch | **Do You Have Enough? Worksheet Formative: Written Product**

Ladybug Place Value Worksheet Formative: Written Product

The Least Worksheets Formative: Written Product

The Nearest Inch Worksheet Formative: Written Product

Quiz Summative: Multiple Choice

Online Practice Formative: Multiple Choice |

| Subtraction (Week 11, 1 Week) | PA: Core - Mathematics (2014) PA: Grade 1 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Reason abstractly and quantitatively. Look for and make use of structure. Look for and make sense of regularity in repeated reasoning. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved | Combine shapes to form new geometric shapes

Write number sentences using subtraction.

Subtract facts up through 12. Practice subtraction facts of 12 and 13 using listening skills.

Recognize and write ordinals first through tenth. | Combinations

Subtraction Number Sentences

Subtraction Facts to 12

Ordinals: First to Tenth | **Combinations Worksheet Formative: Written Product**

Subtraction Number Sentences Worksheet Formative: Written Product

Subtraction Facts Worksheet Formative: Written Product

Ordinals Worksheet Formative: Written Product

Quiz Summative: Multiple Choice

Online Practice Formative: Multiple Choice | Canvas |

| Creating and Comparing Shapes (Week 12, 1 Week) | PA: Core - Mathematics (2014) PA: Grade 1 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. CC.2.3: Geometry (A) Geometry CC.2.3.1.A.1: Compose and distinguish between two- and three-dimensional shapes based on their attributes. Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved | Count up to 39. Create triangles and other shapes from rectangular pieces. Tell time by the half hour. Solve logic problems. Group by ten when counting. Weigh various objects. | Count to 39 The Half Hour Group by 10's Creating Shapes | Creating Shapes Worksheet Formative: Written Product ☐ The Half Hour Worksheet Formative: Written Product ☐ You Observe Worksheet Formative: Written Product Adding Three Numbers Worksheet Formative: Written Product Quiz Summative: Multiple Choice Online Practice Formative: Multiple Choice |

| Probability (Week 13, 1 Week) | PA: Core - Mathematics (2014) PA: Grade 1 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. CC.2.2: Algebraic Concepts (A) Operations and Algebraic Thinking CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. CC.2.4: Measurement, Data and Probability (A) Measurement and Data CC.2.4.1.A.4 Represent and interpret data using tables/charts. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. | Determine probability of rolling dice, using terms more, less and equally likely. Complete a probability chart. Write number sentences from addition & subtraction word problems Group by tens when counting over 19. Balance a scale by moving weights from one side to the other. Practice the addition facts of 14. | Probability Number Sentences Groups by 10's Fourteen: Addition Facts & Count to 49 | **Probability Worksheet Formative: Written Product** **Number Sentences Worksheet Formative: Written Product** **Group by 10's Worksheet Formative: Written Product** **Quiz Summative: Multiple Choice** **Online Practice Formative: Multiple Choice** | Canvas |

Data and Fact Families (Week 14, 1 Week)	PA: Core - Mathematics (2014) PA: Grade 1 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. CC.2.2: Algebraic Concepts (A) Operations and Algebraic Thinking CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction. CC.2.4: Measurement, Data and Probability (A) Measurement and Data CC.2.4.1.A.4 Represent and interpret data using tables/charts. Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency	Use various tools to measure volume. Count up to 59. Use family relationships to group people into sets. Gather information from tally charts. Learn the subtraction facts of 13. Sort geometric figures using Venn Diagrams.	Fact Families & Volume Count to 59 Tally Charts Subtraction Facts of 13 & Count to 69 Venn Diagrams	Volume Worksheet Formative: Written Product Family Traits Worksheet Formative: Written Product Tally Charts Worksheet Formative: Written Product Venn Diagrams Worksheet Formative: Written Product Quiz Summative: Multiple Choice Online Practice Formative: Multiple Choice	Canvas

Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.

Word Problems
(Week 15, 1 Week)

PA: Core - Mathematics (2014)
PA: Grade 1
CC.2.1: Numbers and Operations
(B) Number & Operations in Base Ten
CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects.
CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100.
CC.2.2: Algebraic Concepts
(A) Operations and Algebraic Thinking
CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.
CC.2.4: Measurement, Data and Probability
(A) Measurement and Data
CC.2.4.1.A.4 Represent and interpret data using tables/charts.
Mathematical Practice

Recognize the days of the week.

Arrange a series of events in a logical order.

Obtain numerical information from word problems.
Follow directions from verbal directions

Use a number line to solve addition problems.
Create repeating patterns using pictures

Use a number line to solve subtraction problems

Logical Order

Dissecting Word Problems

Number Lines & Repeating Patterns

Subtracting with a Number Line and Using Maps

Logical Order Worksheet
Formative:
Written Product

Dissecting Word Problems Worksheet
Formative:
Written Product

Color the Kitty Worksheet
Formative:
Written Product

Adding on Number Lines Worksheet
Formative:
Written Product

Repeating & Growing

Canvas

		Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Make sense of problems and persevere in solving them. Model with mathematics. Attend to precision. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			**Patterns Worksheet Formative: Written Product** **Using Maps Worksheet Formative: Written Product** **Quiz Summative: Multiple Choice** **Online Practice Formative: Multiple Choice**
	Coins and Centimeters (Week 16, 1 Week)	**PA: Core - Mathematics (2014) PA: Grade 1 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten** CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3: Use place value concepts and properties of operations	Study different coins and coin designs. Create a coin design. Recognize eleven, twelve, thirteen. Measure a line segment to the nearest centimeter. Learn the addition facts of 15, 16, 17, and 18.	Coin Designs Eleven, Twelve, Thirteen The Nearest Centimeter Addition Facts to 18	**Coin Flip Book Worksheet Formative: Written Product** **Coin Designs Worksheet Formative: Written Product** **Zero to Thirteen Worksheet**	Canvas

	to add and subtract within 100. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Look for and make use of structure. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			**Formative:** **Written Product** **Measure at Home Worksheet** **Formative:** **Written Product** **Baseball Addition Worksheet** **Formative:** **Written Product** **Quiz** **Summative:** **Multiple Choice** **Online Practice** **Formative:** **Multiple Choice**
<u>Place Value</u> (Week 17, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to	Solve word problems using addition. Recognize & write numbers represented by tens and ones. Read scales measuring capacity, length, and weight.	Word Problems Tens & Ones Reading a Scale Subtraction Facts of 14	**Tens & Ones Worksheet** **Formative:** **Written Product** **Weight It Assignment** **Formative:** **Written Product**

	compare two digit numbers. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Learn the subtraction facts of14. Identify even and odd numbers.	**Balloon Pop Worksheet Formative: Written Product** **Quiz Summative: Multiple Choice** **Online Practice Formative: Multiple Choice**
Number Order (Week 18, 1 Week)		Skip-Counting Putting Numbers in Order Making Number Sentences Subtraction Facts of 15	**Skip Counting Worksheet Formative: Written Product** **Number Order Worksheet Formative: Written Product** **Number Sentences Worksheet Formative: Written Product**

				Subtraction Facts of 15 Worksheet Formative: Written Product **Quiz Summative: Multiple Choice** **Online Practice Formative: Multiple Choice**	
Count by Twos (Week 19, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level**	Introduce your child to counting by twos. Practice adding using pictures.	Count by Twos Skip-Count by Twos Addition with Pictures	**Worksheets Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas

Counting by Fives (Week 20, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Practice counting by fives. Practice subtracting using pictures.	Counting by Fives Skip-Count by Fives Subtraction with Pictures	**Worksheets Formative: Written Product** **Quiz Formative: Multiple Choice** **Online Practice Formative: Multiple Choice**	Canvas
Count by Tens (Week 21, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.1: Numbers and Operations**	Practice counting by tens. Practice adding.	Count by Tens Skip-Count by Tens	**Worksheets Formative: Written Product**	

	Standards			Assessments	
	(B) Number & Operations in Base Ten CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved		Addition Sentences	**Quiz Summative: Multiple Choice** **Online Practice Formative: Multiple Choice**	
<u>Review Numbers 1-20</u> (Week 22, 1 Week)	**PA: Core - Mathematics (2014) PA: Grade 1 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten** CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2: Use place value concepts to	Count by ones, twos, fives, and tens Practice counting by tens.	Review Numbers 1-20 Counting Practice Count by Tens	**Worksheets Formative: Written Product** **Quiz Summative: Multiple Choice** **Online Practice**	Canvas

	represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Look for and make use of structure. 			**Formative:** **Multiple Choice**
<u>Four Operations</u> (Week 23, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. CC.2.2.1.A.2 Understand and apply properties of	Work with the four processes of math. Tell stories to show a variety of different kinds of problems. Solve them both with tangibles and in the horizontal format on paper.	Four Operations Counting Forward and Backward	**worksheets** **Formative:** **Written Product** **Online Practice** **Formative:** **Multiple Choice** **Quiz** **Summative:** **Multiple Choice**

	operations and the relationship between addition and subtraction. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. 				
Twos, Fives, and Tens (Week 24, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice**	Review counting by twos, fives, and tens. Establish a rhythm for each by marching, clapping, or stomping, and sing your special counting tunes for practice.	Twos, Fives, and Tens Subtraction Facts	**Worksheets Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas

		Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Model with mathematics. Look for and make use of structure.			
	<u>Vertical Math</u> (Week 25, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Look for and make use of structure.	Read a story to learn the vertical format. Count using the hundreds chart.	Vertical Math Counting On the Hundreds Chart	**Worksheets** **Formative:** **Written Product** **Online Practice** **Formative:** **Multiple Choice** **Quiz** **Summative:** **Multiple Choice**	Canvas

Adding Without Regrouping (Week 26, 1 Week)		Practice adding without regrouping.

Solve addition problems using the vertical addition method. | Vertical Addition

Adding Without Regrouping

Addition Sentences to 10 Using Number Lines | **Worksheet Formative: Written Product**

Online Practice Formative: Multiple Choice

Quiz Summative: Multiple Choice | Canvas |
| Vertical Subtraction (Week 27, 1 Week) | **PA: Core - Mathematics (2014) PA: Grade 1 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten** CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **CC.2.2: Algebraic Concepts (A) Operations and Algebraic Thinking** CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction. | Practice subtraction problems using the vertical format.

Use tangibles to solve these problems. | Vertical Subtraction

Subtract One-Digit Numbers from Two

Subtract Tens | **Worksheet Formative: Written Product**

Online Practice Formative: Multiple Choice

Quiz Summative: Multiple Choice | Canvas |

	Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			
<u>Weight with a Balance Scale</u> (Week 28, 1 Week)	**PA: Core - Mathematics (2014) PA: Grade 1 CC.2.4: Measurement, Data and Probability (A) Measurement and Data** CC.2.4.1.A.1: Order lengths and measure them both indirectly and by repeating length units. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Use appropriate tools strategically. Attend to precision. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Review counting by twos, fives, and tens. Arrange three objects in order of length from shortest to longest Identify which object is heavier or lighter than another	Weight with a Balance Scale Light and Heavy Compare Size, Weight, and Capacity	**Worksheets Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**

| Vertical Addition and Subtraction (Week 29, 1 Week) | PA: Core - Mathematics (2014) PA: Grade 1 CC.2.2: Algebraic Concepts (A) Operations and Algebraic Thinking CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction. CC.2.4: Measurement, Data and Probability (A) Measurement and Data CC.2.4.1.A.1: Order lengths and measure them both indirectly and by repeating length units. Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Attend to precision. Look for and make use of structure. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved | Identify the sign in a number sentence that makes the answer true Classify concrete objects according to length, shape, size, and color. | Vertical Addition and Subtraction Which Sign Makes the Number Sentences Measuring Using Objects | Worksheets Formative: Written Product Online Practice Formative: Multiple Choice Quiz Summative: Multiple Choice | Canvas |

Counting Pennies, Nickels, and Dimes (Week 30, 1 Week)	PA: Core - Mathematics (2014) PA: Grade 1 CC.2.2: Algebraic Concepts (A) Operations and Algebraic Thinking CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Name the common coins. Identify the value of the common coins. Count the total amount that a group of coins is worth.	Count Pennies, Nickels, and Dimes Names and Values of Common Coins	**Worksheets Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas
Odd, Even, and Ordinal (Week 31, 1 Week)	PA: Core - Mathematics (2014) PA: Grade 1 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to	Practice addition and subtraction problems in the vertical format. Identify a number as odd or even. Practice adding up to 18.	Odd, Even, and Ordinal Identifying Even and Odd Numbers Addition Facts – Sums up to 18	**Workshops Formative: Written Product** **Online Practice Formative: Multiple Choice**	Canvas

	compare two digit numbers. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			**Quiz Summative: Multiple Choice**	
<u>Identifying 2-Dimensional Shapes</u> (Week 32, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.3: Geometry** **(A) Geometry** CC.2.3.1.A.1: Compose and distinguish between two- and three-dimensional shapes based on their attributes. CC.2.3.1.A.2: Use the understanding of fractions to partition shapes into halves and quarters. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level**	Draw a circle, triangle, and square freehand. Color geometric figures and create a lovely piece of art work. Identify a shape as a circle, triangle, or square.	Identifying 2-Dimensional Shapes Drawing Shapes Drawing Shapes	**Worksheets Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas

Review Multiplication with Counters (Week 33, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Practice in addition and subtraction problems in the vertical format. Review multiplication using tangibles.	Review Multiplication with Counters Sort Shapes Into a Venn Diagram Addition and Subtraction Sentences	**Worksheets** **Formative:** **Written Product** **Online Practice** **Formative:** **Multiple Choice** **Quiz** **Summative:** **Multiple Choice**	Canvas

Review Division with Counters (Week 34, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.1.B.1: Extend the counting sequence to read and write numerals to represent objects. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Review the process of division and work with tangibles to solve division problems. Divide a shape into equal parts.	Equal Parts Review Division with Counters	**Worksheets Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	
Word Problems Adding Three Numbers (Week 35, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 1** **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.	Complete word problems that contain addition sentences with three numbers. Identify a group of coins that has the same value as another group.	Equivalent Coins Compare Objects: Length and Height Word Problems Adding Three Numbers	**Worksheets Formative: Written Product** **Online Practice Formative: Multiple Choice**	Canvas

	Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved				
<u>Skip-Counting Patterns With Tables</u> (Week 36, 1 Week)	**PA: Core - Mathematics (2014) PA: Grade 1 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten** CC.2.1.1.B.2: Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3: Use place value concepts and properties of operations to add and subtract within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency**	Identify and extend a skip-counting pattern. Identify the related subtraction facts using fact families.	Skip-Counting Patterns With Tables Record Data with Tally Charts, Picture Graphs, and Tables	**Worksheets Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas

Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.

	Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
Elementary School Grade 2 Math 2 2019-2020 Mayers, Deanna	Counting Up and Back to Add and Subtract (Week 1, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Look for and make use of structure.	Use the "count on" and "count back" strategies to add and subtract within 20. Distinguish odd and even numbers. Add and subtract odd and even numbers. Examine math vocabulary (add, subtract, sum, difference, addend). Analyze a number.	Counting Up and Back to Add and Subtract Add One Digit Numbers Subtract One Digit Numbers Even and Odd	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas

Using Tens Facts and Doubles to Add and Subtract (Week 2, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.2.A.2: Use mental strategies to add and subtract within 20. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Use the "tens facts", "doubles facts", and "turn around facts" to add and subtract within 20 Count manipulatives to group them in ones and tens Examine math vocabulary (eleven, twelve, thirteennineteen, equation, equal)	Using Tens Facts and Doubles to Add and Subtract Balanced Equations Addition and Subtraction	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas
Using a Problem Solving Strategy and Hundreds Char (Week 3, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000. **CC.2.2: Algebraic Concepts**	Use addition, subtraction, and a hundreds chart to add and subtract within 100. Examine a problem solving strategy. Write number words for groups of 10.	Using a Problem Solving Strategy Hundreds Chart	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	

	(A) Operations and Algebraic Thinking CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100. CC.2.2.2.A.2: Use mental strategies to add and subtract within 20. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Look for and make use of structure. Look for and make sense of regularity in repeated reasoning. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			
Using Bundles to Make Numbers to 1000 (Week 4, 1 Week)	**PA: Core - Mathematics (2014) PA: Grade 2 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten** CC.2.1.2.B.1: Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.3: Use place value understanding and	Bundle groups of tens to make hundreds up to nine hundreds. Examine math vocabulary. Write the numbers up to 1000 in 10 hundreds charts. Add doubles and doubles plus one	Using Bundles to Make Numbers to 1000 Adding Doubles Writing Numbers	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**

	properties of operations to add and subtract within 1000. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Attend to precision. Look for and make use of structure. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved				
Skip Count to 1000 and Make Counting Estimations (Week 5, 1 Week)	**PA: Core - Mathematics (2014) PA: Grade 2 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten** CC.2.1.2.B.2: Use place value concepts to read, write, and skip count to 1000. **CC.2.2: Algebraic Concepts (A) Operations and Algebraic Thinking** CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency**	Skip count by 10 to 1000 using the hundreds chart. Examine math vocabulary. Make a counting estimation.	Skip Count to 1000 and Make Counting Estimations Skip Counting Estimating	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas

Reason abstractly and
quantitatively.
Look for and make use of
structure.

| Skip Count by 5 and Add and Subtract with the Inve (Week 6, 1 Week) | PA: Core - Mathematics (2014) PA: Grade 2 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten CC.2.1.2.B.2: Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2: Algebraic Concepts (A) Operations and Algebraic Thinking CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100. Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Make sense of problems and persevere in solving them. | Skip count by 5 to 1000 using the hundreds chart Make number patterns using skip counting Examine math vocabulary Turn addition facts around to make subtraction facts | Skip Count by 5 Add and Subtract with the Inverse Compare Numbers with Symbols | Lesson Notes Formative: Written Product Online Practice Formative: Multiple Choice Quiz Summative: Multiple Choice | Canvas |

Look for and make use of structure.

| Compare Numbers with Symbols (Week 7, 1 Week) | **PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.2.B.1: Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2: Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Look for and make use of structure. | Use the signs <, >, and = to compare numbers to 100.

Examine math vocabulary (greater than, less than, equal to) | Compare Numbers with Symbols

Comparing Numbers | **Lesson Notes** **Formative:** **Written Product**

Online Practice **Formative:** **Multiple Choice**

Quiz **Summative:** **Multiple Choice** | Canvas |

Using Place Value Strategy to Add (Week 8, 1 Week)	PA: Core - Mathematics (2014) PA: Grade 2 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten CC.2.1.2.B.1: Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2: Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Look for and make use of structure. Copyright © 2015 Commonwealth of	Use the place value strategy to add within 100. Write numbers in expanded notation (decompose)	Using Place Value Strategy to Add Convert From Expanded Form	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas

<u>Using Decompose Strategy to Add</u> (Week 9, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.2.B.1: Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Attend to precision. Look for and make use of structure. Copyright © 2015 Commonwealth of	Use the decomposing into tens strategy to add within 100. Add a two-digit number to a one-digit number.	Using Decompose Strategy to Add Add Multi-Digit Numbers	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas

| Using Commutative Property to Add (Week 10, 1 Week) | PA: Core - Mathematics (2014) PA: Grade 2 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten CC.2.1.2.B.1: Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000. CC.2.2: Algebraic Concepts (A) Operations and Algebraic Thinking CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100. Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Look for and make use of structure. | Use the commutative property to add within 100. Decide whether an addition statement is true or false. | Using Commutative Property to Add Addition Equations | **Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice** | Canvas |

| Using the Place Value Strategy to Compare Three Di (Week 11, 1 Week) | **PA: Core - Mathematics (2014)**
PA: Grade 2
CC.2.1: Numbers and Operations
(B) Number & Operations in Base Ten
CC.2.1.2.B.1: Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.
CC.2.1.2.B.2: Use place value concepts to read, write, and skip count to 1000.
CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000.
Mathematical Practice
Mathematical Practice
Standards describes the habits of mind required to reach a level of mathematical proficiency
Reason abstractly and quantitatively.
Look for and make use of structure.
Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved | Use the place value strategy to compare numbers.

Communicate the role of zero in numbers.

Compare numbers up to 1,000.
Put numbers up to 1,000 in order.
Order numbers up to 1,000 from least to greatest. | Using the Place Value Strategy to Compare Three Digit Numbers

Comparing Numbers | **Lesson Notes**
Formative:
Written Product

Online Practice
Formative:
Multiple Choice

Quiz
Summative:
Multiple Choice | Canvas |

Expressing Tens and Adding Two Digit Numbers (Week 12, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.2.B.1: Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. CC.2.1.2.B.2: Use place value concepts to read, write, and skip count to 1000. CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000. **Mathematical Practice** **Mathematical Practice** **Standards describes the habits of mind required to reach a level of mathematical proficiency** Reason abstractly and quantitatively. Look for and make use of structure. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Express tens as a three-digit number. Use the place value strategy to add four two-digit numbers	Expressing Tens Adding Two Digit Numbers	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas
Using the Associative Property (Week 13, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.1: Numbers and Operations**	Use the associative property to make equal equations. Write addition sentences with sums up to 20 to describe pictures.	Using the Associative Property	**Lesson Notes Formative: Written Product**	Canvas

	(B) Number & Operations in Base Ten CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Look for and make use of structure. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved		· Write Addition Sentences to Describe Pictures	**Online Practice** · **Formative:** **Multiple Choice** **Quiz** **Summative:** **Multiple Choice**	
Using the Associative Property to Add and Using th (Week 14, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.2.B.1: Use place value concepts to represent amounts of tens and ones and to	Use the associative property to add two-digit numbers. Use the inverse to subtract. Balance addition equations using the associative property	· Using the Associative Property to Add Using the Inverse to Subtract	**Lesson Notes Formative:** **Written Product** **Online Practice Formative:** **Multiple Choice**	Canvas

	compare three digit numbers. CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Attend to precision. Look for and make use of structure. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			**Quiz Summative: Multiple Choice**	
Using Manipulatives to Add and Completing TwoStep (Week 15, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.2.B.1: Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.	Use manipulatives and the hundreds chart to add and subtract within 1,000, Complete two-step word problems	Using Manipulatives to Add Completing Two-Step Word Problems	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz**	Canvas

	CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000. **CC.2.2: Algebraic Concepts (A) Operations and Algebraic Thinking** CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			**Summative: Multiple Choice**	
Describing Numbers with Arrays (Week 16, 1 Week)	**PA: Core - Mathematics (2014) PA: Grade 2 CC.2.1: Numbers and Operations (B) Number & Operations in Base Ten** CC.2.1.2.B.1: Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. **CC.2.2: Algebraic Concepts**	Identify numbers on a hundreds chart up to 25 that can be described with arrays Identify repeated addition in arrays of sums up to 25.	Describing Numbers with Arrays Addition in Arrays	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas

(A) Operations and Algebraic Thinking
CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100.
Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency
Model with mathematics.
Look for and make use of structure.

<u>Using the Hundreds Chart to Add Tens and Repeating</u> (Week 17, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.2.B.1: Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100. **Mathematical Practice**	Use a hundreds chart to add and subtract. Repeat addition to express arrays.	Using the Hundreds Chart to Add Tens Repeating Addition Add and Subtract Multiples of 100	**Lesson Notes** **Formative:** **Written Product** **Online Practice** **Formative:** **Multiple Choice** **Quiz** **Summative:** **Multiple Choice**	Canvas

		Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Attend to precision. Look for and make use of structure. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			
	<u>Make a Video to Explain Math Strategies</u> (Week 18, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.2.A.3: Work with equal groups of objects to gain foundations for multiplication. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them.	Mentally add and subtract 10 or 100 to any number up to 1,000. Explain addition and subtraction strategies verbally by making a teaching video	Counting Patterns Math Strategies	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas

Examining Tools to Measure Length (Week 19, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.2.A.1: Measure and estimate lengths in standard units using appropriate tools. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Use appropriate tools strategically. Attend to precision. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Examine math vocabulary. Measure the length of an object in units. Examine measurement tools	Examining Tools to Measure Length Choose the Appropriate Measuring Tool	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas
Measuring Length: Inches and Centimeters (Week 20, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.2.A.1: Measure and estimate lengths in standard units using appropriate tools. **Mathematical Practice**	Measure the length of an object in inches and centimeters. Use an inch ruler to measure objects. Use a centimeter ruler to measure objects.	Measure Using an Inch Ruler Measure Using a Centimeter Ruler	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz**	Canvas

		Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Use appropriate tools strategically. Attend to precision. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			**Summative: Multiple Choice**
	Measuring Length: Feet and Meters (Week 21, 1 Week)	**PA: Core - Mathematics (2014) PA: Grade 2 CC.2.4: Measurement, Data and Probability (A) Measurement and Data** CC.2.4.2.A.1: Measure and estimate lengths in standard units using appropriate tools. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Use appropriate tools strategically. Attend to precision. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Measure the length of an object in feet and meters. Use measurement vocabulary when solving problems.	Measuring Length Feet and Meters Hundreds Chart	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas
	Decisions about Units of Measure	**PA: Core - Mathematics (2014) PA: Grade 2**	Make a decision about when to use specific units.	Decisions about Units of Measure	**Lesson Notes Formative: Written Product**	Canvas

(Week 22, 1 Week)	**CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.2.A.1: Measure and estimate lengths in standard units using appropriate tools. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Use appropriate tools strategically. Attend to precision. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Determine which customary unit of length is appropriate for a given situation. Determine which metric unit of length is appropriate for a given situation.	Customary Unit of Length Metric Unit of Length	**Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	
Estimating Length (Week 23, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.2.A.3: Work with equal groups of objects to gain foundations for multiplication. **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.2.A.1: Measure and estimate lengths in standard units using appropriate tools. **Mathematical Practice**	Estimate length in centimeters, inches, feet, and meters Identify facts within a fact family.	Estimating Length Fact Families	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas

	Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Use appropriate tools strategically. Attend to precision. Look for and make use of structure. 				
<u>Comparing Length</u> (Week 24, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.1: Numbers and Operations** **(B) Number & Operations in Base Ten** CC.2.1.2.B.1: Use place value concepts to represent amounts of tens and ones and to compare three digit numbers. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency**	Use regrouping to subtract two two-digit numbers. Measure to determine how much longer one object is than another.	Comparing Length Subtract Two TwoDigit Numbers –With Regrouping	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas

Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.

| <u>Solving Word Problems about Length</u> (Week 25, 1 Week) | **PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.2.A.1: Measure and estimate lengths in standard units using appropriate tools. CC.2.4.2.A.6: Extend the concepts of addition and subtraction to problems involving length. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Use appropriate tools strategically. Attend to precision. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved | Solve word problems with addition and subtraction to 100 involving length. Solve word problems involving customary units of length. Solve word problems involving metric units of length. | Solving Word Problems about Length Customary Units of Length: Word Problems Metric Units of Length: Word Problems | **Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice** | Canvas |

Expressing Length with Addition and a Number Line (Week 26, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100. **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.2.A.1: Measure and estimate lengths in standard units using appropriate tools. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Model with mathematics. Attend to precision. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Use a number line to demonstrate addition with length. Use number lines up to 100.	Expressing Length with Addition and a Number Line Number Lines- Up to 100 Guess the Number	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas
Repeating Subtraction to Divide (Week 27, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking**	Use a number line to demonstrate subtraction with length. Use repeated subtraction to divide.	Repeating Subtraction to Divide Add and Subtract Numbers Up to 100	**Lesson Notes Formative: Written Product** **Online Practice**	Canvas

	CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100. CC.2.2.2.A.3: Work with equal groups of objects to gain foundations for multiplication. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Attend to precision. Look for and make use of structure. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			**Formative:** **Multiple Choice** **Quiz** **Summative:** **Multiple Choice**	
<u>Expressing Time in Minutes</u> (Week 28, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.2.A.2: Tell and write time to the nearest five minutes. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Attend to precision.	Make a clock. Move the long hand to tell time to the nearest five minutes. Read a clock to the nearest half-hour. Read a clock to the nearest minute.	Expressing Time in Minutes Reading Clocks Hour and Half Hour Reading Clocks	**Lesson Notes** **Formative:** **Written Product** **Online Practice** **Formative:** **Multiple Choice** **Quiz** **Summative:** **Multiple Choice**	Canvas

Money Identification and Symbols (Week 29, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.2.A.3: Solve problems using coins and paper currency. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Attend to precision. Look for and make use of structure. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Identify pennies, dimes, nickels, quarters, and dollar bills. Identify common coins by name.	Money Identification and Symbols Names of Common Coins Names and Values of All Coins	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas
Adding and Subtracting Money (Week 30, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.2.A.3: Solve problems using coins and paper currency. **Mathematical Practice**	Add and subtract pennies, dimes, nickels, quarters, and dollar bills. Examine register tape from shopping trips. Make and solve word problems using money.	Adding and Subtracting Money Add Money – Up to $1 Subtract Money – Up to $1	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice**	Canvas

			Add and subtract Money – Up to $1	**Quiz Summative: Multiple Choice**	

<u>Using Data to Make Line Plots</u> (Week 31, 1 Week)	**PA: Core - Mathematics (2014) PA: Grade 2 CC.2.4: Measurement, Data and Probability (A) Measurement and Data** CC.2.4.2.A.4: Represent and interpret data using line plots, picture graphs, and bar graphs.	Make a line plot with measurement data. Interpret data on a line plot. Create a line plot using data.	Using Data to Make Line Plots Interpret Line Plots Create Line Plots	**Lesson Notes Formative: Written Product** **Online Practice Formative: Written Product**	Canvas

Quiz Summative: Multiple Choice

<u>Using Bar Graphs to Solve Word Problems</u> (Week 32, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.2.A.4: Represent and interpret data using line plots, picture graphs, and bar graphs. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Model with mathematics. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Make a picture graph and bar graph with data. Solve simple problem with the graphs. Interpret data on a bar graph. Create a bar graph using data.	Using Bar Graphs to Solve Word Problems Interpret Bar Graphs Create Bar Graphs	**Lesson Notes** **Formative:** **Written Product** **Online Practice** **Formative:** **Multiple Choice** **Quiz** **Summative:** **Multiple Choice**	Canvas
<u>Identifying Shape Attributes</u> (Week 33, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.3: Geometry** **(A) Geometry** CC.2.3.2.A.1: Analyze and draw two- and three-dimensional shapes having specified attributes. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency**	Identify and draw shapes with specific attributes. Count shapes on a Venn diagram. Classify and sort shapes using a Venn diagram.	Identifying Shape Attributes Count Shapes in a Venn Diagram Sort Shapes into a Venn Diagram	**Lesson Notes** **Formative:** **Written Product** **Online Practice** **Formative:** **Multiple Choice** **Quiz** **Summative:** **Multiple Choice**	Canvas

	Model with mathematics. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved				
Making Fractions (Week 34, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.3: Geometry** **(A) Geometry** CC.2.3.2.A.2: Use the understanding of fractions to partition shapes into halves, quarters, and thirds. **Mathematical Practice** **Mathematical Practice** **Standards describes** **the habits of mind** **required to reach a level** **of mathematical** **proficiency** Reason abstractly and quantitatively. Model with mathematics. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Partition a rectangle into equal parts. Identify when a shape is divided into equal parts.	Making Fractions Equal Parts	**Lesson Notes** **Formative:** **Written Product** **Online Practice** **Formative:** **Multiple Choice** **Quiz** **Summative:** **Multiple Choice**	Canvase
Folding Paper to Make Fractions (Week 35, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade 2** **CC.2.3: Geometry** **(A) Geometry** CC.2.3.2.A.2: Use the understanding of fractions to partition shapes into halves, quarters, and thirds. **Mathematical Practice** **Mathematical Practice** **Standards describes**	Examine math vocabulary (half, third, fourth, quarter) Identify fractions to describe a divided shape. Identify when an object is divided into halves, thirds, and fourths.	Folding Paper to Make Fractions Fraction Models Equivalent to Whole Numbers Halves, Thirds, and Fourths	**Lesson Notes** **Formative:** **Written Product** **Online Practice** **Formative:** **Multiple Choice** **Quiz**	Canvas

	the habits of mind **required to reach a level of mathematical proficiency** Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved				
<u>Solving Word Problems about Math Concepts</u> (Week 36, 1 Week)	**PA: Core - Mathematics (2014) PA: Grade 2 CC.2.2: Algebraic Concepts (A) Operations and Algebraic Thinking** CC.2.2.2.A.3: Work with equal groups of objects to gain foundations for multiplication. **CC.2.3: Geometry (A) Geometry** CC.2.3.2.A.2: Use the understanding of fractions to partition shapes into halves, quarters, and thirds. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of	Solve word problems involving time, money, and folding shapes. Solve problems involving elapsed time. Solve word problems involving fractions.	Solving Word Problems about Math Concepts Elapsed Time II Add and Subtract Money – Up to $1. Fraction Word Problems	**Lesson Notes Formative: Written Product** **Online Practice Formative: Multiple Choice** **Quiz Summative: Multiple Choice**	Canvas

Unit		Standards	Enduring Understandings	Focus Areas	Assessments	Resources
Elementary School Kindergarten Math K 2019-2020 2 Curriculum Developers	Days of the Week (Week 1, 1 Week)	PA: Core - Mathematics (2014) PA: Grade K CC.2.1: Numbers and Operations (A) Counting & Cardinality CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	• Recognize time words: morning, afternoon, evening and night. • Name the days of the week in order • Recognize and use position words: above, below, beside, in front of, behind, next to, left and right.	Days of the Week Position Words	**Position Words Worksheets Formative: Written Product** **Unit Test Summative: Multiple Choice** **Online Practice Formative: Multiple Choice**	
	Compare Sizes (Week 2, 1 Week)		• Compare two items to determine longer or shorter • Compare two items to determine taller or shorter. • Compare two items to determine if they are light or heavy. • Identify which of 3 items is different from others in set.	Compare Sizes Sets Counts and Write to 3	**Compare Sizes Three Worksheets Formative: Written Product** **Count and Write to Three Worksheet Formative: Written Product** **Unit test**	Canvas

				Summative: **Multiple Choice**
				Online Practice Formative: **Multiple Choice**
<u>Shapes and Patterns</u> (Week 3, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Pre-K** **CC.2.3: Geometry** **(A) Geometry** CC.2.3.PREK.A.1: Identify and describe shapes. CC.2.3.PREK.A.2: Analyze, compare, create, and compose shapes. **PA: Grade K** **CC.2.1: Numbers and Operations** **(A) Counting & Cardinality** CC.2.1.K.A.1: Know number names and write and recite the count sequence. CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Describe objects in the environment using names of shapes and their relative positions, using the terms above, below, beside, in front of, behind, and next to. Notice repetitive actions in geometry, counting, and comparing. Copy a pattern of shapes Create basic shapes with string (circle, square, triangle, and rectangle)	Identify Shapes Position Patterns	**Count to Three Worksheets** Formative: **Written Product** **Pattern Cut Outs Activity** Formative: **Project / Portfolio** **Make a Wind Chime** Formative: **Project / Portfolio** **Unit Test** Summative: **Multiple Choice** **Online Practice** Formative: **Multiple Choice**

Shape Attributes (Week 4, 1 Week)		• Count and compare sides and corners. • Identify which of 3 items is unique. • Count to 5. • Circle 1 to 5 items in a set.	Compare Sides and Corners Find the Fake Count to 5 Circle and Count to 5	**Count the Letters 0-5 Worksheet Formative: Written Product** ☐ **Count the Fish Worksheet Formative: Written Product** **Unit Test Summative: Multiple Choice** **Online Practice Formative: Multiple Choice**	Canvas
Grouping and Measuring (Week 5, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade K** **CC.2.1: Numbers and Operations** **(A) Counting & Cardinality** CC.2.1.K.A.1: Know number names and write and recite the count sequence.	• Compare two objects with a measurable attribute in common. • Classify by color and size. • Measure in length in inches. • Identify a set with the most items by using	Classify by Color Sorting by Grouping Basic Measures Biggest Set	**Compare Sizes: Color the Fruit Worksheet Formative: Written Product** **Basic Measures Worksheet**	Canvas

	CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. **CC.2.4: Measurement, Data and Probability (A) Measurement and Data** CC.2.4.K.A.1: Describe and compare measurable attributes of objects. CC.2.4.K.A.4: Classify objects and count the number of objects in each category. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Look for and make sense of regularity in repeated reasoning. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	matching and counting strategies.		**Formative: Written Product** **Color by Number (to 10) Formative: Written Product** **Unit Test Summative: Multiple Choice** **Online Practice Formative: Multiple Choice**	
<u>More on Color and Measuring</u> (Week 6, 1 Week)	**PA: Core - Mathematics (2014) PA: Grade K CC.2.4: Measurement, Data and Probability (A) Measurement and Data** CC.2.4.K.A.1: Describe and compare measurable attributes of objects.	Classify, sort and count objects up to 5. Compare attributes of shapes in the environment: length and size. Compare objects with a measurable attribute in common.	Classify by Color Sort and Classify Which is Different	**Sort Vehicles Worksheet Formative: Written Product** **Count and Classify Shapes Worksheet**	Canvas

	CC.2.4.K.A.4: Classify objects and count the number of objects in each category. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Look for and make use of structure. Look for and make sense of regularity in repeated reasoning. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			**Formative:** **Written Product** **Which is Tallest?** **Worksheet** **Formative:** **Written Product** **Unit Test** **Summative:** **Multiple Choice** **Online Practice** **Formative:** **Multiple Choice**	
<u>Position Words</u> (Week 7, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Pre-K** **CC.2.1: Numbers and Operations** **(A) Counting & Cardinality** CC.2.1.PREK.A.3: Compare numbers. **PA: Grade K** **CC.2.1: Numbers and Operations** **(A) Counting & Cardinality** CC.2.1.K.A.1: Know number names and write and recite the count sequence.	Write the numbers from 0 to 3. Recognize numerals 0 - 3. Pair each object when counting with one number name. Number shapes from smallest to largest.	Represent Numbers Up to 3 Smallest or Biggest Position Words: Before and After	**Smallest to Biggest Chess Worksheet** **Formative:** **Written Product** **Matching Number Quantities 0 – 6 Worksheet** **Formative:** **Written Product** **Unit Test**	Canvas

	Standards	Objectives	Concepts	Assessments	
	CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Look for and make use of structure. Look for and make sense of regularity in repeated reasoning. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			**Summative:** **Multiple Choice** **Online Practice** **Formative:** **Multiple Choice**	
<u>Equal, Fewer and More</u> (Week 8, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade K** **CC.2.1: Numbers and Operations** **(A) Counting & Cardinality** CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data**	Match a set of objects to a set with an equal number of objects. Identify fewer, equal, or more of a number of a given set than another set.	The Number 6 Matching Set Compare Size, Weight, and Capacity	**Happy Hamsters Worksheet** **Formative:** **Written Product** **Count and Draw: Matching Worksheet** **Formative:** **Written Product** **Unit Test** **Summative:** **Multiple Choice**	Canvas

Shapes and Capacity (Week 9, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade K** **CC.2.1: Numbers and Operations** **(A) Counting & Cardinality** CC.2.1.K.A.1: Know number names and write and recite the count sequence. CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.K.A.1: Extend concepts of putting together and taking apart to add and subtract within 10. **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.K.A.1: Describe and compare measurable attributes of objects.	Add one to a set of objects to make it equal to another set. Identify shapes. Fill larger containers using smaller containers of varying sizes. Recognize and use the ordinals first through seventh.	Add one to a set Identify Shapes Capacity Ordinal Numbers	**Container Capacity Worksheet Formative: Written Product** **Number Match Up Worksheet Formative: Written Product** **Ordinal Numbers Worksheet Formative: Written Product** **Unit Test Summative: Multiple Choice** **Online Practice Formative: Multiple Choice**	Canvas

	CC.2.4.K.A.4: Classify objects and count the number of objects in each category. **Mathematical Practice** **Mathematical Practice** **Standards describes** **the habits of mind** **required to reach a level** **of mathematical** **proficiency** Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			
<u>Picture Graphs</u> (Week 10, 1 Week)	**PA: Core - Mathematics (2014)** **PA: Grade K** **CC.2.1: Numbers and Operations** **(A) Counting & Cardinality** CC.2.1.K.A.1: Know number names and write and recite the count sequence. CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.K.A.1: Describe and compare measurable attributes of objects.	Create picture graphs. Find a path counting up from 0 to 6 Measure using objects. Write the number 7. Count to 7.	Picture Graphs Measure Length Using Objects Count to 7!	**Create a Hat** **Picture Graph** **Worksheet** **Formative:** **Written Product** **Count & Classify** **Animals** **Worksheet** **Formative:** **Written Product** **Unit Test** **Summative:** **Multiple Choice** **Online Practice** **Formative:** **Multiple Choice**

CC.2.4.K.A.4: Classify objects and count the number of objects in each category.
Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency
Attend to precision.

More or Less
(Week 11, 1 Week)

PA: Core - Mathematics (2014)
PA: Grade K
CC.2.1: Numbers and Operations
(A) Counting & Cardinality
CC.2.1.K.A.1: Know number names and write and recite the count sequence.
CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects.
CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities.
CC.2.4: Measurement, Data and Probability
(A) Measurement and Data
CC.2.4.K.A.1: Describe and compare measurable attributes of objects.

Write the number 8. Count to 8

Compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute.

Identify shapes

Write the number 9. Count to 9.

Identify objects with the same shape.

Count to 8!

Less and More

Identify Shapes

Identify Objects with the Same Shape

The Number Nine Worksheet
Formative:
Written Product

Unit Test
Summative:
Multiple Choice

Online Practice
Formative:
Multiple Choice

Canvas

CC.2.4.K.A.4: Classify objects and count the number of objects in each category.
Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency
Reason abstractly and quantitatively.
Attend to precision.

<u>More or Fewer</u> (Week 12, 2 Weeks)		Select a set with the most or fewest items.	More or Fewer	**Colored Eggs Worksheet Formative: Written Product**
		Count the items in each category and sort the categories by count.	Classify and Sort	
		Classify objects by category, count them and sort the categories by count.		**Counting Sets Worksheet Formative: Written Product**
				Sorting Two Groups Worksheet Formative: Written Product
				Unit Test Summative: Multiple Choice

				Unit Test Summative: Multiple Choice	
				Online Practice Formative: Multiple Choice	
Number Line (Week 14, 2 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade K** **CC.2.1: Numbers and Operations** **(A) Counting & Cardinality** CC.2.1.K.A.1: Know number names and write and recite the count sequence. CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.K.A.1: Extend concepts of putting together and taking apart to add and subtract within 10.	Write the number 10. Count to 10. Combine two groups to a total of 5. Find the number that makes 10 when added to the given number. Represent numbers to 10 with pictures. Create and interact with a number line.	The Number 10. Count to 10. Add to 5 Add to 10 Representing Numbers to 10 With Pictures The Number Line	**Ice Cream Worksheet** **Formative:** **Written Product** **Number Line Adding Worksheet** **Formative:** **Written Product** **Unit Test** **Summative:** **Multiple Choice** **Online Practice** **Formative:** **Multiple Choice**	Canvas

| Before, After and Between (Week 16, 2 Weeks) | PA: Core - Mathematics (2014) PA: Grade K CC.2.1: Numbers and Operations (A) Counting & Cardinality CC.2.1.K.A.1: Know number names and write and recite the count sequence. CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Attend to precision. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved | Create a set with one more item than a given set. Use a number line for before, after and between. Compare two numbers between 1 and 9 presented as written numerals. Identify whether the number of objects in one group is greater than, less than or equal to the number in another group. | Count Up with Pictures Before, After, Between Compare Two Numbers Dare to Compare | **Before, After, Between Worksheet Formative: Written Product** **Count and Compare (More/Larger) Worksheet Formative: Written Product** **☐ Dare to Compare Worksheet Formative: Written Product** **Unit Test Summative: Multiple Choice** **Online Practice Formative: Multiple Choice** |

| Counting Pennies (Week 18, 2 Weeks) | PA: Core - Mathematics (2014) PA: Grade K CC.2.1: Numbers and Operations (A) Counting & Cardinality CC.2.1.K.A.1: Know number names and write and recite the count sequence. CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. CC.2.2: Algebraic Concepts (A) Operations and Algebraic Thinking CC.2.2.K.A.1: Extend concepts of putting together and taking apart to add and subtract within 10. CC.2.4: Measurement, Data and Probability (A) Measurement and Data CC.2.4.K.A.4: Classify objects and count the number of objects in each category. Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Attend to precision. | Write the number 11. Count to 11. Find a path counting up and down to 10 Recognize pennies and using the cents symbol. Count pennies Complete a sequence of numerals to 10 when one is missing Circle an item that shares the characteristics of a given set | The Number 11 Practice Count Up and Down The Penny Counting Pennies Missing Numbers Sorting in Sets | Sets Worksheet Formative: Written Product Complete the Sequence: Bugs Worksheet Formative: Written Product Unit Test Summative: Multiple Choice Online Practice Formative: Multiple Choice |

<u>Ten Frame</u> (Week 20, 2 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade K** **CC.2.1: Numbers and Operations** **(A) Counting & Cardinality** CC.2.1.K.A.1: Know number names and write and recite the count sequence. CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.K.A.1: Extend concepts of putting together and taking apart to add and subtract within 10. **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.K.A.4: Classify objects and count the number of objects in each category.	Skip count by 2's and 5's Recognize and add nickels Calculate the total when 1 is added to a given set Use a ten frame. Copy a pattern of pictures	Skip Counting Count Pennies and Nickels Adding by One The Nickel The Ten Frame Picture Patterns	**Nickels Worksheet Formative: Written Product** **Apples to Apples Worksheet Formative: Written Product** **The Ten Frame Worksheet Formative: Written Product** **Picture Patterns Worksheet Formative: Written Product** **Unit Test Summative: Multiple Choice** **Online Practice**	Canvas

	Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Model with mathematics. Attend to precision. Look for and make use of structure. Look for and make sense of regularity in repeated reasoning. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			Formative: Multiple Choice	
Clocks and more (Week 22, 2 Weeks)	PA: Core - Mathematics (2014) PA: Grade K CC.2.1: Numbers and Operations (A) Counting & Cardinality CC.2.1.K.A.1: Know number names and write and recite the count sequence. CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. CC.2.4: Measurement, Data and Probability (A) Measurement and Data CC.2.4.K.A.4: Classify objects and count the	Put things in order and use position words (first, next, last) Identify a set with equal, some, many, few, more, and less. Classify pairs as same or different. Tell time on the hour using an analog clock. Use ten frames to gain fluency in numbers 0 to 10.	First, Next, and Last Fewer or More The Hour Reading Clocks Fluency with Numbers	**First, Next, and Last Worksheet Formative: Written Product** **Fewer, More, Less Worksheet Formative: Written Product** **Telling Time, Hours Worksheet Formative: Written Product** **Unit Test Summative: Multiple Choice**	Canvas

	More Clocks	Standards				
		number of objects in each category. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Look for and make use of structure. Look for and make sense of regularity in repeated reasoning. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved				**Online Practice Formative: Multiple Choice**
More Clocks (Week 24, 2 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade K** **CC.2.1: Numbers and Operations** **(A) Counting & Cardinality** CC.2.1.K.A.1: Know number names and write and recite the count sequence. CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.K.A.1: Extend concepts of putting	Write the number 12. Count to 12. Use the word "dozen" Tell time on the hour using a digital clock. Combine two groups to total 6 Find a given number on the number line.	The Number 12 Matching Clocks Add to 6 Find the Missing Number on the Number Line	**Add to 6 Worksheet Formative: Written Product** **Unit Test Summative: Multiple Choice** **Online Practice Formative: Multiple Choice**	Canvas

together and taking apart to add and subtract within 10.
CC.2.4: Measurement, Data and Probability
(A) Measurement and Data
CC.2.4.K.A.1: Describe and compare measurable attributes of objects.
CC.2.4.K.A.4: Classify objects and count the number of objects in each category.
Mathematical Practice
Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency
Attend to precision.
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| Count to 10 (Week 26, 3 Weeks) | PA: Core - Mathematics (2014) PA: Grade K CC.2.1: Numbers and Operations (A) Counting & Cardinality CC.2.1.K.A.1: Know number names and write and recite the count sequence. CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. Mathematical Practice | Continue working with the number 9

Introduce the number 10. Draw and paint the numbers 1 through 10.

Learn a counting verse. Represent each number from 1 through 10 with objects Review opposites. Discuss physical comparisons with your child. | Geometric Shapes and Opposites

Reading the Number Ten

Drawing Numbers Review Numbers 1-10 | Lesson Quizzes Formative: Multiple Choice

Online Practice Formative: Multiple Choice

Worksheets Formative: Written Product | Canvas |

		Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency Reason abstractly and quantitatively. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			
Shapes and Attributes (Week 29, 3 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade K** **CC.2.3: Geometry** **(A) Geometry** CC.2.3.K.A.1: Identify and describe two- and three-dimensional shapes. CC.2.3.K.A.2: Analyze, compare, create, and compose two- and three-dimensional shapes. **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.K.A.1: Describe and compare measurable attributes of objects. CC.2.4.K.A.4: Classify objects and count the number of objects in each category. **Mathematical Practice** **Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency**	Explore and learn about geometric shapes. Practice making shapes into pictures. Sort a deck of cards according to color and number. Explore the concepts of length and height. Start learning the concepts of shortest and tallest. Sort by size, shape and color. Explore a variety of containers of different sizes and shapes to see how much water each one holds	Shapes Into Pictures Sorting by Attribute Length and Height Sorting by Size, Shape, and Color	**Worksheets** **Formative:** **Written Product** **Quizzes** **Summative:** **Multiple Choice** **Online Practice** **Formative:** **Multiple Choice**	Canvas

Reason abstractly and quantitatively.
Model with mathematics.

Counting and Patterns (Week 32, 3 Weeks)	PA: Core - Mathematics (2014) PA: Grade K CC.2.1: Numbers and Operations (A) Counting & Cardinality CC.2.1.K.A.1: Know number names and write and recite the count sequence. CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. CC.2.4: Measurement, Data and Probability (A) Measurement and Data CC.2.4.K.A.1: Describe and compare measurable attributes of objects. CC.2.4.K.A.4: Classify objects and count the number of objects in each category. **Mathematical Practice Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency** Model with mathematics. Look for and make use of structure.	Practice writing the number 3 - 8 Counting objects. Draw a pattern of circles, squares or triangles. Place objects in piles and count the objects. Explore the concepts of hotter and colder Study the seven colors of the rainbow and draw these colors.	Counting Objects 1-10 Time and the Number 4 Patterns and the Number 5 Seasons and the Number 6 Rainbow of Colors and the Number Seven Addition With Pictures	**Make a collage or mobile using 3 things in the hanging art. Formative: Project / Portfolio** **Drawing the Seasons Formative: Project / Portfolio** **Quizzes Summative: Multiple Choice** **Online practice Formative: Multiple Choice**	Canvas

Money (Week 35, 3 Weeks)	**PA: Core - Mathematics (2014)** **PA: Grade K** **CC.2.1: Numbers and Operations** **(A) Counting & Cardinality** CC.2.1.K.A.1: Know number names and write and recite the count sequence. CC.2.1.K.A.2: Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3: Apply the concept of magnitude to compare numbers and quantities. **CC.2.2: Algebraic Concepts** **(A) Operations and Algebraic Thinking** CC.2.2.K.A.1: Extend concepts of putting together and taking apart to add and subtract within 10. **CC.2.4: Measurement, Data and Probability** **(A) Measurement and Data** CC.2.4.K.A.1: Describe and compare measurable attributes of objects. CC.2.4.K.A.4: Classify objects and count the number of objects in each category.	Identify the most common coins by name. Count pennies and nickels Identify the location of an object within a three-by-three grid.	Counting Pennies and the Number Nine Pennies, Nickels, and Dimes Patterns Location on a Grid	**Money Game Formative: Project / Portfolio** **Lesson Quzzes Formative: Multiple Choice** **Online Practice Formative: Multiple Choice** **Worksheets Formative: Written Product**	Canvas

Mathematical Practice

Mathematical Practice Standards describes the habits of mind required to reach a level of mathematical proficiency

Model with mathematics.

Attend to precision.

Attachment 12

3 - 12 Science Curriculum Map

Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Elementary School Grade 3 Science 3 2019-2020 2 Curriculum Developers	Engineer a New Invention (Week 6, 8 Weeks)	**PA: Assessment Anchors - Science (2007)** PA: Grade 3 **Physical Sciences S.3.C.1 Structure, Properties, and Interaction of Matter and Energy S.3.C.1.1 Describe the observable physical properties of matter.** S.3.C.1.1.1 Describe matter in terms of its observable properties (e.g., weight, mass, shape, size, color, texture, state). S.3.C.1.1.2 Classify matter using observable physical properties (e.g., weight, mass, shape, size, color, texture, state). S.3.C.1.1.3 Classify a substance as a solid, liquid, or gas. S.3.C.1.1.4 Recognize and identify how water goes through phase changes (i.e., evaporation, condensation, freezing, and melting).	• Simple machines can be used by themselves or in combination with other simple machines to make tasks easier. • Asking questions and defining problems are is essential to developing scientific habits of mind. • Scientists and engineers plan and investigate and observe the world to systematically describe it and to develop and test theories and explanations about how the world works.	Law of Matter, Matter, Gas, Liquid, Solid, Water, Physical Property, Chemical Property, Absorb, Expand, Contract, Chemical change, Physical change Energy, Power, Matter, Potential energy, Kinetic energy, Mechanical energy, Electrical energy, Light energy, Thermal energy, Sound energy Gravity, Gravitational force, Motion, Free fall, Inertia, Velocity, Force, Friction, Speed, Law of Inertia, Law of Acceleration, Deceleration, Acceleration, Proportional, Balanced force, Unbalanced force, Law of Action and Reaction	**Physical Properties of Matter Check for Understanding Formative: Multiple Choice** **Energy Check for Understanding Formative: Multiple Choice** **Motion and Force Check for Understanding Formative: Multiple Choice** **Create an Invention Summative: Project / Portfolio**	Summit Learning Platform

S.3.C.1.1.5 Describe how the properties of matter can be changed (e.g., heating, cooling, physical weathering).

S.3.C.2 Forms, Sources, Conversion, and Transfer of Energy
S.3.C.2.1 Recognize basic energy types and sources and how energy can be changed from one form to another.

S.3.C.2.1.1 Identify basic forms and sources of energy (e.g., Sun, heat, light, sound).

S.3.C.2.1.2 Identify simple transformations of energy (e.g., eating food to get energy, rubbing hands together to create heat).

Animation in Motion (Week 14, 7 Weeks)	**PA: Assessment Anchors - Science (2007)**
	  PA: Grade 5
	   Physical Sciences
	S.5.C.3 Principles of Motion and Force
	S.5.C.3.1 Explain the relationships between mass, force, and movement.
		Art media, techniques and processes work together to create works of art.	Gravity, Gravitational force, Motion, Free fall, Inertia, Velocity, Force, Friction, Speed, Law of Inertia, Law of Acceleration, Deceleration, Acceleration, Proportional, Balanced force, Unbalanced force,	**Motion and Force Check for Understanding Formative: Multiple Choice**
				
				Animation Project Summative: Project / Portfolio
					Summit Learning Platform

S.5.C.3.1.1 Differentiate between the mass and weight of an object.

S.5.C.3.1.2 Explain how the mass of an object resists change to motion (inertia).

S.5.C.3.2 Observe and recognize how magnets and electricity produce related forces.

S.5.C.3.2.1 Recognize that moving electric charges produce magnetic forces and moving magnets produce electric forces (electromagnetism).

PA: Arts & Humanities (2002)

PA: Grade 5

9.1. Production, Performance of Arts

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

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

Law of Action and Reaction

Animation Text Summative: Written Product

Animation, persistence of vision, principle, motion, 2D, 3D

Art of Animation Check for Understanding Formative: Multiple Choice

tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). - Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video teleconferencing, multimedia craft - sculpt - print - design for environment, communication,

<u>Zooming in on Nature</u> (Week 21, 8 Weeks)	**PA: Assessment Anchors - Science (2007)** **PA: Grade 3** **The Nature of Science** **S.3.A.2 Processes, Procedures, and Tools of Scientific Investigations** **S.3.A.2.1 Apply skills necessary to conduct an experiment or design a solution to solve a problem.** S.3.A.2.1.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations.	Art can be a response to the environment.	Ecosystem, Niche, Biotic factor, Abiotic factor, Micro, Messo, Biome, Consumer, Producer, Detritivores, Population, Adaptation, Extinct, Interdependence, Climate, Global Warming, Deforestation, Biodiversity, Desertification, Overharvesting Weathering, Chemical weathering, Physical weathering, Erosion, Abrasion, sedimentary rock, metamorphic rock, igneous rock,	**Observations Check for Understanding Formative: Multiple Choice** **Principle of Design: Emphasis Check for Understanding Summative: Multiple Choice** **Photography Multimedia Summative: Multi-media / Technology Product** **Ecosystems Check for Understanding**	Summit Learning Platform

S.3.A.2.1.2 Make predictions based on observations.

S.3.A.2.2 Identify appropriate instruments for a specific task.

S.3.A.2.2.1 Identify appropriate tools or instruments for specific tasks, and describe the information they provide (i.e., measuring [length—ruler; mass— balance scale] and making observations [hand lenses—very small objects]).

S.3.A.3.2 Use models to illustrate simple concepts.

S.3.A.3.2.1 Identify what models represent (e.g., simple maps showing mountains, valleys, lakes, and rivers; dioramas).

Physical Sciences
S.3.C.1 Structure, Properties, and Interaction of Matter and Energy
S.3.C.1.1 Describe the observable physical properties of matter.

S.3.C.1.1.5 Describe how the properties of matter can be changed (e.g., heating, cooling, physical weathering).

deformation (of rocks), melting (rock), crystallization (of rocks), sedimentation, Rock Cycle, weathering

Emphasis, focus, principle of design

Style, technique, watercolor, abstract

Formative: Multiple Choice

Rocks Check for Understanding
Formative: Multiple Choice

Earth and Space Sciences

S.3.D.1 Earth Features and Processes That Change Earth and Its Resources

S.3.D.1.1 Describe various materials that make up Earth.

S.3.D.1.1.2 Describe the composition of soil as weathered rock and decomposed organic material.

S.3.D.1.3 Identify and describe the ways that cause Earth's surface to be in a state of constant change.

S.3.D.1.3.2 Distinguish between ways that tear down the surface of Earth and those that build up the surface (e.g., erosion, weathering, volcanic activity, earthquakes).

S.3.D.1.3.3 Distinguish between slow and rapid changes to Earth's surface (i.e., rapid [earthquakes, volcanic activity]; slow [weathering, erosion]).

| Plant Anatomy and Growth (Week 29, 9 Weeks) | PA: Assessment Anchors - Science (2007) | There are many different kinds of plants. | Weather, Climate, Meteorologist, | Plant Growth Check for Understanding Formative: Multiple Choice | Summit Learning Platform |

Plant Anatomy and Growth (Week 29, 9 Weeks)

PA: Assessment Anchors - Science (2007)

PA: Grade 3

The Nature of Science

S.3.A.2 Processes, Procedures, and Tools of Scientific Investigations
S.3.A.2.1 Apply skills necessary to conduct an experiment or design a solution to solve a problem.

S.3.A.2.1.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations.

S.3.A.2.1.2 Make predictions based on observations.

S.3.A.2.1.3 Identify the variables in a simple investigation.

S.3.A.3 Systems, Models, and Patterns
S.3.A.3.1 Identify systems as either natural or human-made.

S.3.A.3.1.1 Classify systems as either human-made or natural (e.g., human-made systems [balancing systems, tops, wheel and axle systems, pencil sharpeners from manual to electric]; natural

There are many different kinds of plants. Plants have a life cycle process just like animals and humans. There seed and seedless plants. Each part of a plant is essential to helping the plant grow and reproduce (*seed, leaves, flower, stem, roots*). Pollination and Photosynthesis are important processes that are needed to help plants grow and reproduce. Plants adapt to their environments to survive. You will learn all of this and more as you explore plants and their life cycles throughout this project.

Weather, Climate, Meteorologist, Climatologist, Cumulus, Stratus, Cirrus, Cumulonimbus, air pressure, cold front, high pressure, low pressure, stationary front, warm front, weather map, Precipitation, Snow, Rain, Hail, Sleet, Fog, Dew point, humidity, Anemometer, Barometer, Hygrometer, rain gauge, Thermometer, Wind gauge

Renewable resource, Nonrenewable resource, Sustainability, Natural Resource, Recycle, Precycle, Fossil Fuel, Water cycle, Potable water, Nonpotable water

plant, plant life cycle, seed, flower, reproduction, growth, photosynthesis, adapt

Plant Growth Check for Understanding Formative: Multiple Choice

Plant Experiment Summative: Project / Portfolio

Earths Resources Check for Understanding Formative: Multiple Choice

Weather Check for Understanding Formative: Multiple Choice

Summit Learning Platform

systems [plants, animals, water cycle, stream]).

Biological Sciences

S.3.B.1 Structure and Function of Organisms S.3.B.1.1 Identify and describe the similarities and differences of living things and their life processes.

S.3.B.1.1.1 Identify and describe the functions of basic structures of animals and plants (e.g., animals [skeleton, heart, lungs]; plants [roots, stem, leaves]).

S.3.B.1.1.3 Describe the basic needs of plants and animals and their dependence on light, food, air, water, and shelter.

S.3.B.1.1.4 Describe how plants and animals go through life cycles.

Earth and Space Sciences

S.3.D.2 Weather, Climate, and Atmospheric Processes S.3.D.2.1 Identify basic weather conditions and how they are measured.

S.3.D.2.1.1 Recognize that clouds have different characteristics that relate to different weather conditions.

S.3.D.2.1.2 Describe how weather variables (i.e., temperature, wind speed, wind direction, and precipitation) are observed and measured.

S.3.D.2.1.3 Identify appropriate instruments to study and measure weather elements (i.e., thermometer [temperature]; wind vane [wind direction]; anemometer [wind speed]; rain gauge [precipitation]).

	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Elementary School Grade 4 Science 4 2019-2020 2 Curriculum Developers	(2020) Making Waves (Week 1, 5 Weeks)	**PA: Science, Technology and Engineering (2012)** **PA: Grade 4** 3.3. Earth and Space Sciences 3.3.A. Earth Structure, Processes and Cycles **Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:** 3.3.4.A4. Recognize Earth's different water	• Some types of energy travels in waves. • The energy carried by waves, such as ocean waves, can cause damage to land, trees, buildings, and other kinds of matter. • If you know about the properties of waves, you can learn how to prevent damage	amplitude crest longitudinal transverse trough wave wavelength light	**Public Service Announcement Summative: Performance / Recital** **Properties of Waves Quiz Formative: Multiple Choice** **Wave Transfer Quiz Formative: Multiple Choice**	Summit Learning Platform

	resources, including both fresh and saltwater. Describe phase changes in the forms of water on Earth. **3.4. Technology and Engineering Education** **3.4.A. The Scope of Technology** **Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:** 3.4.4.A1. Understand that tools, materials, and skills are used to make things and carry out tasks. 3.4.4.A2. Understand that systems have parts and components that work together. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved		electromagnetic reflection refraction flood landslide earthquake natural hazard tsunami volcano	**Natural Hazards Quiz Formative: Multiple Choice**	
(2020) When Objects Collide (Week 6, 5 Weeks)	**PA: Science, Technology and Engineering (2012)** **PA: Grade 4** **3.2. Physical Sciences: Chemistry and Physics** **3.2.B. Physics** **Pennsylvania's public schools shall teach,**	When an object moves faster, it has more energy than when it is moving more slowly.	energy transfer force motion	**Energy Check for Understanding Formative: Multiple Choice** **Information Technologies Check for Understanding**	Summit Learning

challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

3.2.4.B1. Explain how an object's change in motion can be observed and measured.

3.2.4.B2. Identify types of energy and their ability to be stored and changed from one form to another.

3.2.4.B6. ENERGY Give examples of how energy can be transformed from one form to another.

3.2.4.A6. Distinguish between scientific fact and opinion. Ask questions about objects, organisms, and events. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their

speed

heat

potential energy

kinetic energy

digital

analog

binary

signaling

CODEC

circuit

internet

Morse code

Formative: Multiple Choice

Collision Presentation Summative: Multi-media / Technology Product
Create a presentation - written, oral, slideshow, or poster - to share a summary of the results of your experiment, explain what your experiment shows about the relationship between speed and motion of an object, and how experimenting with small objects provides evidence for larger objects' speed and energy.

	senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.				
(2020) The Great Insect Invention (Week 11, 5 Weeks)	**PA: Science, Technology and Engineering (2012)** **PA: Grade 4** **3.1. Biological Sciences** **3.1.A. Organisms and Cells Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the**	Organisms have internal and external characteristics that help them live, grow, survive, and reproduce in their environment.	plant animal structure function survive environment adaptation	**Living Things: Structure and Function Check Your Understanding Formative: Multiple Choice** **Animal Senses Check Your Understanding Formative: Multiple Choice** **Insect Model**	Summit Learning Platform

	knowledge and skills needed to: 3.1.4.A1. Classify plants and animals according to the physical characteristics that they share. 3.1.4.A3. Identify differences in the life cycles of plants and animals. 3.1.4.A5. Describe common functions living things share to help them function in a specific environment. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	internal external reproduction sense stimulate echolocation sonar sensors	**Summative:** **Performance / Recital** Create an insect model by either hand illustration, computer drawing, or physical model (papier-mâché, craft items, etc.). The model also includes information about its structures (internal and external), its characteristics, and functions. The insect has a name and habitat/environment. Describe how your insect's structures and characteristics help it survive in its environment. You may share and/or interview other students about your insects.	
(2020) A Tale on Animal Senses (Week 16, 5 Weeks)	• Animals receive information through specialized sense receptors. The brain then processes that information, which results in a perception or memory that turns into action for the animal.	plant animal structure function survive environment adaptation internal external	**A Day in My Life Summative: Written Product** You write a first-person narrative story about a day in the life of an animal of your choice. In your story, you apply what you have learned about sensory processing in animals. Your story also include a labeled illustration showing the animal's structures/sense organs. **Animal Sense Check for Understanding**	Summit Learning Platform

			reproduction sense stimulate echolocation sonar sensors	**Formative: Multiple Choice** **Living Things: Structure and Function Check for Understanding** **Formative: Multiple Choice**	
<u>(2020) Layers of Change</u> (Week 21, 5 Weeks)	**PA: Science, Technology and Engineering (2012)** <u>**PA: Grade 4**</u> **3.3. Earth and Space Sciences** **3.3.A. Earth Structure, Processes and Cycles Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:** 3.3.4.A1. Describe basic landforms. Identify the layers of the earth. Recognize that the surface of the earth changes due to slow processes and rapid processes. 3.3.4.A2. Identify basic properties and uses of Earth's materials including rocks, soils,	• Rock formations change over time due to Earth's forces such as earthquakes. • Fossil types and location in the rock layers can help identify the order of formation of the layers.	fossil sedimentary rock igneous rock metamorphic rock crust science scientist investigation hypothesis observation inference data evidence	**Rock Layer Model Summative: Project / Portfolio** For your Final Product, you build a sedimentary rock layer model that includes fossils and rock types that are in your state. The model should include a key and labels that describe the types of rocks, the embedded fossils, and the forces that shaped the rock formation. **Earth's Place in the Universe Check for Understanding** **Formative: Multiple Choice** **Scientific Inquiry Check for Understanding** **Formative: Multiple Choice**	Summit Learning Platform

water, and gases of the atmosphere.

| (2020) Can You Stop Erosion? (Week 26, 5 Weeks) | PA: Science, Technology and Engineering (2012) PA: Grade 4 | • Water, ice, wind, living organisms, and gravity break Earth's rocks, soils, and sediments into smaller particles and move them around. • Erosion is both a short-term and a long-term process, from dramatic mud slides to gradual wind, water, and ice-caused erosion. | fossil sedimentary rock igneous rock metamorphic rock crust weathering erosion soil plate tectonics plate fault plate boundary natural resource renewable resource nonrenewable resource fossil fuel | Erosion Prevention Plan Summative: Multi-media / Technology Product You share a presentation, slideshow, or report to describe and illustrate a plan to prevent erosion on a landform of your choice. You use evidence from your photo research and model to support your design choice. Earth's Place in the Universe Check for Understanding Formative: Multiple Choice Earth's Systems Check Your Understanding Formative: Multiple Choice. Earth and Human Activity Check for Understanding Formative: Multiple Choice | Summit Learning Platform |

3.3. Earth and Space Sciences

3.3.A. Earth Structure, Processes and Cycles Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

3.3.4.A1. Describe basic landforms. Identify the layers of the earth. Recognize that the surface of the earth changes due to slow processes and rapid processes.

3.3.4.A2. Identify basic properties and uses of Earth's materials including rocks, soils, water, and gases of the atmosphere.

3.3.4.A3. Recognize that fossils provide evidence about the plants and animals that lived long

	ago and the nature of the environment at that time. 3.3.4.A6. MODELS/SCALE Identify basic landforms using models and simple maps. CONSTANCY/ CHANGE Identify simple changes in the earth system as air, water, soil and rock interact. SCALE Explain how basic weather elements are measured. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved		pollution		
(2020) Renewable Earth (Week 31, 6 Weeks)	**PA: Science, Technology and Engineering (2012)** <u>**PA: Grade 4**</u> **3.4. Technology and Engineering Education** **3.4.E. The Designed World Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:** 3.4.4.E3. Identify types of energy and the importance of energy conservation. 3.4.4.E4. Explain how information and	• Humans use Earth's natural resources to provide us energy. • Some of the resources are renewable and some are not, but the use of these resources affects the Earth's environment in multiple ways.	natural resource renewable resource nonrenewable resource fossil fuel pollution engineering design model criteria constraint solution	**Presentation Summative: Multi-media / Technology Product** Create a Google slide presentation, poster, video, or animation that describes your ideas to reduce the environmental impact of obtaining natural resources for energy. **Earth and Human Activity Check Your Understanding Formative: Multiple Choice** **Engineering Process Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

communication systems
allow information to be
transferred from human
to human.

Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Elementary School Grade 5 Integrated Science 5 2019-2020 2 Curriculum Developers	The Pattern Is in the Shadows (Week 1, 5 Weeks)	**PA: Assessment Anchors - Science (2007)** **PA: Grade 5** **The Nature of Science** **S.5.A.1 Reasoning and Analysis** **S.5.A.1.1 Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs).** S.5.A.1.1.1 Explain how certain questions can be answered through scientific inquiry and/or technological design (e.g., investigate to find out if all clay or foil boats designs react the same when filled with paperclips). S.5.A.1.1.2 Explain how observations and/or experimental results are used to support	• Earth rotates on an axis between the north and south pole that causes patterns. • One pattern is the daily change in the length and direction of shadows on Earth. • These shadows show different positions of the sun at different times of the day. • Graphs or other visual displays help show the similarities and differences in these patterns.	constellation, orbit, rotate, season, shadow sun, solar system, apparent brightness	**Daily and Seasonal Patterns Check for Understanding Formative: Multiple Choice** **The Sun Check for Understanding Formative: Multiple Choice** **Shadow Patterns slideshow Summative: Multi-media / Technology Product**	Summit Learning Platform

inferences and claims about an investigation or relationship (e.g., make a claim based on information on a graph).

S.5.A.3 Systems, Models, and Patterns S3.A.3.1 Apply knowledge of systems and patterns to make predictions.

S.5.A.3.1.1 Make predictions based on patterns in natural systems (e.g., phases of the Moon, time [day, month, and year], weather, seasons).

Earth and Space Sciences

S.5.D.3 Composition and Structure of the Universe S.5.D.3.1 Explain the relationships between objects in our solar system.

S.5.D.3.1.1 Describe the patterns of Earth's rotation and revolution in relation to the Sun and Moon (i.e., solar eclipse, phases of the Moon, and time).

| Forces at Work- Rollercoaster Design (Week 6, 6 Weeks) | **PA: Assessment Anchors - Science (2007)** **PA: Grade 4** **Physical Sciences** **S4.C.3 Principles of Motion and Force** **S4.C.3.1 Identify and describe different types of force and motion, or the effect of the interaction between force and motion.** S4.C.3.1.1 Describe changes in motion caused by forces (e.g., magnetic, pushes or pulls, gravity, friction). **PA: Grade 5** **The Nature of Science** **S.5.A.2.2 Apply appropriate instruments for specific purposes and describe the information the instruments can provide.** S.5.A.2.2.1 Describe the appropriate use of instruments and scales to accurately measure time, mass, distance, volume, and temperature safely under a variety of conditions (e.g., use a thermometer to observe and compare the interaction of food coloring in water at different temperatures). | • The gravitational force of Earth on an object pulls the object toward the center of the planet. • Friction works against the direction of motion. | force, gravity, mass, weight engineering, design, model, criteria, constraint, solution, technology | **Roller Coaster Presentation Summative: Multi-media / Technology Product** **Engineering Process Check for Understanding Formative: Multiple Choice** **Gravity Check for Understanding Formative: Multiple Choice** | Summit Learning Platform |

PA: Science,
Technology and
Engineering (2012)
PA: Grade 5

3.4. Technology and
Engineering
Education

3.4.C. Technology and
Engineering Design

3.4.5.C1. Explain how the
design process is a
purposeful method of
planning practical
solutions to problems.

3.4.D. Abilities for a
Technological World

3.4.5.D1. Identify ways to
improve a design
solution.

| The Matter Mystery! (Week 12, 5 Weeks) | PA: Assessment Anchors - Science (2007)
PA: Grade 4
Physical Sciences
S4.C.1 Structure, Properties, and Interaction of Matter and Energy
S4.C.1.1 Describe observable physical properties of matter.

S4.C.1.1.1 Use physical properties (e.g., mass, shape, size, volume, color, texture, magnetic | Matter of any type can be subdivided into particles too small to be seen. But, even then, matter still exists and can be detected by other means. Exploring, observing, investigating, and measuring the different properties and characteristics of matter can help identify it. | matter, solid, liquid, gas, physical property, chemical property

physical change, chemical change, weight | **Matter Check for Understanding Formative: Multiple Choice**

Changes in Matter Check for Understanding Formative: Multiple Choice | Summit Learning Platform |

property, state (i.e., solid, liquid, gas), conductivity (i.e., electrical, heat) to describe matter.

PA: Grade 5

The Nature of Science

S.5.A.1 Reasoning and Analysis
S.5.A.1.1 Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs).

S.5.A.1.1.2 Explain how observations and/or experimental results are used to support inferences and claims about an investigation or relationship (e.g., make a claim based on information on a graph).

S.5.A.2 Processes, Procedures, and Tools of Scientific Investigations
S.5.A.2.1 Apply knowledge of scientific investigation or technological design to make inferences and solve problems.

S.5.A.2.1.2 Describe relationships between variables through interpretation of data and observations (i.e., make predictions for the

outcome of a controlled experiment using data tables and graphs).

Physical Sciences
S.5.C.1 Structure, Properties, and Interaction of Matter and Energy
S.5.C.1.1 Describe the observable physical properties of matter.

S.5.C.1.1.1 Identify characteristic properties of matter that are independent of mass and volume.

S.5.C.1.2 Describe that matter can undergo chemical and physical changes.

S.5.C.1.2.1 Describe how water changes from one state to another.

S.5.C.1.2.2 Identify differences between chemical and physical changes of matter.

| How Does Your Garden Grow? (Week 17, 7 Weeks) | PA: Assessment Anchors - Science (2007) PA: Grade 5 The Nature of Science S.5.A.3.2 Apply knowledge of models to | Plants primarily need sunlight, air, and water to grow. | photosynthesis, energy, carbon dioxide, oxygen, sugar, sunlight, chloroplast, producer ecosystem, food chain, food web, | Energy Flow in Ecosystems Check for Understanding Formative: Multiple Choice | Summit Learning Platform |

| | | producer, consumer, decomposer | Photosynthesis Check for Understanding Formative: Multiple Choice |

make predictions or explain technological concepts.

S.5.A.3.2.1 Describe how models are used to better understand the relationships in natural systems (e.g., water cycle, Sun-Earth- Moon system, ecosystems, observe and draw a diagram to show the effects of flowing water in a watershed).

Biological Sciences
S.5.B.3 Ecological Behavior and Systems
S.5.B.3.1 Describe the relationships between organisms in different ecosystems.

S.5.B.3.1.1 Describe the roles of producers, consumers, and decomposers within a local ecosystem.

S.5.B.3.1.2 Describe the relationships between organisms in different food webs.

PA: Grade 7

Biological Sciences
S.7.B.1 Structure and Function of Organisms
S.7.B.1.1 Describe and compare structural and functional similarities and differences that characterize diverse living things.

Plant Analysis Slideshow Summative: Multi-media / Technology Product

S.7.B.1.1.2 Describe how specific structures in living things (from cell to organism) help them function effectively in specific ways (e.g., chlorophyll in plant cells— photosynthesis; root hairs—increased surface area; beak structures in birds— food gathering; cacti spines— protection from predators).

Broken Ecosystem (Week 24, 5 Weeks)	**PA: Assessment Anchors - Science (2007)** **PA: Grade 5** **The Nature of Science** **S.5.A.1 Reasoning and Analysis** **S.5.A.1.1 Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs).** S.5.A.1.1.3 Describe how explanations, predictions, and models are developed using evidence.	A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Ecosystems depend on these different types of species to preserve the balance. Newly introduced species can damage the balance of an ecosystem.	ecosystem, food chain, food web, producer, consumer, decomposer data, evidence, hypothesis, investigation, inference, observations, science, scientist	**Energy Flow and Ecosystems Check for Understanding Formative: Multiple Choice** **Scientific Inquiry Check for Understanding Formative: Multiple Choice** **A Broken Ecosystem Summative: Project / Portfolio**	Summit Learning Platform

S.5.A.3.2 Apply knowledge of models to make predictions or explain technological concepts.

S.5.A.3.2.1 Describe how models are used to better understand the relationships in natural systems (e.g., water cycle, Sun-Earth- Moon system, ecosystems, observe and draw a diagram to show the effects of flowing water in a watershed).

<u>All Systems Go!</u> (Week 29, 5 Weeks)	**PA: Assessment Anchors - Science (2007)** <u>**PA: Grade 5**</u> **The Nature of Science** **S.5.A.3 Systems, Models, and Patterns** **S3.A.3.1 Apply knowledge of systems and patterns to make predictions.** S.5.A.3.1.1 Make predictions based on patterns in natural systems (e.g., phases of the Moon, time [day, month, and year], weather, seasons). **S.5.A.3.2 Apply knowledge of models to**	• The geosphere, hydrosphere, atmosphere, and biosphere interact with Earth to affect the surface of Earth and Earth's processes.	atmosphere, biosphere, geosphere, hydrosphere fresh water, salt water, ocean, lake, stream, river, pond, glacier, groundwater	**Research Presentation Summative: Oral Assessment** **Earth's Systems Check Your Understanding Formative: Multiple Choice** **Earth's Water Check Your Understanding Formative: Multiple Choice**	Summit Learning Platform

make predictions or explain technological concepts.

S.5.A.3.2.1 Describe how models are used to better understand the relationships in natural systems (e.g., water cycle, Sun-Earth- Moon system, ecosystems, observe and draw a diagram to show the effects of flowing water in a watershed).

| Be An Earth Superhero (Week 34, 5 Weeks) | **PA: Assessment Anchors - Science (2007)**
<u>**PA: Grade 4**</u>
 Biological Sciences
 S4.B.3.3 Identify or describe human reliance on the environment at the individual or the community level.

 S4.B.3.3.1 Identify everyday human activities (e.g., driving, washing, eating, industry, farming, littering) within a community that depend on the natural environment.

 <u>**PA: Grade 5**</u>
 The Nature of Science | Human activity has an impact on Earth, but you can take steps to protect Earth's resources and environment. | atmosphere, biosphere, geosphere, hydrosphere

 fresh water, salt water, ocean, lake, stream, river, pond, glacier, groundwater weather climate water cycle precipitation rain gauge thermometer wind vane conserve, natural resources, agriculture, industry, sustainable, biomass, geothermal | **Earth's Systems Check for Understanding Formative: Multiple Choice**

 Earth's Water Check for Understanding Formative: Multiple Choice

 Weather and Climate Check for Understanding Formative: Multiple Choice | Summit Learning Platform |

S.5.A.3.2 Apply knowledge of models to make predictions or explain technological concepts.

S.5.A.3.2.1 Describe how models are used to better understand the relationships in natural systems (e.g., water cycle, Sun-Earth- Moon system, ecosystems, observe and draw a diagram to show the effects of flowing water in a watershed).

Physical Sciences
S.5.C.2 Forms, Sources, Conversion, and Transfer of Energy S.5.C.2.1 Describe basic energy types and sources, and how energy can be changed from one form to another.

S.5.C.2.1.4 Explain how energy is conserved.

Natural Resources Check for Understanding Formative: Multiple Choice

	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Middle School Grade 6 Integrated Science 6	Explaining a Science Mystery (Week 1, 4 Weeks)	**PA: Assessment Anchors - Science (2007)** **PA: Grade 7** **The Nature of Science**	Science is a way to build explanations for how the natural world works. Scientific explanations are based on evidence and reasoning. You judge how	scientific inquiry evidence	**Scientific Inquiry Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

S.7.A.1 Reasoning and Analysis **S.7.A.1.1 Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs).**	strong a scientific explanation is by asking how well it matches the evidence you have. Scientific explanations also can change. When you get new evidence, your science explanations can be updated and improved.	observation model evidence		**Explaining a Mystery Summative: Project / Portfolio**	
S.7.A.1.1.2 Develop questions that can be answered through scientific inquiry and/or technological design.					
S.7.A.1.1.3 Use evidence such as observations or experimental results to support inferences.					
S.7.A.1.1.4 Use evidence to develop descriptions, explanations, and models.					
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| Seed Science (Week 5, 7 Weeks) | **PA: Assessment Anchors - Science (2007)** **PA: Grade 7** **Biological Sciences** **S.7.B.1 Structure and Function of Organisms** **S.7.B.1.1 Describe and compare structural and functional similarities and differences that** | • Genes and environment together affect how a living thing grows and develops. • Science is a process for testing our understandings of how the world works. | pollen, ovule, nectar, flower, fertilization, pistil, filament, pollination, anther, disperse, tropism, mate, behavior, courtship, fruit, gene, offspring, asexual reproduction, sexual reproduction Cell, organism, bacteria, prokaryotic | **Reproduction Check for Understanding Formative: Multiple Choice** **The Structure of Life Check for Understanding Formative: Multiple Choice** | Summit Learning Platform |

characterize diverse **living things.**

S.7.B.1.1.2 Describe how specific structures in living things (from cell to organism) help them function effectively in specific ways (e.g., chlorophyll in plant cells— photosynthesis; root hairs—increased surface area; beak structures in birds— food gathering; cacti spines— protection from predators).

S.7.B.1.1.3 Explain how characteristic similarities and differences (from cell to organism) are used to identify and/or categorize organisms.

S.7.B.2 Continuity of Life
S.7.B.2.1 Explain natural selection and its role in evolution.

S.7.B.2.1.1 Explain how inherited traits (genes) and/or behaviors help organisms survive and reproduce in different environments.

S.7.B.2.2 Explain how a set of genetic instructions determines inherited traits of organisms.

S.7.B.2.2.2 Recognize evidence that the gene is the basic unit of

- Scientific research involves designing plans and collecting evidence to see what explanations best fit the patterns we see in the world.
- Often, scientific research reveals new questions to explore!

cell, eukaryotic cell, unicellular, multicellular, organelle, nucleus, chloroplast, mitochondria, cell wall, cell membrane, specialized, tissue, organ, body systems (circulatory, digestive, respiratory, muscular, nervous).

gene, chromosome, allele, trait, protein, DNA, parent, offspring, dominant, recessive, Punnett Squares

Growth and Development of Organisms Check for Understanding Formative: Multiple Choice

Lab Report Summative: Written Product

inheritance and explain the effect of dominant and recessive genes on inherited traits.

S.7.B.2.2.3 Explain how mutations can alter a gene and are a source of new variations in a population.

| My Body Book (Week 12, 6 Weeks) | **PA: Assessment Anchors - Science (2007)** **PA: Grade 7** **The Nature of Science** **S.7.A.3 Systems, Models, and Patterns** **S.7.A.3.1 Explain the parts of a simple system, their roles, and their relationships to the system as a whole.** S.7.A.3.1.1 Describe a system (e.g., ecosystem, circulatory system, agricultural system) as a group of related parts with specific roles that work together to achieve an observed result. **S.7.A.3.2 Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.** | Groups of specialized cells make up organs and body systems, which work together to support an organism's survival. | Cell, organism, bacteria, prokaryotic cell, eukaryotic cell, unicellular, multicellular, organelle, nucleus, chloroplast, mitochondria, cell wall, cell membrane, specialized, tissue, organ, body systems (circulatory, digestive, respiratory, muscular, nervous). stimulus, response, neuron, sensory neuron, motor neuron, nerve impulse, dendrite, axon, nerve, central nervous system, peripheral nervous system, brain, spinal cord, cerebrum, cerebellum, brain stem, retina, cochlea | **The Brain and Nervous System Check for Understanding Formative: Multiple Choice** **The Structure of Life Check for Understanding Formative: Multiple Choice** **Human Body Book Project Summative: Project / Portfolio** | Summit Learning Platform |

S.7.A.3.2.1 Make inferences based on scientific models (e.g., charts, graphs, diagrams).

Biological Sciences

S.7.B.1 Structure and Function of Organisms
S.7.B.1.1 Describe and compare structural and functional similarities and differences that characterize diverse living things.

S.7.B.1.1.1 Describe levels of biological organization from cell to organism.

S.7.B.1.1.2 Describe how specific structures in living things (from cell to organism) help them function effectively in specific ways (e.g., chlorophyll in plant cells— photosynthesis; root hairs—increased surface area; beak structures in birds— food gathering; cacti spines— protection from predators).

S.7.B.1.2 Compare methods of reproduction.

S.7.B.1.2.1 Explain how cells arise from the division of a pre-existing cell.

S.7.B.1.2.3 Explain why the life cycles of different organisms have varied lengths.

S.7.B.2 Continuity of Life
S.7.B.2.1 Explain natural selection and its role in evolution.

S.7.B.2.1.1 Explain how inherited traits (genes) and/or behaviors help organisms survive and reproduce in different environments.

S.7.B.2.2 Explain how a set of genetic instructions determines inherited traits of organisms.

S.7.B.2.2.1 Identify and explain differences between inherited and acquired traits.

S.7.B.2.2.2 Recognize evidence that the gene is the basic unit of inheritance and explain the effect of dominant and recessive genes on inherited traits.

S.7.B.2.2.3 Explain how mutations can alter a gene and are a source of new variations in a population.

Shrinking the Human Footprint (Week 18, 6 Weeks)	PA: Assessment Anchors - Science (2007)	• Human activity significantly impacts Earth's systems.	sustainability, desertification, eutrophication, habitat loss, biodiversity,	Human Impacts on the Earth Check for Understanding Formative: Multiple	Summit Learning Platform
	PA: Grade 7	• Human population growth will	extinction, endangered, pollution,	**Choice**	
	The Nature of Science	continue to	soil, nutrients,		
	S.7.A.3 Systems, Models, and Patterns	increase the negative impacts	recycling, natural resource, ozone,	**Human Impact Article Summative: Written**	
	S.7.A.3.1 Explain the parts of a simple system, their roles, and their relationships to the system as a whole.	of human activity on the Earth, unless we develop more	population	**Product**	
	S.7.A.3.1.1 Describe a system (e.g., ecosystem, circulatory system, agricultural system) as a group of related parts with specific roles that work together to achieve an observed result.	sustainable ways to meet human needs.			
	S.7.A.3.1.2 Explain the concept of order in a system (e.g., first to last manufacturing steps; trophic levels; simple to complex—levels of biological organization from cell to organism).				
	Biological Sciences				
	S.7.B.3.2 Explain ways different variables may cause and/or influence changes in natural or human-made systems.				
	S.7.B.3.2.1 Identify and describe factors that cause and/or influence changes in populations (e.g., deforestation, disease, land use, natural				

disaster, invasive species).

S.7.B.3.2.3 Describe how human interactions with the environment impact an ecosystem (e.g., road construction, pollution, urban development, dam building/removal).

S7.B.3.2.4 Explain how changes in environmental conditions can affect the survival of a population and entire species (e.g., climate, hibernation, migration, coloration).

S.7.B.3.3 Explain how renewable and nonrenewable resources provide for human needs and how these needs impact the environment.

S.7.B.3.3.1 Explain how renewable and/or nonrenewable resources provide for human needs (i.e., energy, food, water, clothing, and shelter).

S.7.B.3.3.2 Explain how the use of renewable and/or nonrenewable resources affects the environment.

Climate Change (Week 24, 6 Weeks)	**PA: Assessment Anchors - Science (2007)** **PA: Grade 7** **The Nature of Science** **S.7.A.1 Reasoning and Analysis** **S.7.A.1.1 Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs).** S.7.A.1.1.1 Distinguish between a scientific theory and a general opinion, explaining how a theory is supported with evidence. S.7.A.1.1.2 Develop questions that can be answered through scientific inquiry and/or technological design. S.7.A.1.1.3 Use evidence such as observations or experimental results to support inferences. S.7.A.1.1.4 Use evidence to develop descriptions, explanations, and models. **S.7.A.3.2 Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.**	Climate change is having devastating effects across the globe, and large-scale, creative solutions may be needed to prevent the effects from getting worse.	climate, weather, elevation (altitude), latitude, ocean current, temperature, topography, precipitation weather, climate, carbon dioxide, fossil fuels, greenhouse effect, greenhouse gas, fossil fuel, adaptation, mitigation, atmosphere	**Weather and Climate Check for Understanding Formative: Multiple Choice** **Global Climate Change Check for Understanding Formative: Multiple Choice** **Build and Test a Model Summative: Project / Portfolio** **Report Poster Summative: Written Product**	Summit Learning Platform

S.7.A.3.2.1 Make inferences based on scientific models (e.g., charts, graphs, diagrams).

S.7.A.3.2.2 Describe how engineers use models to develop new and improved technologies to improve scientific study and/or human life.

Biological Sciences

S.7.B.3.2 Explain ways different variables may cause and/or influence changes in natural or human-made systems.

S.7.B.3.2.3 Describe how human interactions with the environment impact an ecosystem (e.g., road construction, pollution, urban development, dam building/removal).

Earth and Space Sciences

S.7.D.2 Weather, Climate, and Atmospheric Processes S.7.D.2.1 Explain the basic elements of meteorology.

S.7.D.2.1.1 Explain the effect of wind patterns, circulation of oceans currents, atmospheric pressure, and temperature on weather.

S 7.D.2.1.2 Describe changes in atmospheric

conditions associated with various weather patterns.

| (Don't) Feel the Heat (Week 30, 7 Weeks) | PA: Assessment Anchors - Science (2007) **PA: Grade 7** **The Nature of Science** **S.7.A.1 Reasoning and Analysis** **S.7.A.1.1 Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs).** S.7.A.1.1.1 Distinguish between a scientific theory and a general opinion, explaining how a theory is supported with evidence. S.7.A.1.1.2 Develop questions that can be answered through scientific inquiry and/or technological design. S.7.A.1.1.3 Use evidence such as observations or experimental results to support inferences. | • The ideas and principles of science and engineering are helpful when designing a new product.
• They give people steps for asking questions, making predictions, testing our designs, and making our designs better.
• Specifically, engineers can use these ideas, and knowledge of thermal energy and materials, to make devices and packages that both keep thermal energy in and keep thermal energy out. | energy, kinetic energy, gravitational potential energy, elastic potential energy, chemical energy, electrical energy, electromagnetic (light) energy, particles, heat, temperature, thermal energy, specific heat

transfer, transformation, heat, conduction, convection, radiation, potential energy, kinetic energy | **Energy Check for Understanding Formative: Multiple Choice**

Conservation of Energy Check for Understanding Formative: Multiple Choice

Pop Experiment Summative: Project / Portfolio

Hot Dog Experiment Summative: Project / Portfolio

Report to Client Summative: Written Product | Summit Learning Platform |

S.7.A.1.1.4 Use evidence to develop descriptions, explanations, and models.

S.7.A.3.2 Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.

S.7.A.3.2.1 Make inferences based on scientific models (e.g., charts, graphs, diagrams).

S.7.A.3.2.2 Describe how engineers use models to develop new and improved technologies to improve scientific study and/or human life.

Physical Sciences
S.7.C.2 Forms, Sources, Conversion, and Transfer of Energy
S.7.C.2.1 Describe how energy flows through the living world.

S.7.C.2.1.1 Describe how energy is obtained and used by organisms throughout their lives.

S.7.C.2.1.2 Describe how energy is transferred and conserved in a closed system.

S.7.C.3 Principles of Motion and Force
S.7.C.3.1 Explain the principles of force and motion.

	S8.B.3.1.1 Explain the flow of energy through an ecosystem (e.g., food chains, food webs). S8.B.3.1.2 Identify major biomes and describe abiotic and biotic components (e.g., abiotic: different soil types, air, water sunlight; biotic: soil microbes, decomposers). S8.B.3.1.3 Explain relationships among organisms (e.g., producers/consumers, predator/prey) in an ecosystem. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved				
Ecosystem Health (Week 13, 7 Weeks)	**PA: Assessment Anchors - Science (2007) PA: Grade 8 The Nature of Science S8.A.1 Reasoning and Analysis S8.A.1 1 Explain, interpret and apply scientific, environmental, or technological knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs).** S8.A.1.1.4 Develop descriptions, explanations, predictions,	• In ecosystems, living things can interact with each other in various ways to support the cycling of matter and energy transfer. • Ecosystems with a wide variety of species are characterized as having high biodiversity. Scientists measure biodiversity using various methods depending on the species.	Biodiversity, Ecological Niche, Invasive/Exotic/Non-native Species, Habitat Loss, Habitat Fragmentation, Clear Cutting, Erosion Population, Carrying Capacity, Limiting factors, Species, Population Density, Ecosystem, Predator, Prey Carbon dioxide, oxygen, glucose, sugar, chloroplast, chlorophyll, photosynthesis, cellular respiration, energy,	**Biodiversity Check for Understanding Formative: Multiple Choice** **Photosynthesis vs Cellular Respiration Check for Understanding Formative: Multiple Choice** **Carrying Capacity Check**	Summit Learning Platform

and models using evidence.

S8.A.1.3 Identify evidence that certain variables may have caused measurable changes in natural or human-made systems.

S8.A.1.3.2 Use evidence, observations, or explanations to make inferences about change in systems over time (e.g., carrying capacity, succession, population dynamics, loss of mass in chemical reactions, indicator fossils in geologic time scale) and the variables affecting these changes.

S8.A.2 Processes, Procedures and Tools of Scientific Investigations

S8.A.2.1 Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems.

S8.A.2.1.4 Interpret data/observations; develop relationships among variables based on data/observations to design models as solutions.

S8.A.2.1.5 Use evidence from investigations to clearly communicate and support conclusions.

- Ecosystems experience various disruptions or "threats" - some of which may lead to change. Many ecosystem disruptions are caused by humans.
- Ecosystems with greater biodiversity and fewer threats tend to be more resilient to change than those with fewer species experiencing many threats.

chemical reactions, ATP (Adenosine triphosphate), mitochondria

for Understanding Formative: Multiple Choice

Ecosystem Health Poster or Slide Presentation Summative: Project / Portfolio

Biological Sciences
S8.B.2 Continuity of Life
S8.B.2.1 Explain the basic concepts of natural selection.
S8.B.2.1.5 Explain that adaptations are developed over long periods of time and are passed from one generation to another.
S8.B.3.2 Identify evidence of change to infer and explain the ways different variables may affect change in natural or human-made systems.
S8.B.3.2.1 Use evidence to explain factors that affect changes in populations (e.g., deforestation, disease, land use, natural disaster, invasive species).
S8.B.3.2.2 Use evidence to explain how diversity affects the ecological integrity of natural systems.
S8.B.3.2.3 Describe the response of organisms to environmental changes (e.g., changes in climate, hibernation, migration, coloration) and how those changes affect survival.
S8.B.3.3 Explain how renewable and non-renewable resources

provide for human
needs or how these
needs impact the
environment.
S8.B.3.3.1 Explain how
human activities may
affect local, regional, and
global environments.
S8.B.3.3.3 Describe how
waste management
affects the environment
(e.g., recycling,
composting, landfills,
incineration, sewage
treatment).
**Earth and Space
Sciences**
**S8.D.1.2 Describe the
potential impact of
human made
processes on changes
to Earth's resources
and how they affect
everyday life.**
S8.D.1.2.1 Describe a
product's transformation
process from production
to consumption (e.g.,
prospecting, propagating,
growing, maintaining,
adapting, treating,
converting, distributing,
disposing) and explain
the process's potential
impacts on Earth's
resources.
**PA: Grade 11
Biological Sciences
S11.B.1 Structure and
Function of Organisms
S11.B.1.1 Explain
structure and function**

at multiple levels of organization.
S11.B.1.1.1 Explain how structure determines function at multiple levels of organization (e.g., chemical, cellular, anatomical).
S11.B.1.1.3 Compare and contrast cellular processes (e.g., photosynthesis and respiration, meiosis and mitosis, protein synthesis and DNA replication).
S11.B.2 Continuity of Life
S11.B.2.1 Explain the mechanisms of the theory of evolution.
S11.B.2.1.2 Explain the role of mutations, differential reproduction, and gene recombination in changing the genetic makeup of a population.
S11.B.3 Ecological Behavior and Systems
S11.B.3.1 Use evidence or examples to explain the characteristics of and interactions within an ecosystem.
S11.B.3.1.1 Explain the significance of diversity in ecosystems.
S11.B.3.1.2 Explain the biotic (i.e., plant, animal, and microbial communities) and abiotic (i.e., soil, air, temperature, and water) components of an

ecosystem and their interaction.
S11.B.3.1.3 Describe how living organisms affect the survival of one another.
S11.B.3.1.5 Predict how limiting factors (e.g., physical, biological, chemical) can affect organisms.

Sustainability (Week 20, 8 Weeks)	PA: Assessment Anchors - Science (2007) PA: Grade 11 The Nature of Science S11.A.1.3 Describe and interpret patterns of change in natural and human-made systems. S11.A.1.3.3 Describe how changes in physical and biological indicators (e.g., soil, plants, animals) of water systems reflect changes in these systems (e.g. changes in bloodworm populations reflect changes in pollution levels in streams). S11.A.2 Processes, Procedures and Tools of Scientific Investigations S11.A.2.1 Apply knowledge of scientific investigation or	"Recorded history, as well as chemical and geological evidence, indicates that human activities in agriculture, industry, and everyday life have had major impacts on the land, rivers, ocean, and air."	aquaculture, bycatch, CITES, commercial fishing, dredging, gill-netting, globalization, harpooning, long-lining, Magnuson-Stevens Fishery Conservation and Management Act, Marine Mammals Protection Act, Marine Sanctuaries Act, pots and traps, purse-seining, Tragedy of the Commons, trawling, trolling, World Bank, UN Law of the Seas	Fishing and Global Economics Check for Understanding Formative: Multiple Choice	Summit Learning Course
		People have different priorities when it comes to the environment, and often disagree about how we should interact with it. "Sustainability" means using resources in a way that allows them to be replenished for future generations.	biodiversity, biodiversity hotspot, CITES, endangered species, Endangered Species Act, endemic, extinction, extirpation, invasive species, threatened species	Loss of Biodiversity Check for Understanding Formative: Multiple Choice	
		Humans impact and are impacted by environmental systems,	biology terms: biotic	Population Biology Concepts Check for Understanding Formative: Multiple Choice	

technological design to develop or critique aspects of the experimental or design process.
S11.A.2.1.1 Critique the elements of an experimental design (e.g., raising questions, formulating hypotheses, developing procedures, identifying variables, manipulating variables, interpreting data, and drawing conclusions) applicable to a specific experimental design.
S11.A.2.1.4 Critique the results and conclusions of scientific inquiry for consistency and logic.
S11.A.3 Systems, Models and Patterns
S11.A.3.1 Analyze the parts of a simple system, their roles, and their relationships to the system as a whole.
S11.A.3.1.1 Apply systems analysis, showing relationships (e.g., flowcharts, concept maps), input and output, and measurements to explain a system and its parts.
S11.A.3 Systems, Models and Patterns
S11.A.3.3 Compare and analyze repeated processes or recurring elements in patterns.

and our survival depends on fostering sustainable systems.

Environmental science takes place in a social and cultural context, and there are multiple perspectives on how to apply our understanding of environmental science.

potential, carrying capacity, density-dependent factors, density-independent factors, emigration, exponential growth, immigration, limiting factors, logistic population growth, population, population density, population distribution

Fisheries Management Plan Summative: Project / Portfolio

S11.A.3.3.1 Describe or interpret recurring patterns that form the basis of biological classification, chemical periodicity, geological order, or astronomical order.

Biological Sciences
S11.B.3 Ecological Behavior and Systems
S11.B.3.1 Use evidence or examples to explain the characteristics of and interactions within an ecosystem.
S11.B.3.1.1 Explain the significance of diversity in ecosystems.
S11.B.3.1.2 Explain the biotic (i.e., plant, animal, and microbial communities) and abiotic (i.e., soil, air, temperature, and water) components of an ecosystem and their interaction.
S11.B.3.1.3 Describe how living organisms affect the survival of one another.
S11.B.3.1.5 Predict how limiting factors (e.g., physical, biological, chemical) can affect organisms.
S11.B.3.2 Analyze patterns of change in natural or human-made systems over time.
S11.B.3.2.1 Use evidence to explain how

cyclical patterns in population dynamics affect natural systems.
S11.B.3.2.2 Explain biological diversity as an indicator of a healthy environment.
S11.B.3.2.3 Explain how natural processes (e.g., seasonal change, catastrophic events, habitat alterations) impact the environment over time.

Earth and Space Sciences
S11.D.1.2 Analyze how human-made systems impact the management and distribution of natural resources.
S11.D.1.2.1 Evaluate factors affecting availability, location, extraction, and use of natural resources.
S11.D.1.2.2 Explain the impact of obtaining and using natural resources for the production of energy and materials (e.g., resource renewal, amount of pollution, deforestation).

| Biodiesel (Week 28, 9 Weeks) | PA: Assessment Anchors - Science (2007) PA: Grade 8 Physical Sciences S8.C.2 Forms, Sources, Conversion, and Transfer of Energy S8.C.2.1 Describe energy sources, transfer of energy, or conversion of energy. S8.C.2.1.1 Distinguish among forms of energy (e.g., electrical, mechanical, chemical, heat, light, sound, nuclear) and sources of energy (i.e., renewable and nonrenewable energy) S8.C.2.1.2 Explain how energy is transferred from one place to another through convection, conduction, or radiation. S8.C.2.1.3 Describe how one form of energy (e.g., electrical, mechanical, chemical, heat, light, sound, nuclear) can be converted into a different form of energy. S8.C.3 Principles of Motion and Force S8.C.3.1 Describe the effect of multiple forces on the movement, speed, or direction of an object. S8.C.3.1.1 Describe forces acting on objects | What does it take to make the best possible sustainable fuel? How do scientists use literature and laboratory research to acquire new information? | system, surroundings, heat, enthalpy, energy, endothermic, exothermic, specific heat, latent heat, bond energy, and chemical potential energy

enthalpy, calorimetry, bond energy, and chemical potential energy

Reaction rate, Activation energy or Activation Barrier, Collision Theory, Catalyst, Enzyme | **Scientific Journal Article Summative: Written Product** |

(e.g., friction, gravity, balanced versus unbalanced).
S8.C.3.1.2 Distinguish between kinetic and potential energy.
PA: Grade 11
Physical Sciences
S11.C.1 Structure, Properties, and Interaction of Matter and Energy
S11.C.1.1 Explain the relationship between the structure and properties of matter.
S11.C.1.1.6 Describe factors that influence the frequency of collisions during chemical reactions that might affect the reaction rates (e.g., surface area, concentration, catalyst, temperature).
S4.C.2 Forms, Sources, Conversion, and Transfer of Energy
S11.C.2.1 Analyze energy sources and transfer of energy, or conversion of energy.
S11.C.2.1.2 Describe energy changes in chemical reactions.
S11.C.2.2 Demonstrate that different ways of obtaining, transforming, and distributing energy have different environmental consequences.

S11.C.2.2.1 Explain the environmental impacts of energy use by various economic sectors (e.g., mining, logging, and transportation) on environmental systems. S11.C.2.2.2 Explain the practical use of alternative sources of energy (i.e., wind, solar, and biomass) to address environmental problems (e.g., air quality, erosion, resource depletion). S11.C.2.2.3 Give examples of renewable energy resources (e.g., wind, solar, biomass) and nonrenewable resources (e.g., coal, oil, natural gas) and explain the environmental and economic advantages and disadvantages of their use.

	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
High School Grade 10 Biology 2019-2020 2 Curriculum Developers	Evolutionary Story of a Living Thing (Week 1, 7 Weeks)	**PA: Assessment Anchors - Science (2007) PA: Keystone: Biology MODULE B—Continuity and Unity of Life BIO.B.3 Theory of Evolution BIO.B.3.1 Explain the**	All organisms gradually evolve over time to better adapt to the environment they live in through the process of natural selection. Over the course of Earth's 4.6 billion year history, our planet's environments have	Hypothesis, Theory, Law, Common Ancestor, Fossil, Vestigial Structure, Embryo, DNA, Homologous Structure, and Phylogenetic Trees. Species, Fertile, Offspring, Natural	**Evidence of Evolution Check for Understanding Formative: Multiple Choice**	

mechanisms of evolution.
BIO.B.3.1.1 Explain how natural selection can impact allele frequencies of a population. 3.1.B.C1
BIO.B.3.1.2 Describe the factors that can contribute to the development of new species (e.g., isolating mechanisms, genetic drift, founder effect, migration).
BIO.B.3.2 Analyze the sources of evidence for biological evolution.
BIO.B.3.2.1 Interpret evidence supporting the theory of evolution (i.e., fossil, anatomical, physiological, embryological, biochemical, and universal genetic code).
BIO.B.4 Ecology
BIO.B.4.1 Describe ecological levels of organization in the biosphere.
BIO.B.4.1.1 Describe the levels of ecological organization (i.e., organism, population, community, ecosystem, biome, and biosphere).
BIO.B.4.2 Describe interactions and relationships in an ecosystem.
BIO.B.4.2.3 Describe how matter recycles through an ecosystem

changed and so have the organisms that live on Earth. This means every organism living today is related to ancient ancestors that lived thousands to millions of years ago. Scientists know this because there is evolutionary evidence of commonalities between modern day and ancient organisms. These commonalities allow us to understand what caused organisms to change over time as well as how they changed.

Selection, Evolution, Variation, Heredity, Adaptation, Speciation, Geographic Isolation (a.k.a. Allopatric Speciation), Behavioral Isolation (a.k.a. Reproductive Isolation)

Biodiversity, Ecological Niche, Invasive/Exotic/Non-native Species, Habitat Loss, Habitat Fragmentation, Clear Cutting, Erosion

Natural Selection Check for Understanding Formative: Multiple Choice

Biodiversity Check for Understanding Formative: Multiple Choice

Evolutionary Timeline Summative: Project / Portfolio

	(i.e., water cycle, carbon cycle, oxygen cycle, and nitrogen cycle). BIO.B.4.2.4 Describe how ecosystems change in response to natural and human disturbances (e.g., climate changes, introduction of nonnative species, pollution, fires). BIO.B.4.2.5 Describe the effects of limiting factors on population dynamics and potential species extinction. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved				
Ethics in E-Waste (Week 8, 5 Weeks)	**PA: Assessment Anchors - Science (2007)** **PA: Keystone: Biology MODULE B—Continuity and Unity of Life** **BIO.B.4.2 Describe interactions and relationships in an ecosystem.** BIO.B.4.2.4 Describe how ecosystems change in response to natural and human disturbances (e.g., climate changes, introduction of nonnative species, pollution, fires). Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	• Your electronics (cell phones, computers, TVs) contain chemicals such as zinc, copper, lead, and mercury, which are toxic to humans and damage our environment. • Some living things can be used to remove these toxins from the environment. As an electronics owner, you have a responsibility to find ways to reduce the negative impact of your electronics	Producer, Consumer, Decomposer, Herbivore, Carnivore, Omnivore, Autotroph, Heterotroph, Primary Consumer, Secondary Consumer, Tertiary Consumer, Food Chain, Food Web, Trophic Level, 10% Energy Rule, Energy Pyramid	**Energy Pyramids Check Your Understanding Formative: Multiple Choice** **Energy Pyramids Check Your Understanding Formative: Multiple Choice** **Disposal waste and impacts research**	Summit Learning Platform

		on your health and the environment.		Summative: Project / Portfolio

| Bioremediation (Week 13, 12 Weeks) | **PA: Assessment Anchors - Science (2007) PA: Keystone: Biology MODULE A—Cells and Cell Processes BIO.A.1 Basic Biological Principles BIO.A.1.1 Explain the characteristics common to all organisms.** BIO.A.1.1.1 Describe the characteristics of life shared by all prokaryotic and eukaryotic organisms. **BIO.A.1.2 Describe relationships between structure and function at biological levels of organization.** BIO.A.1.2.1 Compare cellular structures and their functions in prokaryotic and eukaryotic cells. BIO.A.1.2.2 Describe and interpret relationships between structure and function at various levels of biological organization (i.e., organelles, cells, tissues, organs, organ systems, and multicellular organisms). | • Your electronics like cell phones, computers, and TVs contain chemicals such as zinc, copper, lead, and mercury which are toxic to humans and damage our environment.

• The usage and disposal of electronics with toxins like these impact our environment.

• This human activity and use of resources impacts natural systems and human health.

• Fast plants can be used to remove these toxins from our environment. This is an example of bioremediation. | Producer, Consumer, Decomposer, Herbivore, Carnivore, Omnivore, Autotroph, Heterotroph, Primary Consumer, Secondary Consumer, Tertiary Consumer, Food Chain, Food Web, Trophic Level, 10% Energy Rule, Energy Pyramid

Define and give examples of the following terms: Eukaryotic Cell, Prokaryotic Cell, Animal Cell, Plant Cell, Virus, Cell Wall, Cell/Plasma Membrane, Nucleus, Ribosome, Endoplasmic Reticulum, Rough ER, Smooth ER, Golgi Apparatus, DNA, Mitochondria, Chloroplast, Semipermeable, Organelle, Cell, Tissue, Organ, Organ System, Organism

Carbon dioxide, oxygen, glucose, sugar, chloroplast, chlorophyll, photosynthesis, cellular respiration, energy, chemical reactions, ATP | **Bio remediation Lab Report Summative: Project / Portfolio**

Food Webs and Energy Pyramids Check for Understanding Formative: Multiple Choice

Cells Check for Understanding Formative: Multiple Choice

Photosynthesis and Cellular Respiration Check for Understanding Formative: Multiple Choice | Summit Learning Platform (CPDLF Customized) |

BIO.A.2.2 Describe and interpret relationships between structure and function at various levels of biochemical organization (i.e., atoms, molecules, and macromolecules).
BIO.A.2.2.3 Compare the structure and function of carbohydrates, lipids, proteins, and nucleic acids in organisms.
BIO.A.2.3 Explain how enzymes regulate biochemical reactions within a cell.
BIO.A.2.3.1 Describe the role of an enzyme as a catalyst in regulating a specific biochemical reaction. 3.1.B.A2
BIO.A.3.2 Identify and describe how organisms obtain and transform energy for their life processes.
BIO.A.3.2.1 Compare the basic transformation of energy during photosynthesis and cellular respiration.
BIO.A.3.2.2 Describe the role of ATP in biochemical reactions.
MODULE B—Continuity and Unity of Life
BIO.B.4 Ecology
BIO.B.4.1 Describe ecological levels of organization in the biosphere.

(Adenosine triphosphate), mitochondria

Biodiversity, Ecological Niche, Invasive/Exotic/Non-native Species, Habitat Loss, Habitat Fragmentation, Clear Cutting, Erosion

Biodiversity Check for Understanding Formative: Multiple Choice

BIO.B.4.1.1 Describe the levels of ecological organization (i.e., organism, population, community, ecosystem, biome, and biosphere).

BIO.B.4.1.2 Describe characteristic biotic and abiotic components of aquatic and terrestrial ecosystems.

BIO.B.4.2 Describe interactions and relationships in an ecosystem.

BIO.B.4.2.1 Describe how energy flows through an ecosystem (e.g., food chains, food webs, energy pyramids).

BIO.B.4.2.2 Describe biotic interactions in an ecosystem (e.g., competition, predation, symbiosis).

BIO.B.4.2.3 Describe how matter recycles through an ecosystem (i.e., water cycle, carbon cycle, oxygen cycle, and nitrogen cycle).

BIO.B.4.2.4 Describe how ecosystems change in response to natural and human disturbances (e.g., climate changes, introduction of nonnative species, pollution, fires).

<u>Scientific Discoveries</u> (Week 25, 6 Weeks)	**PA: Assessment Anchors - Science (2007) PA: Keystone: Biology MODULE B—Continuity and Unity of Life BIO.B.1 Cell Growth and Reproduction BIO.B.1.1 Describe the three stages of the cell cycle: interphase, nuclear division, cytokinesis.** BIO.B.1.1.1 Describe the events that occur during the cell cycle: interphase, nuclear division (i.e., mitosis or meiosis), cytokinesis. BIO.B.1.1.2 Compare the processes and outcomes of mitotic and meiotic nuclear divisions. **BIO.B.4.2 Describe interactions and relationships in an ecosystem.** BIO.B.4.2.4 Describe how ecosystems change in response to natural and human disturbances (e.g., climate changes, introduction of nonnative species, pollution, fires). Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	• Scientists constantly discover new and exciting things that impact our lives. • It is our responsibility as informed citizens to be aware of the history of science and of recent scientific discoveries that impact our communities	Greenhouse Effect, Global Warming, Climate Change, Fossil Fuels, Greenhouse Gases, Alternative/Renewable Energy Sources, Carbon Footprint, Sea Level Rising, Melting Glaciers Mitosis, Interphase, Prophase, Metaphase, Anaphase, Telophase, Cytokinesis, Cell Cycle, Stem Cell, Embryo, Specialized Cells, Cell Differentiation, Gene Expression	**Mitosis and Stem Cells Check for Understanding Formative: Multiple Choice** **Climate Change Basics Check for Understanding Formative: Multiple Choice**	Summit Learning Platform
<u>DNA Barcoding</u>	**PA: Assessment Anchors - Science (2007) PA: Keystone: Biology**	• All organisms have DNA. • This DNA includes a specific	DNA, Nitrogen Base, Adenine, Thymine, Guanine, Cytosine, Base Pair, Deoxyribose,	**DNA Report Summative: Written Product**	Summit Learning Platform

| (Week 31, 6 Weeks) | MODULE B—Continuity and Unity of Life
BIO.B.1.2 Explain how genetic information is inherited.
BIO.B.1.2.1 Describe how the process of DNA replication results in the transmission and/or conservation of genetic information.
BIO.B.1.2.2 Explain the functional relationships between DNA, genes, alleles, and chromosomes and their roles in inheritance.
BIO.B.2 Genetics
BIO.B.2.1 Compare Mendelian and non-Mendelian patterns of inheritance.
BIO.B.2.1.1 Describe and/or predict observed patterns of inheritance (i.e., dominant, recessive, co-dominance, incomplete dominance, sex-linked, polygenic, and multiple alleles).
BIO.B.2.1.2 Describe processes that can alter composition or number of chromosomes (i.e., crossing-over, nondisjunction, duplication, translocation, deletion, insertion, and inversion).
BIO.B.2.2 Explain the process of protein synthesis (i.e., transcription, | gene called the CO1 gene in animals or the rbcl gene in plants that can be "barcoded." Barcoding DNA essentially means to read the genetic material. The CO1 gene and the rbcl gene are specific to each living organism that exists!
• We can identify any living species through the use of DNA barcoding. | Phosphate, Nucleotide, Double Helix, Nucleus, Protein, Amino Acid

DNA, Protein, RNA, Uracil, Deoxyribose, Ribose, Transcription, Nucleus, mRNA, Translation, Ribosome, tRNA, rRNA, Amino Acids, Codon, Codon Chart (Genetic Code)

nucleotide, purine, pyrimidine, semiconservative, DNA polymerase, rRNA, RNAi, mRNA, poly-A tail, GTP cap, point mutation, frameshift mutation, silent mutation, wobble, intron, exon, promoter, operon, terminator, enhancer, repressor, inducer, transcription factor, activator | **DNA Structure Check for Understanding Formative: Multiple Choice**

DNA to Protein Check for Understanding Formative: Multiple Choice |

translation, and protein modification).
BIO.B.2.2.1 Describe how the processes of transcription and translation are similar in all organisms.
BIO.B.2.2.2 Describe the role of ribosomes, endoplasmic reticulum, Golgi apparatus, and the nucleus in the production of specific types of proteins.
BIO.B.2.3 Explain how genetic information is expressed.
BIO.B.2.3.1 Describe how genetic mutations alter the DNA sequence and may or may not affect phenotype (e.g., silent, nonsense, frame-shift).

	Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
High School Grade 11 Chemistry 2019-2020 Mayers, Deanna	Measurement and Analysis (Week 1, 4 Weeks)	**PA: Core - Reading for Science & Technical Subjects (2014) PA: Grade 6-8 Reading Informational Text Key Ideas and Details** CC.3.5.6-8.C. Follow precisely a multistep procedure when carrying out experiments, taking	• convert between English and metric units utilizing dimensional analysis • do mathematical operations with numbers in scientific notation while maintaining	Scientific Method Lab Safety An Introduction to Chemistry and Metric Measurement Showing Precision in Measurements	**QUIZ 1: METRIC CONVERSIONS Formative: Multiple Choice** **QUIZ 2: PRECISION, SIGNIFICANT FIGURES, AND SCIENTIFIC NOTATION**	Odysseyware

measurements, or performing technical tasks. **PA: Core - Mathematics (2014)** **PA: Grades 9-12** **CC.2.3: Geometry** **(A) Geometry** CC.2.3.HS.A.12 Explain volume formulas and use them to solve problems. G.2.3.1.1, G.2.3.1.2, G.2.3.1.3 **PA: Science, Technology and Engineering (2012)** **PA: Grade 10** **3.4. Technology and Engineering Education** **3.4.C. Technology and Engineering Design** 3.4.10.C2. Analyze a prototype and/or create a working model to test a design concept by making actual observations and necessary adjustments. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	significant figure rules • describe the relationship between mass, volume, and density • differentiate between hypotheses, theories, and laws • differentiate between graphs depicting direct and inverse relationships between variables • demonstrate an awareness of the many opportunities in the career fields relating to chemistry	Using Significant Figures to Show the Reliability of Data Using Scientific Notation with Significant Figures Measuring Volume in the Chemistry Laboratory Measuring Mass in the Chemistry Laboratory Observation and Hypothesizing Using Graphs to Analyze Data Doing Chemistry Your Way: Find Your Future	**Formative: Multiple Choice** **Project: Measuring Length with Precision** **Summative: Written Product** **QUIZ 4: MEASUREMENT TO GRAPHS** **Formative: Multiple Choice** **QUIZ 5: CHAPTER REVIEW** **Formative: Multiple Choice** **TEST** **Summative: Multiple Choice**	
<u>Starting the</u> <u>investigation:</u> <u>How to</u> <u>Identify</u> <u>Elemen</u> (Week 5, 4 Weeks)	**PA: Assessment Anchors - Science (2007)** **PA: Keystone: Chemistry** **MODULE A—Structure and Properties of Matter**	• differentiate between physical and chemical properties • use density measurements to help identify	The Basie Ingredient: Chemical Elements Using Chemical and Physical Properties to Identify	**QUIZ 1: ELEMENTS - CHEMICAL AND PHYSICAL PROPERTIES** **Formative: Multiple Choice**	Odysseyware

CHEM.A.1 Properties and Classification of Matter
CHEM.A.1.1 Identify and describe how observable and measurable properties can be used to classify and describe matter and energy.
CHEM.A.1.1.1 Classify physical or chemical changes within a system in terms of matter and/or energy.
CHEM.A.1.2 Compare the properties of mixtures.
CHEM.A.1.2.2 Differentiate between homogeneous and heterogeneous mixtures (e.g., how such mixtures can be separated).
CHEM.A.1.2.3 Describe how factors (e.g., temperature, concentration, surface area) can affect solubility.
CHEM.A.2.3 Explain how periodic trends in the properties of atoms allow for the prediction of physical and chemical properties.
CHEM.A.2.3.1 Explain how the periodicity of chemical properties led to the arrangement of elements on the periodic table.

- an unknown substance
- distinguish between chemical and physical properties and changes in compounds
- relate differences between colloids, suspensions, and solutions, and give examples of each

Substances
Phase Changes
Inorganic Nomenclature
Creating Compounds: Investigating Chemical Changes

Identifying Different Types of Mixtures

EXPERIMENT: OBSERVATION OF A PHASE CHANGE
Summative: Project / Portfolio

CREATING COMPOUNDS: INVESTIGATING CHEMICAL CHANGES
Formative: Project / Portfolio

QUIZ 3: CHAPTER REVIEW
Formative: Multiple Choice

TEST
Summative: Multiple Choice

| Exploring Laws for Gases and Conservation of Mass (Week 9, 4 Weeks) | PA: Assessment Anchors - Science (2007) PA: Keystone: Chemistry MODULE B—The Mole Concept and Chemical Interactions CHEM.B.2 Chemical Relationships and Reactions CHEM.B.2.1 Predict what happens during a chemical reaction. CHEM.B.2.1.5 Balance chemical equations by applying the Law of Conservation of Matter. CHEM.B.2.2 Explain how the kinetic molecular theory relates to the behavior of gases. CHEM.B.2.2.1 Utilize mathematical relationships to predict changes in the number of particles, the temperature, the pressure, and the volume in a gaseous system (i.e., Boyle's law, Charles's law, Dalton's law of partial pressures, the combined gas law, and the ideal gas law). CHEM.B.2.2.2 Predict the amounts of | • explain that the random motion of molecules causes the diffusion of gases • describe the relationship between average kinetic energy and particle temperature, mass, and speed. • solve problems using Boyle's Law • solve problems using Charles's Law • describe how Charles's Law and Boyle's Law were combined to form the Combined Gas Law • calculate the molecular or atomic mass and number of particles in a given mass of a substance and its chemical formula | Nothing Stays Put: The Basis for Diffusion and Pressure Gases and Kinetic Molecular Theory The Relationship Between Pressure and Volume in Gases (Boyle's Law) The Relationship Between Temperature and Volume in Gases (Charles's Law) Combined Gas Law Counting Gas Particles: The Measure of the Mole How Big Is a Mole? Avogadro's Number Ideal Gas Law Demonstrating Conservation of Mass with Balanced Equations | **Project: Graphing Kinetic Energy Formative: Written Product** **QUIZ 1: DIFFUSION AND KINETIC MOLECULAR THEORY Formative: Multiple Choice** **QUIZ 2: DIFFUSION TO P-V RELATIONSHIPS IN GASES Formative: Multiple Choice** **QUIZ 3: DIFFUSION TO V-T RELATIONSHIPS IN GASES Formative: Multiple Choice** **QUIZ 4: DIFFUSION TO COMBINED GAS LAW Formative: Multiple Choice** |

reactants and products involved in a chemical reaction using molar volume of a gas at STP.

QUIZ 5: CHAPTER REVIEW
Formative: Multiple Choice

TEST
Summative: Multiple Choice

The Discovery of Atoms: Nature's Building Blocks (Week 13, 4 Weeks)	**PA: Assessment Anchors - Science (2007)** **PA: Keystone: Chemistry MODULE A—Structure and Properties of Matter CHEM.A.2 Atomic Structure and the Periodic Table CHEM.A.2.1 Explain how atomic theory serves as the basis for the study of matter.** CHEM.A.2.1.1 Describe the evolution of atomic theory leading to the current model of the atom based on the works of Dalton, Thomson, Rutherford, and Bohr. **CHEM.A.2.2 Describe the behavior of electrons in atoms.** CHEM.A.2.2.1 Predict the ground state	• discuss the history of the atomic theory • relate the position of an element in the periodic table to its atomic number and its atomic mass • compare and contrast two different atomic models • explain, based on properties of atoms, why periodic trends in ionization energy exist • describe how the release of energy in a nuclear reaction (fission or fusion) is much larger than in a	The Golden Years of Chemistry Masters of Classic Atomic Theory Designing an Organizational Map: The Periodic Table Electron Configuration Light Spectra and Excited States Charging Up: Ionization of Atoms A Closer Look Inside: Nuclear Reactions	**Report: Fission Reactors** **Formative: Written Product** **QUIZ 1: GOLDEN YEARS TO MASTERS** **Formative: Multiple Choice** **QUIZ 2: GOLDEN YEARS TO PERIODIC TABLE** **Formative: Multiple Choice** **QUIZ 3: GOLDEN YEARS TO BOHR MODEL** **Formative: Multiple Choice**	ODYSSEYWARE

electronic configuration and/or orbital diagram for a given atom or ion.
CHEM.A.2.2.2 Predict characteristics of an atom or an ion based on its location on the periodic table (e.g., number of valence electrons, potential types of bonds, reactivity).
CHEM.A.2.2.3 Explain the relationship between the electron configuration and the atomic structure of a given atom or ion (e.g., energy levels and/or orbitals with electrons, distribution of electrons in orbitals, shapes of orbitals).
CHEM.A.2.2.4 Relate the existence of quantized energy levels to atomic emission spectra.
CHEM.A.2.3 Explain how periodic trends in the properties of atoms allow for the prediction of physical and chemical properties.
CHEM.A.2.3.2 Compare and/or predict the properties (e.g., electron affinity, ionization energy, chemical reactivity, electronegativity, atomic radius) of selected elements by using their

chemical reaction

QUIZ 4: GOLDEN YEARS TO IONIZATION
Formative: Multiple Choice

QUIZ 5: CHAPTER REVIEW
Formative: Multiple Choice

TEST
Summative: Multiple Choice

Project: Types of Energy
Formative: Written Product

| Molecular Structure (Week 17, 4 Weeks) | PA: Assessment Anchors - Science (2007) PA: Keystone: Chemistry MODULE A—Structure and Properties of Matter CHEM.A.2.2 Describe the behavior of electrons in atoms. CHEM.A.2.2.2 Predict characteristics of an atom or an ion based on its location on the periodic table (e.g., number of valence electrons, potential types of bonds, reactivity). MODULE B—The Mole Concept and Chemical Interactions CHEM.B.1.3 Explain how atoms form chemical bonds. CHEM.B.1.3.1 Explain how atoms combine to form compounds through ionic and covalent bonding. CHEM.B.1.3.2 Classify a bond as being polar covalent, non-polar covalent, or ionic. | • evaluate a balanced chemical reaction to determine the yield of a certain product given appropriate information (mass, number moles, number atoms) about the reactants
• determine now a particular atom will gain stability by gaining or losing valence electrons to obtain the noble gas (octet) structure
• determine ionic charges based on valence electron structure
• define ionization energy and electronegativity and relate their trends on the periodic table
• relate the difference between ionic, covalent, and | Chemical Accounting: Stoichiometry

Valence Structure

Determining Chemical Formulas Balancing Equations Electron Availability: Prelude to Bonding

Types of Chemical Bonds Polar Covalent Molecules and Dot Structures Intermolecular Bonding Bonding Energy Experiment: Demonstrating Polar Properties | **QUIZ 1: STOICHIOMETRY TO VALENCE STRUCTURE Formative: Multiple Choice**

QUIZ 2: STOICHIOMETRY TO PRELUDE TO BONDING Formative: Multiple Choice

QUIZ 3: CHAPTER REVIEW Formative: Multiple Choice

TEST Summative: Multiple Choice

Project: Bonding of Water Formative: Written Product | ODYSSEYWARE |

	PA: Science, Technology and Engineering (2012) **PA: Grades 8-10** **3.2.C.A. Chemistry** **3.2.A. Chemistry** 3.2.C.A4. Predict how combinations of substances can result in physical and/or chemical changes. Interpret and apply the laws of conservation of mass, constant composition (definite proportions), and multiple proportions. Balance chemical equations by applying the laws of conservation of mass. Classify chemical reactions as synthesis (combination), decomposition, single displacement (replacement), double displacement, and combustion. Use stoichiometry to predict quantitative relationships in a chemical reaction. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	metallic bonds based on atomic valence electron structure • determine if a compound is polar based on symmetry			
Chemical Reactions, Rates and Equilibrium (Week 21, 4 Weeks)	**PA: Assessment Anchors - Science (2007)** **PA: Grade 11** **Physical Sciences** **S11.C.1 Structure, Properties, and**	• distinguish between exothermic and endothermic processes given appropriate information in	Evidence for Chemical Change Reaction Types (1) Combination	**QUIZ 1: CHEMICAL REACTIONS** **Formative: Multiple Choice**	ODYSSEYWARE

Interaction of Matter and Energy
S11.C.1.1 Explain the relationship between the structure and properties of matter.
S11.C.1.1.6 Describe factors that influence the frequency of collisions during chemical reactions that might affect the reaction rates (e.g., surface area, concentration, catalyst, temperature).
S4.C.2 Forms, Sources, Conversion, and Transfer of Energy
S11.C.2.1 Analyze energy sources and transfer of energy, or conversion of energy.
S11.C.2.1.2 Describe energy changes in chemical reactions.
PA: Keystone: Chemistry
MODULE A—Structure and Properties of Matter
CHEM.A.1 Properties and Classification of Matter
CHEM.A.1.1 Identify and describe how observable and measurable properties can be used to classify and describe matter and energy.
CHEM.A.1.1.1 Classify physical or chemical changes within a

the balanced equation
- determine if a reaction is exothermic or endothermic based on its enthalpy of reaction
- use the Gibbs free energy equation to determine if a reaction will be spontaneous
- determine mole fraction, molarity, molality, and percent solute of a solution
- determine from the value of an equilibrium constant, whether reactants or products are favored
- apply LeChatelier's Principle in cases where equilibrium is stressed by concentration, temperature, pressure or volume

and Decomposition

Reaction Types (2) Single and Double Displacement

Reaction Types (3) Combustion and Neutralization

Enthalpy of Reaction
Heat Transfer
Calorimetry
Using Gibbs Free Energy to Predict Spontaneous Reactions

Factors that Affect Reaction Rates: Solution Concentration
Factors that Affect Reaction Rate: Temperature, Catalysts, Concentration of Reactants

Reaction Equilibria and Equilibrium Constants
Activity: Exploring Factors that Affect Equilibrium Conditions Affecting Equilibrium

QUIZ 2: CHEMICAL CHANGE TO ENTROPY AND GIBBS FREE ENERGY
Formative: Multiple Choice

QUIZ 3: CHEMICAL CHANGE TO REACTION RATE
Formative: Multiple Choice

QUIZ 4: CHAPTER REVIEW
Formative: Multiple Choice

UNIT TEST
Summative: Multiple Choice

Experiment: Observing Chemical Changes
Formative: Written Product

Experiment: Effect of Solution Concentration on Reaction Rate
Formative: Written Product

system in terms of matter and/or energy.
PA: Science, Technology and Engineering (2012)
PA: Grades 8-10
3.2.C.A. Chemistry
3.1. Biological Sciences 3.1.A. Organisms and Cells
3.1.C.A2. Describe how changes in energy affect the rate of chemical reactions.

| Equilibrium Systems (Week 25, 4 Weeks) | PA: Assessment Anchors - Science (2007) PA: Grade 11 The Nature of Science S11.A.2.2 Evaluate appropriate technologies for a specific purpose, or describe the information the instrument can provide. S11.A.2.2.2 Explain how technology (e.g., GPS, spectroscope, scanning electron microscope, pH meter, probe, interface, imaging technology, telescope) is used to extend human abilities and precision. PA: Keystone: Biology | • solve problems concerning moles, gram formula weights, and balanced equations
 • calculate the concentration of the solute in terms of molarity
 • list factors that influence the solubility of a solute in a solvent
 • differentiate that strong acids/bases fully dissociate while weak acids only partially dissociate
 • do calculations using the method of | Chemist's Toolbox Solutions Solution Concentration: Molarity Electrical Nature of Solutions Solubility The Dissolving Process The Solubility Constant Acid-Base Equilibria pH Scale | QUIZ 1: TOOLBOX TO SOLUBILITY **Formative: Multiple Choice** QUIZ 2: TOOLBOX TO SOLUBILITY CONSTANT **Formative: Multiple Choice** QUIZ 3: TOOLBOX TO TITRATION **Formative: Multiple Choice** QUIZ 4: CHAPTER REVIEW |

MODULE A—Cells and Cell Processes **BIO.A.2.2 Describe and interpret relationships between structure and function at various levels of biochemical organization (i.e., atoms, molecules, and macromolecules).** BIO.A.2.2.3 Compare the structure and function of carbohydrates, lipids, proteins, and nucleic acids in organisms. **PA: Keystone: Chemistry MODULE A—Structure and Properties of Matter CHEM.A.1.2 Compare the properties of mixtures.** CHEM.A.1.2.3 Describe how factors (e.g., temperature, concentration, surface area) can affect solubility. **PA: Science, Technology and Engineering (2012) PA: Grades 8-10 3.2.B.A. Biology 3.1. Biological Sciences 3.1.A. Organisms and Cells** 3.1.B.A7. Analyze the importance of carbon to the structure of biological macromolecules. Compare and contrast	titration in determining the concentration of an unknown acid/base • determine the oxidized and reduced species and oxidizing and reducing agents in a reaction	Titration of Acids and Bases Redox Equilibria Redox and Oxidation Potentials pH Calculations	**Formative: Multiple Choice** **TEST Summative: Multiple Choice** **Activity: Solution Concentration vs. Conductivity Formative: Written Product**

the functions and structures of proteins, lipids, carbohydrates, and nucleic acids. Explain the consequences of extreme changes in pH and temperature on cell proteins.

3.2.C.A. Chemistry

3.2.A. Chemistry

3.2.C.A2. Compare the electron configurations for the first twenty elements of the periodic table. Relate the position of an element on the periodic table to its electron configuration and compare its reactivity to the reactivity of other elements in the table. Explain how atoms combine to form compounds through both ionic and covalent bonding. Predict chemical formulas based on the number of valence electrons. Draw Lewis dot structures for simple molecules and ionic compounds. Predict the chemical formulas for simple ionic and molecular compounds. Use the mole concept to determine number of particles and molar mass for elements and compounds. Determine percent compositions,

Carbon Chemistry: Hydrocarbons (Week 29, 4 Weeks)	**PA: Assessment Anchors - Science (2007)** **PA: Grade 11 Physical Sciences** **S11.C.1 Structure, Properties, and Interaction of Matter and Energy** **S11.C.1.1 Explain the relationship between the structure and properties of matter.** S11.C.1.1.3 Explain the formation of compounds (ionic and covalent) and their resulting properties using bonding theories. **PA: Keystone: Chemistry** **MODULE B—The Mole Concept and Chemical Interactions** **CHEM.B.1.2 Apply the mole concept to the composition of matter.** CHEM.B.1.2.2 Apply the law of definite proportions to the classification of elements and compounds as pure substances. CHEM.B.1.2.3 Relate the percent composition and mass of each	• relate the historical and modern meaning of "organic compound" • describe the valence structure of carbon and how this influences it's tendency to enter into covalent bonds • determine if a bond is likely to be ionic or covalent based on electronegativity differences or valence electron structure • explain that saturated hydrocarbons have all carbons bonded to 4 other atoms • relate that alkanes are chemically fairly unreactive • explain that unsaturated hydrocarbons are very reactive with the major	Organic Compounds Sources of Organic Compounds A Closer Look at the Carbon Atom Bonding in Organic Compounds Organic Nomenclature Alkanes: Saturated Hydrocarbons Unsaturated Hydrocarbons	**QUIZ 1: CARBON COMPOUNDS** **Formative: Multiple Choice** **QUIZ 2: ORGANIC COMPOUNDS TO BONDING** **Formative: Multiple Choice** **QUIZ 3: HYDROGEN AND CARBON** **Formative: Multiple Choice** **TEST** **Summative: Multiple Choice**

	element present in a compound. **CHEM.B.1.4 Explain how models can be used to represent bonding.** CHEM.B.1.4.1 Recognize and describe different types of models that can be used to illustrate the bonds that hold atoms together in a compound (e.g., computer models, ball-and-stick models, graphical models, solid-sphere models, structural formulas, skeletal formulas, Lewis dot structures). Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	reaction being an addition process which occurs at the site of the double or triple bond	
Chemistry Review (Week 32, 5 Weeks)	**PA: Assessment Anchors - Science (2007) PA: Keystone: Chemistry MODULE A—Structure and Properties of Matter CHEM.A.1 Properties and Classification of Matter CHEM.A.1.1 Identify and describe how observable and measurable properties can be used to classify and describe matter and energy.**	Measurement and Analysis Scientific Analysis and Significant Figures Elements, Compounds, and Mixtures Gases and Moles Atomic Structure and Nuclear Reactions The Periodic Law	**QUIZ 1: MEASUREMENT TO GASES AND MOLES Formative: Multiple Choice** **QUIZ 2: MEASUREMENT TO REACTION DYNAMICS Formative: Multiple Choice** **Unit Test Summative: Multiple Choice**

CHEM.A.1.1.1 Classify physical or chemical changes within a system in terms of matter and/or energy.
CHEM.A.1.1.2 Classify observations as qualitative and/or quantitative.
CHEM.A.1.1.3 Utilize significant figures to communicate the uncertainty in a quantitative observation.
CHEM.A.1.1.4 Relate the physical properties of matter to its atomic or molecular structure.
CHEM.A.1.1.5 Apply a systematic set of rules (IUPAC) for naming compounds and writing chemical formulas (e.g., binary covalent, binary ionic, ionic compounds containing polyatomic ions).
CHEM.A.1.2 Compare the properties of mixtures.
CHEM.A.1.2.1 Compare properties of solutions containing ionic or molecular solutes (e.g., dissolving, dissociating).
CHEM.A.1.2.2 Differentiate between homogeneous and heterogeneous mixtures (e.g., how such mixtures can be separated).

Molecular Structure
Chemical Reactions, Rates, and Equilibrium
Reaction Dynamics

Solutions
Solubility
Equilibrium
Neutralization
Organic Compounds
Hydrocarbon Chemistry

CHEM.A.2.2 Describe the behavior of electrons in atoms.
CHEM.A.2.2.1 Predict the ground state electronic configuration and/or orbital diagram for a given atom or ion.
CHEM.A.2.3 Explain how periodic trends in the properties of atoms allow for the prediction of physical and chemical properties.
CHEM.A.2.3.1 Explain how the periodicity of chemical properties led to the arrangement of elements on the periodic table.
MODULE B—The Mole Concept and Chemical Interactions
CHEM.B.1.2 Apply the mole concept to the composition of matter.
CHEM.B.1.2.1 Determine the empirical and molecular formulas of compounds.
CHEM.B.1.3 Explain how atoms form chemical bonds.
CHEM.B.1.3.1 Explain how atoms combine to form compounds through ionic and covalent bonding.
CHEM.B.1.4 Explain how models can be used to represent bonding.
CHEM.B.1.4.1 Recognize and describe

different types of models that can be used to illustrate the bonds that hold atoms together in a compound (e.g., computer models, ball-and-stick models, graphical models, solid-sphere models, structural formulas, skeletal formulas, Lewis dot structures).

CHEM.B.2 Chemical Relationships and Reactions

CHEM.B.2.1 Predict what happens during a chemical reaction.

CHEM.B.2.1.1 Describe the roles of limiting and excess reactants in chemical reactions.

CHEM.B.2.2 Explain how the kinetic molecular theory relates to the behavior of gases.

CHEM.B.2.2.1 Utilize mathematical relationships to predict changes in the number of particles, the temperature, the pressure, and the volume in a gaseous system (i.e., Boyle's law, Charles's law, Dalton's law of partial pressures, the combined gas law, and the ideal gas law).

	Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
High School Grade 12 Physics 2019-2020 2 Curriculum Developers	Kinematics (Week 1, 4 Weeks)	**PA: Science, Technology and Engineering (2012)** **PA: Grade 12** **3.2. Physical Sciences: Chemistry and Physics** **3.2.B. Physics** 3.2.12.B1. Analyze the principles of rotational motion to solve problems relating to angular momentum and torque. **PA: Grades 11-12** **3.2.P.A. Physics** **3.2. Physical Sciences: Chemistry and Physics 3.2.B. Physics** 3.2.P.B6. PATTERNS SCALE MODELS CONSTANCY/CHANGE Use Newton's laws of motion and gravitation to describe and predict the motion of objects ranging from atoms to the galaxies. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	• explain how the use of models, graphs, diagrams, and equations helps to analyze relationships and to understand physical concepts in physics • differentiate between scalars and vectors and distinguish between displacement and distance • differentiate between speed and velocity • solve problems concerning average and instantaneous speed and velocity • determine the relationship between acceleration and velocity • resolve vectors into components and apply the kinematic equations to solve problems involving projectile motion	Introduction to the Language of Physics The Scientific Method Lab Safety Experiment: Making a Soda Straw Balance Experiment: Making a Simple Model of the Solar System Speed and Velocity Acceleration and Acceleration Due to Gravity Experiment: Determining Reaction Time Vectors Projectiles Project: Virtual Lab — Projectiles Mechanics	**Project: Research Branches of Physics Formative: Written Product** **QUIZ 1: MEASUREMENTS Formative: Multiple Choice** **QUIZ 2: SCALARS AND VECTORS Formative: Multiple Choice** **QUIZ 3: SPEED AND VELOCITY Formative: Multiple Choice** **QUIZ 4: ACCELERATION AND ACCELERATION DUE TO GRAVITY Formative: Multiple Choice** **QUIZ 5: REVIEW Formative: Multiple Choice**	ODYSSEYWARE

| Dynamics (Week 5, 4 Weeks) | PA: Science, Technology and Engineering (2012) PA: Grades 11-12 3.2.P.A. Physics 3.2. Physical Sciences: Chemistry and Physics 3.2.B. Physics 3.2.P.B1. Differentiate among translational motion, simple harmonic motion, and rotational motion in terms of position, velocity, and acceleration. Use force and mass to explain translational motion or simple harmonic motion of objects. Relate torque and rotational inertia to explain rotational motion. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved | • articulate Newton's first and second laws of motion and calculate the distance an object will travel when acted upon with force, and the acceleration, velocity, and momentum of an object • draw and interpret free body diagrams for objects • use the Inverse Square law to calculate force, velocity, and displacement • explain that in centripetal acceleration and centripetal force, the vector is directed toward the center of the circular motion • state Newton's Third Law and that the total momentum of a system is conserved | Newton's First and Second Laws Newton's Laws and Free Body Diagrams The Problems of Newton's Laws Gravity Uniform Circular Motion Experiment: Circular Motion Newton's Third Law and Conservation of Momentum Kepler's Laws of Planetary Motion Dynamics | QUIZ 1: NEWTON'S FIRST AND SECOND LAWS OF MOTION Formative: Multiple Choice QUIZ 2: GRAVITY Formative: Multiple Choice QUIZ 3: UNIFORM CIRCULAR MOTION Formative: Multiple Choice QUIZ 4: NEWTON'S THIRD LAW AND CONSERVATION OF MOMENTUM Formative: Multiple Choice UNIT TEST Summative: Multiple Choice | ODYSSEYWARE |

	• identify Kepler's first and second law conceptually and apply Kepler's third law mathematically		**Project: Virtual Lab — Newton's Laws Formative: Written Product**
			Project: Virtual Labs — Circular Motion Formative: Written Product
			Project: Virtual Lab — Conservation of Momentum Formative: Written Product
			Project: Car Racing Collision Formative: Written Product
<u>Work and Energy</u> (Week 9, 4 Weeks)	• solve problems involving work, kinetic and potential energy, and the concept of conservation of energy • solve problems using power equations, involving efficiency and related ratios,	•	

			such as IMA and AMA • give examples of the advantages and disadvantages of using a simple machine • solve problems involving specific heat and calorimetry • state the First and Second Laws of Thermodynamics • review the concepts of kinetic and potential energy, power, and efficiency and solve problems concerning all these ideas		
	Introduction to Waves (Week 12, 4 Weeks)	**PA: Core - Reading for Science & Technical Subjects (2014)** **PA: Grades 11-12** **Reading Informational Text** **Key Ideas and Details** CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based	• describe wave characteristics such as amplitude, velocity, wavelength and frequency • describe wave characteristics such as reflection, refraction, diffraction and interference • describe sound wave characteristics	Characteristics of Waves Experiment: Wave Speeds Wave Phenomena Experiment: Waves Sound Waves Wave Motion	**QUIZ 1:** **CHARACTERISTICS OF WAVES** **Formative: Multiple Choice** **QUIZ 2:** **CHARACTERISTICS OF WAVES TO WAVE PHENOMENA** **Formative: Multiple Choice**	ODYSSEYWARE

on explanations in the text.

Craft and Structure
CC.3.5.11-12.F.
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas
CC.3.5.11-12.I.
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

PA: Science, Technology and Engineering (2012)
PA: Grades 11-12
3.2.P.A. Physics
3.2. Physical Sciences: Chemistry and Physics 3.2.B. Physics
3.2.P.B5. Explain how waves transfer energy without transferring matter. Explain how waves carry information from remote sources that can be detected and interpreted. Describe the causes of

such as beats, resonance, the Doppler Effect and shock waves

- solve problems concerning beats, the Doppler Effect and the speed of sound

QUIZ 3: CHAPTER REVIEW
Formative: Multiple Choice

TEST
Summative: Multiple Choice

Project: Virtual Lab — Sound
Formative: Written Product

Project: Virtual Lab — Doppler Effect
Formative: Written Product

Project: Sound Resonance
Formative: Written Product

Light (Week 16, 4 Weeks)	**PA: Core - Reading for Science & Technical Subjects (2014)** **PA: Grades 11-12 Reading Informational Text** **Key Ideas and Details** CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **Craft and Structure** CC.3.5.11-12.F. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. **Integration of Knowledge and Ideas** CC.3.5.11-12.I. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a	• evaluate the impact of technology on the advance of scientific research • describe properties of light such as reflection, refraction, polarization, dispersion and scattering • use ray diagrams to demonstrate the path of reflected light from a mirror • use ray diagrams to demonstrate the path of light through a lens • explain the significance of the Young Two Slit experiment, the photoelectric effect, and the Taylor experiment to the definition of light	Speed of Light: Historical Calculations Properties of Light Experiment: Light Angles Mirrors Experiment: Convergence Lenses Light Phenomena and Models of Light Light and Sound	**Project: Virtual Lab — Light** **Formative: Written Product** **Project: Digital Transmissions** **Formative: Written Product** **UNIT TEST** **Summative: Multiple Choice** **QUIZ 3: CHAPTER REVIEW** **Formative: Multiple Choice** **QUIZ 1: SPEED OF LIGHT TO PROPERTIES OF LIGHT** **Formative: Multiple Choice**	ODYSSEYWARE

		coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **PA: Science, Technology and Engineering (2012)** **PA: Grade 10** **3.2. Physical Sciences: Chemistry and Physics** **3.2.B. Physics** 3.2.10.B5. Understand that waves transfer energy without transferring matter. Compare and contrast the wave nature of light and sound. Describe the components of the electromagnetic spectrum. Describe the difference between sound and light waves. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			**QUIZ 2:SPEED OF LIGHT TO LENSES** **Formative: Multiple Choice**	
	Static Electricity (Week 20, 4 Weeks)	**PA: Assessment Anchors - Science (2007)** **PA: Grade 11** **The Nature of Science** **S11.A.1 Reasoning and Analysis** **S11.A.1.1 Analyze and explain the nature of science in the search for understanding the natural world and its connection to**	• describe the historical development of the understanding of electric charge as originating in the atom • use Coulomb's Law to solve problems • differentiate between a	Electric Charges Coulomb's LaW The Transfer of Charges Electirc Fields Electric Potential Potential and Energy	**QUIZ 1: ELECTRIC CHARGES TO TRANSFER OF CHARGES** **Formative: Multiple Choice** **QUIZ 2: ELECTRIC CHARGES TO ELECTRIC FIELDS**	ODYSSEYWARE

technological systems. S11.A.1.1.1 Compare and contrast scientific theories, scientific laws, and beliefs (e.g., the universal law of gravitation, how light travels, formation of moons, stages of ecological succession). S11.A.1.1.2 Analyze and explain the accuracy of scientific facts, principles, theories, and laws. S11.A.1.1.4 Explain how specific scientific knowledge or technological design concepts solve practical problems (e.g., momentum, Newton's universal law of gravitation, tectonics, conservation of mass and energy, cell theory, theory of evolution, atomic theory, theory of relativity, Pasteur's germ theory, relativity, heliocentric theory, ideal gas laws). **PA: Science, Technology and Engineering (2012)** **PA: Grades 11-12** **3.2.P.A. Physics** **3.2. Physical Sciences: Chemistry and Physics 3.2.B. Physics** 3.2.P.B2. Explain the translation and simple harmonic motion of	conductor and an insulator • demonstrate that all electric charges produce an electric field around them • extrapolate that when a change moves through an electric field, energy is expended and work is done • solve problems concerning potential energy, capacitance, and work	Electric Fields and Forces	**Formative: Multiple Choice** **QUIZ 3: CHAPTER REVIEW** **Formative: Multiple Choice** **UNIT TEST** **Summative: Multiple Choice**

	objects using conservation of energy and conservation of momentum. Describe the rotational motion of objects using the conservation of energy and conservation of angular momentum. Explain how gravitational, electrical, and magnetic forces and torques give rise to rotational motion. 				
Electric Currents (Week 24, 4 Weeks)	**PA: Core - Reading for Science & Technical Subjects (2014)** **PA: Grades 11-12 Reading Informational Text** **Key Ideas and Details** CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **Craft and Structure** CC.3.5.11-12.F. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an	• interpret that a source of electromotive force (emf), such as a battery or generator, must do work to raise electrons to a state of relatively high potential so that they, in turn, can do work • solve problems concerning conductance • solve problems involving resistance and conductance • use Ohm's Law to solve problems • differentiate between circuit diagrams of	Sources of EMF Fluid Flow Resistance Ohm's Law Circuits	**PROJECT: VIRTUAL LABS — CIRCUITS Formative: Written Product** **QUIZ 1: SOURCES OF EMF TO FLUID FLOW Formative: Multiple Choice** **QUIZ 2: SOURCES OF EMF TO RESISTANCE Formative: Multiple Choice** **QUIZ 3: CHAPTER REVIEW Formative: Multiple Choice**	ODYSSEYWARE

experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas
CC.3.5.11-12.I. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
PA: Science, Technology and Engineering (2012)
PA: Grades 11-12
3.2.P.A. Physics
3.2. Physical Sciences: Chemistry and Physics 3.2.B. Physics
3.2.P.B4. Explain how stationary and moving particles result in electricity and magnetism. Develop qualitative and quantitative understanding of current, voltage, resistance, and the connections among them. Explain how electrical induction is applied in technology.

series and parallel circuits

TEST
Summative: Multiple Choice

| Magnetism (Week 28, 4 Weeks) | PA: Core - Reading for Science & Technical Subjects (2014) PA: Grades 11-12 **Reading Informational Text** **Key Ideas and Details** CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **Craft and Structure** CC.3.5.11-12.F. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. **Integration of Knowledge and Ideas** CC.3.5.11-12.I. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. | • extrapolate that if a current carrying wire is coiled into a loop so that it forms a structure called a solenoid, that its magnetic field will be shaped similar to that of a bar magnet
 • use the right hand rules to determine the direction of force on a moving charge in a magnetic field
 • determine, using Lenz's law, how to determine the direction of the induced current in a loop of wire experiencing a change in flux
 • distinguish that the direction of the electron beam in a CRT is determined by the interplay of two magnetic fields that are perpendicular to each other which, in turn, control where the beam will hit the screen to produce an image | Fields and Forces Forces

 Electromagnetism Electromagnetic Induction Applications of Electromagnetic Induction

 Electron Beams Magnetic Fields and Forces | **Project: Electromagnetism Formative: Written Product**

 QUIZ 2: FIELDS AND FORCES TO ELECTROMAGNETISM Formative: Multiple Choice

 QUIZ 3: CHAPTER REVIEW Formative: Multiple Choice

 QUIZ 1: FIELDS AND FORCES TO FORCES Formative: Multiple Choice

 UNIT TEST Formative: Multiple Choice | ODYSSEYWARE |

PA: Assessment Anchors - Science (2007)
PA: Grade 11
Physical Sciences
S11.C.3 Principles of Motion and Force
S11.C.3.1 Use the principles of motion and force to solve real-world challenges.
S11.C.3.1.4 Describe electricity and magnetism as two aspects of a single electromagnetic force
PA: Science, Technology and Engineering (2012)
PA: Grade 10
3.2. Physical Sciences: Chemistry and Physics
3.2.B. Physics
3.2.10.B4. Describe quantitatively the relationships between voltage, current, and resistance to electrical energy and power. Describe the relationship between electricity and magnetism as two aspects of a single electromagnetic force.
PA: Grades 11-12
3.2.P.A. Physics
3.2. Physical Sciences: Chemistry and Physics 3.2.B. Physics
3.2.P.B4. Explain how stationary and moving particles result in

electricity and magnetism. Develop qualitative and quantitative understanding of current, voltage, resistance, and the connections among them. Explain how electrical induction is applied in technology.

| Atomic and Nuclear Physics (Week 33, 4 Weeks) | **PA: Core - Reading for Science & Technical Subjects (2014) PA: Grades 11-12 Reading Informational Text Key Ideas and Details** CC.3.5.11-12.A. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **Craft and Structure** CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to | • use the photoelectric and Planck's equation to solve problems
• explain the difference between the production and appearance of continuous, emission and adsorption spectra
• justify that energy is emitted from the atom in the form of electromagnetic radiation when an electron moves from a higher to lower energy level
• describe how the conversion of mass to binding energy in the | Quantum Theory

X-Rays, Matter Waves, and the Uncertainty Principle

Early Atomic Models Bohr Model Modern Physics Nuclear Forces Nuclear Theory

Radioactive Decay Nuclear Reactions Fusion and Applications of Nuclear Energy | **Project: Radiowaves Formative: Written Product**

QUIZ 3: CHAPTER REVIEW Formative: Multiple Choice

QUIZ 1: QUANTUM THEORY TO X-RAYS, MATTER WAVES, AND THE UNCERTAINTY PRINCIPLE Formative: Multiple Choice

QUIZ 2: QUANTUM THEORY TO NUCLEAR THEORY Formative: Multiple Choice | ODYSSEYWARE |

grades 11–12 texts and topics.

PA: Core - Writing for Science & Technical Subjects (2014)

PA: Grades 11-12 Writing

Production and Distribution of Writing

CC.3.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Range of Writing

CC.3.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PA: Assessment Anchors - Science (2007)

PA: Keystone: Chemistry

MODULE A—Structure and Properties of Matter

nucleus was predicted in Einstein's equation, $E = mc^2$

- formulate that electrostatic repulsive forces are longer ranged, but not as strong as nuclear attractive forces between protons
- describe the basic structure of a fission nuclear power plant

CHEM.A.2 Atomic Structure and the Periodic Table
CHEM.A.2.1 Explain how atomic theory serves as the basis for the study of matter.
CHEM.A.2.1.1 Describe the evolution of atomic theory leading to the current model of the atom based on the works of Dalton, Thomson, Rutherford, and Bohr.
PA: Science, Technology and Engineering (2012)
PA: Grade 10
3.4. Technology and Engineering Education
3.4.E. The Designed World
3.4.10.E3. Compare and contrast the major forms of energy: thermal, radiant, electrical, mechanical, chemical, nuclear and others.
PA: Grade 12
3.2. Physical Sciences: Chemistry and Physics
3.2.A. Chemistry
3.2.12.A3. Explain how matter is transformed into energy in nuclear reactions according to the equation $E=mc^2$.

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS

Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration
PBSP: **9/12/19** Rose Confer-Tambellini, Special Education Instructor **Emotional Support Services**	At home and/or Virtual	minimum 30 min./week 7x/marking period	9/13/2019	9/11/2020
PBSP: **9/12/19** Rose Confer - Tambellini, Special Education Instructor **Positive Behavior Support Plan** (PBSP) Refer to PBSP imbedded within IEP for interventions/modifications.	At home and/or Virtual	daily when school is in session	9/13/2019	9/11/2020
PBSP: **9/12/19** Rose Confer-Tambellini, Special Education Instructor **Autistic Support Services**	At home and/or Virtual	minimum 30 min./week 7x/marking period	9/13/2019	9/11/2020

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS (Continued)

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration
PBSP: **9/12/19** Rose Confer - Tambellini, Special Ed.Instructor Work assignments known to trigger "task avoidant behaviors" will be modified prior to occurrences of problem behavior.	At home and/or CPDLF	daily when school is in session	9/13/2019	9/11/2020
PBSP: **9/12/19** Rose Confer-Tambellini, Special Ed.Instructor Use of positive reinforcement for appropriate behavior, including verbal praise.	At home and/or CPDLF	daily when school is in session	9/13/2019	9/11/2020
Opportunity to use a graphic organizer or be provided with a sentence starter when Cameron is having difficulty organizing his thoughts for a writing assignment.	At home via CPDLF curriculum	when writing activities are assigned	9/13/2019	9/11/2020
PBSP: Extended time to complete coursework assignments	At home via CPDLF curriculum	Upon request when more time is needed to complete assignments	9/13/2019	9/11/2020
Cameron will have the opportunity to resubmit an assignment, quiz, or test that has a score of 69% or lower	At home via CPDLF curriculum	Upon request when scoring below 69%	9/13/2019	9/11/2020

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS (Continued)

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration
Calculator	At home via CPDLF curriculum	When working on math assignments	9/13/2019	9/11/2020
Weekly assignment calendar to keep focused on assignments	At home via CPDLF curriculum	Used daily	9/13/2019	9/11/2020
Text to speech enabled	At home via CPDLF curriculum	When reading is difficult and not understood	9/13/2019	9/11/2020
Will be give 3 attempts to complete and pass with a grade of 70% or higher on quizzes and tests	At home via CPDLF curriculum	When completing quizzes and tests	9/13/2019	9/11/2020
During on-line video check-ins Cameron will not be required to turn his camera on.	At home and/or CPDLF	When Cameron is participating in check-ins or direct instruction	9/13/2019	9/11/2020

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

Service	Location	Frequency	Projected Beginning Date	Anticipated Duration
Autistic Support	At home and/or Virtual	minimum 30 min./week 7x/marking period	9/13/2019	9/11/2020
Emotional Support	At home and/or Virtual	minimum 30 min./week 7x/marking period	9/13/2019	9/11/2020

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS

Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration
PBSP: **9/12/19** Rose Confer-Tambellini, Special Education Instructor **Emotional Support Services**	At home and/or Virtual	minimum 30 min./week 7x/marking period	9/13/2019	9/11/2020
PBSP: **9/12/19** Rose Confer - Tambellini, Special Education Instructor **Positive Behavior Support Plan** (PBSP) Refer to PBSP imbedded within IEP for interventions/modifications.	At home and/or Virtual	daily when school is in session	9/13/2019	9/11/2020
PBSP: **9/12/19** Rose Confer-Tambellini, Special Education Instructor **Autistic Support Services**	At home and/or Virtual	minimum 30 min./week 7x/marking period	9/13/2019	9/11/2020

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS (Continued)

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration
PBSP: **9/12/19** Rose Confer - Tambellini, Special Ed.Instructor Work assignments known to trigger "task avoidant behaviors" will be modified prior to occurrences of problem behavior.	At home and/or CPDLF	daily when school is in session	9/13/2019	9/11/2020
PBSP: **9/12/19** Rose Confer- Tambellini, Special Ed.Instructor Use of positive reinforcement for appropriate behavior, including verbal praise.	At home and/or CPDLF	daily when school is in session	9/13/2019	9/11/2020
Opportunity to use a graphic organizer or be provided with a sentence starter when Cameron is having difficulty organizing his thoughts for a writing assignment.	At home via CPDLF curriculum	when writing activities are assigned	9/13/2019	9/11/2020
PBSP: Extended time to complete coursework assignments	At home via CPDLF curriculum	Upon request when more time is needed to complete assignments	9/13/2019	9/11/2020
Cameron will have the opportunity to resubmit an assignment, quiz, or test that has a score of 69% or lower	At home via CPDLF curriculum	Upon request when scoring below 69%	9/13/2019	9/11/2020

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS (Continued)

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration
Calculator	At home via CPDLF curriculum	When working on math assignments	9/13/2019	9/11/2020
Weekly assignment calendar to keep focused on assignments	At home via CPDLF curriculum	Used daily	9/13/2019	9/11/2020
Text to speech enabled	At home via CPDLF curriculum	When reading is difficult and not understood	9/13/2019	9/11/2020
Will be give 3 attempts to complete and pass with a grade of 70% or higher on quizzes and tests	At home via CPDLF curriculum	When completing quizzes and tests	9/13/2019	9/11/2020
During on-line video check-ins Cameron will not be required to turn his camera on.	At home and/or CPDLF	When Cameron is participating in check-ins or direct instruction	9/13/2019	9/11/2020

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

Service	Location	Frequency	Projected Beginning Date	Anticipated Duration
Autistic Support	At home and/or Virtual	minimum 30 min./week 7x/marking period	9/13/2019	9/11/2020
Emotional Support	At home and/or Virtual	minimum 30 min./week 7x/marking period	9/13/2019	9/11/2020

S.7.C.3.1.1 Describe how unbalanced forces acting on an object change its velocity.

S.7.C.3.1.2 Describe forces acting on an object (e.g., friction, gravity, balanced verses unbalanced).

	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Middle School Grade 7 Integrated Science 7 2019-2020 2 Curriculum Developers	Geology Story (Week 1, 5 Weeks)	**PA: Assessment Anchors - Science (2007)** **PA: Grade 7** **The Nature of Science** **S.7.A.3 Systems, Models, and Patterns** **S.7.A.3.1 Explain the parts of a simple system, their roles, and their relationships to the system as a whole.** S.7.A.3.1.1 Describe a system (e.g., ecosystem, circulatory system, agricultural system) as a group of related parts with specific roles that work together to achieve an observed result. **S.7.A.3.3 Describe repeated processes or recurring elements in**	• The surface of the Earth is constantly changing, shaped by interactions between the atmosphere, water, land, and life on Earth. • Many of these changes take place over very long periods of time.	Biosphere atmosphere hydrosphere geosphere (lithosphere) energy, interact (interaction) radiation geothermal energy convection tectonic plate weathering	**Book Review Summative: Project / Portfolio** Conduct peer review of another student's Geology Comic Book draft, and formally critique the strengths and areas of growth in your peer's work. **Earth Materials and Systems Check for Understanding Formative: Multiple Choice** **Water and Earth Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

natural, scientific, and technological patterns.

S.7.A.3.3.1 Describe patterns as repeated processes or recurring elements in natural and human-made systems.

Earth and Space Sciences

S.7.D.1 Earth Features and Processes that Change Earth and Its Resources

S.7.D.1.1 Describe Earth structures and processes that characterize different biomes on Earth.

S.7.D.1.1.1 Identify and describe soil characteristics (i.e., particle size, porosity, and permeability) of different biomes.

S.7.D.1.2 Describe characteristic features and significance of Earth's water systems.

S.7.D.1.2.1 Compare the different water systems on Earth (e.g., wetland, watershed, ocean, river).

S.7.D.1.2.3 Describe the importance of water systems on the diversity and distribution of life on Earth.

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erosion

mechanical weathering

abrasion

ice wedging

chemical weathering

acid rain

erosion

deposition

stream

river

delta

canyon

groundwater

abrasion

glacier

sediment

glacier

Theory of Continental drift

fossil

Plate Tectonics Check your Understanding Formative: Multiple Choice

Mid-ocean ridge

sea-floor spreading

trench

subduction

plate

plate tectonics

fault

transform boundary

divergent boundary

rift valley

convergent boundary

convection

crust

mantle

| Natural Hazards (Week 6, 6 Weeks) | | • Mapping the history of natural hazards in a region can help forecast the locations and likelihoods of future events.
• The engineering design processes can be used to generate and | Theory of Continental drift

fossil, Mid-ocean ridge, sea-floor spreading, trench, subduction, plate, plate tectonics, fault, transform boundary, divergent boundary, rift valley, convergent boundary, convection, crust, mantle | **Natural Hazards: Earthquakes and Volcanoes Check for Understanding Formative: Multiple Choice**

Plate Tectonics Check for Understanding Formative: Multiple Choice | Summit Learning Platform |

		refine solutions to problems.			
				Engineering Report Summative: Written Product	
				Design Critique Summative: Written Product	
<u>Chemical Reactions</u> (Week 12, 6 Weeks)	**PA: Assessment Anchors - Science (2007)** **PA: Grade 7** **The Nature of Science** **S.7.A.1 Reasoning and Analysis** **S.7.A.1.1 Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs).** S.7.A.1.1.1 Distinguish between a scientific theory and a general opinion, explaining how a theory is supported with evidence. S.7.A.1.1.3 Use evidence such as observations or	• Matter is composed of atoms and those atoms rearrange during chemical changes. The rearranged atoms have properties distinct from than the original substances, and these chemical changes can involve the release or absorption of energy. • Scientific research involves designing plans and collecting evidence to see what explanations best fit the patterns we see in the world. Often, scientific research reveals new	atom element molecule substance bond property density state of matter melting point boiling point solubility flammability	**Chemical Reactions Check for Understanding Formative: Multiple Choice** **Structure and Properties of Matter Check for Understanding Formative: Multiple Choice** **Write a Conclusion and Lab Report Summative: Written Product**	Summit Learning Platform

experimental results to support inferences.

S.7.A.1.1.4 Use evidence to develop descriptions, explanations, and models.

Physical Sciences

S.7.C.1 Structure, Properties, and Interaction of Matter and Energy

S.7.C.1.1 Describe the structure of matter and its chemical and physical properties.

S.7.C.1.1.1 Use characteristic physical or chemical properties of matter to distinguish one substance from another (e.g., density, freezing/melting points, solubility, ability to rust).

S.7.C.1.1.2 Recognize that the atom is the basic building block for all matter.

S.7.C.1.2 Compare chemical and physical changes of matter.

S.7.C.1.2.1 Identify the reactants and products of simple chemical reactions (e.g., photosynthesis, cellular respiration).

patterns to explore!

odor

temperature

heat

evaporation

condensation

freeze

melt

mixture

compound

chemical reaction

reactants

products

subscript

coefficient

law of conservation of mass

endothermic reaction

exothermic reaction

Problem Solving Plastics (Week 18, 6 Weeks)	PA: Assessment Anchors - Science (2007)	• Synthetic materials come from natural resources and impact society.	Atom, element, molecule, substance, bond, property, density, state of matter, melting point, boiling point, solubility, flammability, odor, temperature, heat, evaporation, condensation, freeze, melt, mixture, compound	Structure and Properties of Matter Check for Understanding Formative: Multiple Choice	Summit Learning Platform
	PA: Grade 7				
	The Nature of Science **S.7.A.1 Reasoning and Analysis** **S.7.A.1.1 Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs).**	• All human activity draws on natural resources and has both short- and long-term consequences, positive as well as negative, for the health of people and the natural environment.		**Chemical Reactions Check for Understanding Formative: Multiple Choice**	
	S.7.A.1.1.1 Distinguish between a scientific theory and a general opinion, explaining how a theory is supported with evidence.	• The engineering design processes can be used to generate new approaches to solving problems.	Chemical reaction, reactants, products, subscript, coefficient, law of conservation of mass, endothermic reaction, exothermic reaction	**Natural Resources Check for Understanding Formative: Multiple Choice**	
	S.7.A.1.1.2 Develop questions that can be answered through scientific inquiry and/or technological design.				
	S.7.A.1.1.3 Use evidence such as observations or experimental results to support inferences.		Resource, renewable, non-renewable, solar, logging, mining, fossil fuels, oil, coal, gas	**Multimedia Campaign For Your Solution Summative: Project / Portfolio**	
	S.7.A.1.1.4 Use evidence to develop descriptions, explanations, and models.				
	S.7.A.2 Processes, Procedures, and Tools of Scientific Investigations **S.7.A.2.1 Apply knowledge of scientific**				

investigation or technological design in different contexts to make inferences, solve problems, and/or answer questions.

S.7.A.2.1.1 Use evidence from investigations to clearly describe relationships and communicate and support conclusions.

S.7.A.2.2 Select and safely use appropriate tools and describe the information provided by each tool.

S.7.A.2.2.3 Describe ways technology is used to enhance scientific study and/or human life.

S.7.A.3.2 Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.

S.7.A.3.2.1 Make inferences based on scientific models (e.g., charts, graphs, diagrams).

Biological Sciences
S.7.B.3.3 Explain how renewable and nonrenewable resources provide for human needs and how these needs impact the environment.

S.7.B.3.3.1 Explain how renewable and/or nonrenewable resources provide for human needs (i.e., energy, food, water, clothing, and shelter).

S.7.B.3.3.2 Explain how the use of renewable and/or nonrenewable resources affects the environment.

Physical Sciences
S.7.C.1 Structure, Properties, and Interaction of Matter and Energy
S.7.C.1.1 Describe the structure of matter and its chemical and physical properties.

S.7.C.1.1.1 Use characteristic physical or chemical properties of matter to distinguish one substance from another (e.g., density, freezing/melting points, solubility, ability to rust).

S.7.C.1.1.2 Recognize that the atom is the basic building block for all matter.

S.7.C.1.1.3 Explain the differences between elements, compounds, and mixtures.

S.7.C.1.2 Compare chemical and physical changes of matter.

S.7.C.1.2.1 Identify the reactants and products of simple chemical reactions (e.g., photosynthesis, cellular respiration).

Earth and Space Sciences

S.7.D.1.2 Describe characteristic features and significance of Earth's water systems.

S.7.D.1.2.3 Describe the importance of water systems on the diversity and distribution of life on Earth.

| Microworld (Week 24, 8 Weeks) | PA: Assessment Anchors - Science (2007) **PA: Grade 7** **Biological Sciences** **S.7.B.1 Structure and Function of Organisms S.7.B.1.1 Describe and compare structural and functional similarities and differences that characterize diverse living things.** S.7.B.1.1.1 Describe levels of biological organization from cell to organism. | • The movement of energy and matter is part of many ecological processes.
• Models can be used to show systems and their interactions – such as inputs, processes, and outputs – and energy and matter flows within systems.
• Models can be used to describe things that can and cannot be | Ecosystem, abiotic, biotic, individual/organism, population, community, predator, prey, limiting factor, interspecific competition, intraspecific competition, symbiosis, mutualism, commensalism, parasitism, pollination, seed dispersal Stems, roots, leaves, xylem, phloem, cell, organelle, stomata, chloroplast, carbon | **Ecosystem Relationships Check for Understanding Formative: Multiple Choice** **Organisms Check for Understanding Formative: Multiple Choice** **Matter Cycling and Energy Flow in Ecosystems** | Summit Learning Platform |

S.7.B.1.1.2 Describe how specific structures in living things (from cell to organism) help them function effectively in specific ways (e.g., chlorophyll in plant cells— photosynthesis; root hairs—increased surface area; beak structures in birds— food gathering; cacti spines— protection from predators).

S.7.B.1.1.3 Explain how characteristic similarities and differences (from cell to organism) are used to identify and/or categorize organisms.

S.7.B.2 Continuity of Life
S.7.B.2.1 Explain natural selection and its role in evolution.

S.7.B.2.1.1 Explain how inherited traits (genes) and/or behaviors help organisms survive and reproduce in different environments.

S.7.B.2.1.2 Describe how natural selection is an underlying factor in a population's ability to adapt to change.

S.7.B.2.1.3 Explain that adaptations within species (physical, behavioral, physiological)

seen, as well as show the relationships between key parts. All models have limitations and focus on only part of a complex system.

dioxide, oxygen, photosynthesis, glucose/sugar, cellular respiration, mitochondria, ATP

ecosystem, organism, producer, primary consumer, secondary consumer, decomposer, food chain, food web, energy pyramid, cycle, nitrogen fixation

biodiversity, ecological succession, invasive species, resilience, stability, extinction, keystone species, trophic cascade, ecosystem services, provisioning services, regulating services, supporting services, cultural services, economic value, ecological value

photosynthesis, cellular respiration, metabolism, chemical reaction, product, reactant, carbon dioxide, oxygen, glucose, water, equation

Formative: Multiple Choice

Biodiversity Check for Understanding Formative: Multiple Choice

Energy in Chemical Processes and Life Check for Understanding Formative: Multiple Choice

are developed over long periods of time.

Physical Sciences

S.7.C.1.2 Compare chemical and physical changes of matter.

S.7.C.1.2.1 Identify the reactants and products of simple chemical reactions (e.g., photosynthesis, cellular respiration).

S.7.C.2 Forms, Sources, Conversion, and Transfer of Energy S.7.C.2.1 Describe how energy flows through the living world.

S.7.C.2.1.1 Describe how energy is obtained and used by organisms throughout their lives.

S.7.C.2.1.2 Describe how energy is transferred and conserved in a closed system.

S.7.C.2.1.3 Describe energy transformations within an ecosystem.

| My Ecosystem (Week 32, 6 Weeks) | PA: Assessment Anchors - Science (2007) PA: Grade 7 The Nature of Science | All human activity draws on natural resources and has both short and long term consequences, positive as well as negative, for the health of | Ecosystem, abiotic, biotic, individual/organism, population, community, predator, prey, limiting factor, | Ecosystems - Relationships Check for Understanding Formative: Multiple Choice | Summit Learning Platform |

S.7.A.1 Reasoning and Analysis **S.7.A.1.1 Explain, interpret, and apply scientific, environmental, or technological knowledge presented in a variety of formats (visuals, scenarios, graphs).** S.7.A.1.1.1 Distinguish between a scientific theory and a general opinion, explaining how a theory is supported with evidence. S.7.A.1.1.3 Use evidence such as observations or experimental results to support inferences. **S.7.A.1.3 Identify and analyze evidence that certain variables may have caused measurable changes in natural or human-made systems.** S.7.A.1.3.1 Describe how variables can cause changes in a system over time. S.7.A.1.3.2 Use evidence, observations, or explanations to make inferences about changes in systems over time (e.g., carrying capacity, succession, fossil evidence in the geologic time scale).	people and the natural environment.	interspecific competition, intraspecific competition, symbiosis, mutualism, commensalism, parasitism, pollination, seed dispersal Biodiversity, ecosystem diversity, species diversity, genetic diversity, ecosystem services, provisioning services, supporting services, regulating services, cultural services, extinction Resource, renewable, non-renewable, solar, logging, mining, fossil fuels, oil, coal, gas biodiversity, ecological succession, invasive species, resilience, stability, extinction, keystone species, trophic cascade, ecosystem services, provisioning services, regulating services, supporting services, cultural services, economic value, ecological value	**Biodiversity and Humans Check for Understanding Formative: Multiple Choice** **Natural Resources Check for Understanding Formative: Multiple Choice** **Biodiversity in Ecosystems Check for Understanding Formative: Multiple Choice** **Multimedia Campaign Summative: Project / Portfolio Proposal Critiqu Summative: Written Product**

S.7.A.3 Systems, Models, and Patterns
S.7.A.3.1 Explain the parts of a simple system, their roles, and their relationships to the system as a whole.

S.7.A.3.1.1 Describe a system (e.g., ecosystem, circulatory system, agricultural system) as a group of related parts with specific roles that work together to achieve an observed result.

S.7.A.3.2 Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.

S.7.A.3.2.1 Make inferences based on scientific models (e.g., charts, graphs, diagrams).

S.7.A.3.3 Describe repeated processes or recurring elements in natural, scientific, and technological patterns.

S.7.A.3.3.1 Describe patterns as repeated processes or recurring elements in natural and human-made systems.

Biological Sciences
S.7.B.1 Structure and Function of Organisms
S.7.B.1.1 Describe and compare structural and functional similarities

and differences that characterize diverse living things.

S.7.B.1.1.1 Describe levels of biological organization from cell to organism.

S.7.B.1.1.2 Describe how specific structures in living things (from cell to organism) help them function effectively in specific ways (e.g., chlorophyll in plant cells— photosynthesis; root hairs—increased surface area; beak structures in birds— food gathering; cacti spines— protection from predators).

S.7.B.1.1.3 Explain how characteristic similarities and differences (from cell to organism) are used to identify and/or categorize organisms.

S.7.B.2 Continuity of Life
S.7.B.2.1 Explain natural selection and its role in evolution.

S.7.B.2.1.1 Explain how inherited traits (genes) and/or behaviors help organisms survive and reproduce in different environments.

S.7.B.2.1.2 Describe how natural selection is an underlying factor in a

population's ability to adapt to change.

S.7.B.2.1.3 Explain that adaptations within species (physical, behavioral, physiological) are developed over long periods of time.

Physical Sciences
S.7.C.1 Structure, Properties, and Interaction of Matter and Energy
S.7.C.1.1 Describe the structure of matter and its chemical and physical properties.

S.7.C.1.1.1 Use characteristic physical or chemical properties of matter to distinguish one substance from another (e.g., density, freezing/melting points, solubility, ability to rust).

S.7.C.1.1.2 Recognize that the atom is the basic building block for all matter.

	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
Middle School Grade 8	Let's Talk Genetics	**PA: Core - Writing for Science & Technical Subjects (2014)** **PA: Grades 9-10**	• Genes control traits because they are instructions for	DNA, allele, chromosome, gene, Punnett Square, heterozygous,	**Reproduction 2 Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

(Week 1, 5
Weeks)

Writing
**Text Types and
Purposes**

CC.3.6.9-10.B. *Write
informative/explanatory
texts, including the
narration of historical
events, scientific
procedures/ experiments,
or technical processes.
• Introduce a topic and
organize ideas, concepts,
and information to make
important connections
and distinctions; include
formatting (e.g.,
headings), graphics (e.g.,
figures, tables), and
multimedia when useful
to aiding comprehension.
• Develop the topic with
well-chosen, relevant,
and sufficient facts,
extended definitions,
concrete details,
quotations, or other
information and
examples appropriate to
the audience's
knowledge of the topic.
• Use varied transitions
and sentence structures
to link the major sections
of the text, create
cohesion, and clarify the
relationships among
ideas and concepts.
• Use precise language
and domain-specific
vocabulary to manage
the complexity of the
topic and convey a style
appropriate to the
discipline and context as

proteins. Changes
to genes may
result in changes
to how the protein
works, and those
changes can be
positive, negative,
or neutral.
• Organisms are
living systems
made up of even
smaller systems.
Small changes in
one part of the
living system
might cause large
changes in
another part.
• The uses of
technologies and
any limitations on
their use are
driven by
individual and
societal needs,
desires, and
values, as well as
by the findings of
scientific
research.

homozygous
recessive,
homozygous
dominant, amino acid,
protein, insertion,
deletion, somatic cell,
gamete, chromosomal
mutation, gene
mutation, deletion
(chromosomal and
gene), inversion,
translocation,
nondisjunction,
duplication, point
mutation, substitution,
insertion, frameshift.

Natural selection,
survival of the fittest,
artificial selection,
selective breeding,
adaptation, variation,
Charles Darwin,
Evolution

**Natural Selection Check
for Understanding
Formative: Multiple
Choice**

**Socratic Discussion
Summative: Oral
Assessment**

well as to the expertise of likely readers.
• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

PA: Assessment Anchors - Science (2007)

PA: Grade 8

The Nature of Science

S8.A.1.2 Identify and explain the impacts of applying scientific, environmental, or technological knowledge to address solution to practical problems.

S8.A.1.2.1 Describe the positive and negative, intended and unintended, effects of specific scientific results or technological developments.(e.g., air/space travel, genetic engineering, nuclear fission/fusion, artificial

intelligence, lasers, organ transplants)

Biological Sciences

S8.B.2.2 Explain how a set of genetic instructions determines inherited traits of organisms.

S8.B.2.2.1 Identify and explain differences between inherited and acquired traits.

S8.B.2.2.2 Recognize that the gene is the basic unit of inheritance, that there are dominant and recessive genes, and that traits are inherited.

PA: Science, Technology and Engineering (2012)

PA: Grade 8

3.4. Technology and Engineering Education

3.4.E. The Designed World

3.4.8.E1. Analyze what technologies are used in genetic engineering and predict how it may change the future of medicine.

Evoworld (Week 6, 7 Weeks)	PA: Assessment Anchors - Science (2007)				Summit Learning Platform

Evoworld
(Week 6, 7 Weeks)

PA: Assessment Anchors - Science (2007)

PA: Grade 8

The Nature of Science

S8.A.3.2 Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.

S8.A.3.2.1 Describe how scientists use models to explore relationships in natural systems (e.g., an ecosystem, river system, the solar system).

Biological Sciences
S8.B.1 Structure and Function of Organisms
S8.B.1.1 Describe and compare structural and functional similarities and differences that characterize diverse living things.

S8.B.1.1.1 Describe the structures of living things that help them function effectively in specific ways (e.g., adaptations, characteristics).

S8.B.2 Continuity of Life
S8.B.2.1 Explain the basic concepts of natural selection.

S8.B.2.1.1 Explain how inherited structures or behaviors help organisms

- Planets and populations of organisms change over time.
- Adaptations arise due to the process of natural selection.

Natural selection, survival of the fittest, artificial selection, selective breeding, adaptation, variation, Charles Darwin, Evolution

Traits, genes, variation, adaptations, reproduce, offspring, inheritance, mutations, population

Fossil, fossil record, paleontology, Law of Superposition, Charles Darwin, Evolution, relative dating, radioactive dating, Geologic Time Scale, shared ancestor, comparative anatomy, homologous structures, analogous structures, embryo

Rock cycle, igneous rock, sedimentary rock, metamorphic rock, sediment, fossil, petrified, mold, cast, extinct, relative age, extrusion, intrusion, unconformity, index fossil, divergent boundary, convergent

Natural Selection Check for Understanding Formative: Multiple Choice

Adaptation Check for Understanding Formative: Multiple Choice

History of Life Check for Understanding Formative: Multiple Choice

History of Planet Earth Check for Understanding Formative: Multiple Choice

Pitch Your Planet Multimedia Presentation Summative: Multi-media / Technology Product

Summit Learning Platform

survive and reproduce in different environments.

S8.B.2.1.2 Explain how different adaptations in individuals of the same species may affect survivability or reproduction success.

S8.B.2.1.3 Explain that mutations can alter a gene and are the original source of new variations.

S8.B.2.1.4 Describe how selective breeding or biotechnology can change the genetic makeup of organisms.

S8.B.2.1.5 Explain that adaptations are developed over long periods of time and are passed from one generation to another.

S8.B.3 Ecological Behavior and Systems S8.B.3.1 Explain the relationships among and between organisms in different ecosystems and their abiotic and biotic components.

S8.B.3.1.1 Explain the flow of energy through an ecosystem (e.g., food chains, food webs).

S8.B.3.1.2 Identify major biomes and describe abiotic and biotic components (e.g., abiotic: different soil

boundary, transform boundary

types, air, water sunlight; biotic: soil microbes, decomposers).

S8.B.3.1.3 Explain relationships among organisms (e.g., producers/consumers, predator/prey) in an ecosystem.

Scale Visualizations (Week 13, 6 Weeks)	**PA: Core - Reading for Science & Technical Subjects (2014)** **PA: Grade 6-8** **Reading Informational Text** **Key Ideas and Details** CC.3.5.6-8.A. Cite specific textual evidence to support analysis of science and technical texts. **Craft and Structure** CC.3.5.6-8.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. **Integration of Knowledge and Ideas**	• Our planet is part of the largest system imaginable—the universe. • The motion of objects in the solar system can explain our observations from the Earth's surface. • Systems models are used to explain and predict observable phenomena. • Science is a process of developing models that explain our observations of interesting phenomena.	Insolation, new moon, full moon, star, galaxy, mass, Milky Way, universe Orbit, gravity, ellipse, rotation, revolution, axis, moon phase, eclipse, lunar, solar Planet, geocentric, heliocentric, gravity, orbit, ellipse, fusion, star, comet, asteroid, meteor	**Earth and the Solar System: Models Check for Understanding Formative: Multiple Choice** **Earth and the Solar System: Phenomena Check for Understanding Formative: Multiple Choice** **The Universe and Stars Check for Understanding Formative: Multiple Choice** **Visual Presentation Summative: Project / Portfolio**	Summit Learning Platform

CC.3.5.6-8.G. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Range and Level of Complex Texts

CC.3.5.6-8.J. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

PA: Assessment Anchors - Science (2007)

PA: Grade 8

The Nature of Science

S8.A.3.2 Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.

S8.A.3.2.1 Describe how scientists use models to explore relationships in natural systems (e.g., an ecosystem, river system, the solar system).

Earth and Space Sciences

S8.D.3 Composition and Structure of the Universe

S8.D.3.1 Explain the relationships between and among the objects of our solar system.

S8.D.3.1.1 Describe patterns of earth's movements (i.e., rotation and revolution) in relation to the moon and sun (i.e., phases, eclipses, and tides).

S8.D.3.1.2 Describe the role of gravity as the force that governs the movement of the solar system and universe.

S8.D.3.1.3 Compare and contrast characteristics of celestial bodies found in the solar system (e.g., moons, asteroids, comets, meteors, meteoroids, meteorites, inner and outer planets).

Playing With Forces (Week 19, 5 Weeks)	**PA: Core - Reading for Science & Technical Subjects (2014)** **PA: Grade 6-8** **Reading Informational Text** **Key Ideas and Details** CC.3.5.6-8.A. Cite specific textual evidence to support analysis of	• Forces underlie all changes in motion. • The motion of an object is determined by the sum of the forces acting on it. • If the sum of the total force on an object is not zero, the object's	Force, net force, balanced forces, unbalanced forces, friction, Isaac Newton, Newton's First Law of Motion, Newton's Second Law of Motion, Newton's Third Law, motion, velocity, acceleration	**Forces and Motion Check for Understanding Formative: Multiple Choice** **Types of Forces Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

science and technical texts.

Craft and Structure

CC.3.5.6-8.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Integration of Knowledge and Ideas

CC.3.5.6-8.G. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

PA: Assessment Anchors - Science (2007)

PA: Grade 8

The Nature of Science

S8.A.1.2 Identify and explain the impacts of applying scientific, environmental, or technological knowledge to address solution to practical problems.

S8.A.1.2.3 Describe fundamental scientific or technological concepts

motion will change.

- An object with greater mass will take more force to achieve the same change in motion.
- Larger forces cause a larger change in motion.
- You can use models to explain the forces acting on an object and to predict changes in motion.

Electromagnetic force, gravity, gravitational force, attraction, repulsion, mass, charge, field

that could solve practical problems (e.g., Newton's laws of motion, Mendelian genetics).

Physical Sciences

S8.C.3 Principles of Motion and Force
S8.C.3.1 Describe the effect of multiple forces on the movement, speed, or direction of an object.

S8.C.3.1.1 Describe forces acting on objects (e.g., friction, gravity, balanced versus unbalanced).

S8.C.3.1.2 Distinguish between kinetic and potential energy.

S8.C.3.1.3 Explain that mechanical advantage helps to do work (physics) by either changing a force or changing the direction of the applied force (e.g., simple machines, hydraulic systems).

PA: Grade 11

Physical Sciences

S4.C.2 Forms, Sources, Conversion, and Transfer of Energy
S11.C.2.1 Analyze energy sources and transfer of energy, or conversion of energy.

S11.C.2.1.1 Compare or analyze waves in the

electromagnetic spectrum (e.g., ultraviolet, infrared, visible light, x-rays, microwaves) as well as their properties, energy levels, and motion.

S11.C.3 Principles of Motion and Force
S11.C.3.1 Use the principles of motion and force to solve real-world challenges.

S11.C.3.1.1 Explain common phenomena (e.g., a rock in a landslide, an astronaut during a space walk, a car hitting a patch of ice on the road) using an understanding of conservation of momentum.

S11.C.3.1.3 Explain that acceleration is the rate at which the velocity of an object is changing.

S11.C.3.1.4 Describe electricity and magnetism as two aspects of a single electromagnetic force

| Solar Cells (Week 24, 5 Weeks) | PA: Assessment Anchors - Science (2007) | • Solar cells intercept electromagnetic energy and | Electromagnetic wave, electromagnetic radiation, | **Electromagnetic Radiation Check for Understanding** | Summit Learning Platform |

PA: Grade 8

The Nature of Science

S8.A.3.2 Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.

S8.A.3.2.2 Describe how engineers use models to develop new and improved technologies to solve problems

Biological Sciences

S8.B.3.3 Explain how renewable and non-renewable resources provide for human needs or how these needs impact the environment.

S8.B.3.3.2 Explain how renewable and nonrenewable resources provide for human needs (i.e., energy, food, water, clothing, and shelter).

PA: Environment & Ecology (2009, 2012)

PA: Grade 12

4.3 Natural Resources

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

4.3.12.A. Evaluate the advantages and

convert it into electricity.
- Scientists and engineerings rely on human qualities such as persistence, precision, reasoning, logic, imagination, and creativity.
- Science influences advances in engineering and technology.

electromagnetic spectrum, visible light, reflection, absorption, refraction, transmission, bend, mirror, prism, x-rays, ultraviolet rays, gamma rays

Transverse wave, longitudinal (compression) wave, parallel, perpendicular, crest, trough, medium, wavelength, frequency, amplitude, seismic waves, P-wave, S-wave, sound, echo

Formative: Multiple Choice

Wave Properties Check for Understanding Formative: Multiple Choice

Design a Solar Cell Product Summative: Project / Portfolio

Solar Cell Report Summative: Written Product

disadvantages of using renewable and nonrenewable resources.
• Explain how consumption rate affects the sustainability of resource use. • Evaluate the advantages and disadvantages of using renewable resources such as solar power, wind power, and biofuels.

PA: Science, Technology and Engineering (2012)

PA: Grade 8

3.4. Technology and Engineering Education

3.4.C. Technology and Engineering Design

3.4.8.C1. Evaluate the criteria and constraints of a design.

| SmarToy Design Challenge (Week 29, 4 Weeks) | **PA: Assessment Anchors - Science (2007)** **PA: Grade 8** **The Nature of Science** **S8.A.1 Reasoning and Analysis** **S8.A.1 1 Explain, interpret and apply scientific, environmental, or technological** | • Electric and magnetic forces can be either attractive or repulsive, and their strength depends on several factors. These forces act at a distance and can be explained by fields. | Electromagnetic force, gravity, gravitational force, attraction, repulsion, mass, charge, field | **Types of Forces Check for Understanding Formative: Multiple Choice** **Design a Toy Summative: Project / Portfolio** | Summit Learning Platform |

knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs).

S8.A.1.1.2 Explain how certain questions can be answered through scientific inquiry and/or technological design.

**S8.A.2 Processes, Procedures and Tools of Scientific Investigations
S8.A.2.1 Apply knowledge of scientific investigation or technological design in different contexts to make inferences to solve problems.**

S8.A.2.1.1 Use evidence, observations, or a variety of scales (e.g., mass, distance, volume, temperature) to describe relationships.

**Biological Sciences
S8.B.3.3 Explain how renewable and non-renewable resources provide for human needs or how these needs impact the environment.**

S8.B.3.3.2 Explain how renewable and nonrenewable resources provide for human needs (i.e., energy, food, water, clothing, and shelter).

- There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem.

**Presentation
Summative: Multi-media / Technology Product**

Physical Sciences

S8.C.2 Forms, Sources, Conversion, and Transfer of Energy
S8.C.2.1 Describe energy sources, transfer of energy, or conversion of energy.

S8.C.2.1.1 Distinguish among forms of energy (e.g., electrical, mechanical, chemical, heat, light, sound, nuclear) and sources of energy (i.e., renewable and nonrenewable energy)

S8.C.2.1.2 Explain how energy is transferred from one place to another through convection, conduction, or radiation.

S8.C.2.1.3 Describe how one form of energy (e.g., electrical, mechanical, chemical, heat, light, sound, nuclear) can be converted into a different form of energy.

S8.C.3 Principles of Motion and Force
S8.C.3.1 Describe the effect of multiple forces on the movement, speed, or direction of an object.

S8.C.3.1.2 Distinguish between kinetic and potential energy.

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	Unit	Standards	Enduring Understandings	Concept Vocabulary	Assessments	Resources
High School Grade 9 Integrated Science 9 2019-2020 2 Curriculum Developers	My Scientist Identity (Week 1, 5 Weeks)	**PA: Assessment Anchors - Science (2007) PA: Grade 8 The Nature of Science S8.A.1 Reasoning and Analysis S8.A.1 1 Explain, interpret and apply scientific, environmental, or technological knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs).** S8.A.1.1.1 Distinguish between a scientific theory and an opinion, explaining how a theory is supported with evidence, or how new data/information may change existing theories and practices. S8.A.1.1.2 Explain how certain questions can be answered through scientific inquiry and/or technological design. S8.A.1.1.3 Use evidence, such as observations or experimental results, to support inferences about a relationship. S8.A.1.1.4 Develop descriptions, explanations, predictions,	• Scientists are people who have diverse backgrounds and past experiences. There is no one perfect definition of "a scientist". Just like students, a scientist's journey towards learning and discovery often involves uncertainty, struggle, and persistence. • Science is not a step-by-step recipe for discovery. Rather, science is an endeavor that involves using practices in various ways in order to solve problems or explain puzzling phenomena. There are no fixed set of steps that all scientist follow to lead them to scientific knowledge. • Scientists use specific lenses	Producer, Consumer, Decomposer, Herbivore, Carnivore, Omnivore, Autotroph, Heterotroph, Primary Consumer, Secondary Consumer, Tertiary Consumer, Food Chain, Food Web, Trophic Level, 10% Energy Rule, Energy Pyramid	**Food Webs and Energy Pyramids Check for Understanding Formative: Multiple Choice** **Energy Web Check for Understanding Formative: Multiple Choice** **Scientist Notebook Summative: Written Product**	Summit Learning Platform

and models using evidence.

S8.A.3 Systems, Models and Patterns

S8.A.3.1 Explain the parts of a simple system, their roles, and their relationships to the system as a whole.

S8.A.3.1.3 Distinguish between system inputs, system processes, system outputs, and feedback (e.g., physical, ecological, biological, informational).

S8.A.3.2 Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.

S8.A.3.2.1 Describe how scientists use models to explore relationships in natural systems (e.g., an ecosystem, river system, the solar system).

Biological Sciences

S8.B.3 Ecological Behavior and Systems

S8.B.3.1 Explain the relationships among and between organisms in different ecosystems and their abiotic and biotic components.

S8.B.3.1.1 Explain the flow of energy through an ecosystem (e.g., food chains, food webs).

called crosscutting concepts to help them make connections and unify ideas across different fields both within science and outside of science.

- Scientists use tools, like notebooks, to help capture their thinking, collect evidence, and record their evolving understandings over time.

S8.B.3.1.2 Identify major biomes and describe abiotic and biotic components (e.g., abiotic: different soil types, air, water sunlight; biotic: soil microbes, decomposers).
S8.B.3.1.3 Explain relationships among organisms (e.g., producers/consumers, predator/prey) in an ecosystem.

| Ecocolumn (Week 6, 7 Weeks) | PA: Assessment Anchors - Science (2007) PA: Grade 8 The Nature of Science S8.A.1 Reasoning and Analysis S8.A.1 1 Explain, interpret and apply scientific, environmental, or technological knowledge presented in a variety of formats (e.g., visuals, scenarios, graphs). S8.A.1.1.2 Explain how certain questions can be answered through scientific inquiry and/or technological design. S8.A.1.3 Identify evidence that certain variables may have | The Earth is one interconnected system. Science is the process by which we study natural systems. Ecosystems are sustained by the continuous flow of energy, originating primarily from the sun. Within an ecosystem, there is continuous recycling of matter and nutrients. | abiotic factors, biome, biosphere, biotic factors, commensalism, community, competition, ecosystem, edge effects, epiphytes, fundamental niche, generalist species, habitat, habitat fragmentation indicator species, keystone species, mutualism, parasitism, pioneer species, population, predation, primary succession, realized niche, resource partitioning, secondary succession, specialist species, species autotroph, carnivore, cellular respiration, food webs, food chains, herbivore, heterotroph, | Natural Biogeochemical Cycles Check for Understanding Formative: Multiple Choice Ecosystem Structure Check for Understanding Formative: Multiple Choice Energy Flow in Ecosystems Check for Understanding | Summit Learning Platform |

caused measurable changes in natural or human-made systems.
S8.A.1.3.2 Use evidence, observations, or explanations to make inferences about change in systems over time (e.g., carrying capacity, succession, population dynamics, loss of mass in chemical reactions, indicator fossils in geologic time scale) and the variables affecting these changes.
S8.A.3 Systems, Models and Patterns
S8.A.3.1 Explain the parts of a simple system, their roles, and their relationships to the system as a whole.
S8.A.3.1.1 Describe a system (e.g., watershed, circulatory system, heating system, agricultural system) as a group of related parts with specific roles that work together to achieve an observed result.
S8.A.3.1.2 Explain the concept of order in a system [e.g., (first to last: manufacturing steps, trophic levels); (simple to complex: cell, tissue, organ, organ system)].
S8.A.3.1.3 Distinguish between system inputs, system processes, system outputs, and

net primary productivity, omnivore, photosynthesis, primary consumer, producer, secondary consumer, tertiary consumer

ammonification, assimilation, combustion, compaction, condensation, consumption, decomposition, denitrification, diffusion, evaporation, infiltration, law of conservation of matter, nitrification, nitrogen fixation, photosynthesis, precipitation, respiration, runoff, sinks, sources, transpiration

cell wall, cell/plasma membrane, nucleus, ribosome, endoplasmic reticulum, rough ER, smooth ER, golgi apparatus, DNA, mitochondria, chloroplast, viruses, eukaryotic cell, prokaryotic cell, semipermeable, cell, tissue, organ, organ system, organism

Formative: Multiple Choice

Ecocolumn Lab report
Summative: Written Product

Ecocolumn Diagram Model
Summative: Project / Portfolio

Cell Check for Understanding
Formative: Multiple Choice

feedback (e.g., physical, ecological, biological, informational).

S8.A.3.1.4 Distinguish between open loop (e.g., energy flow, food web) and closed loop (e.g., materials in the nitrogen and carbon cycles, closed-switch) systems.

S8.A.3.2 Apply knowledge of models to make predictions, draw inferences, or explain technological concepts.

S8.A.3.2.1 Describe how scientists use models to explore relationships in natural systems (e.g., an ecosystem, river system, the solar system).

S8.A.3.2.3 Given a model showing simple cause- and-effect relationships in a natural system, predict results that can be used to test the assumptions in the model (e.g., photosynthesis, water cycle, diffusion, infiltration).

Biological Sciences S8.B.1 Structure and Function of Organisms S8.B.1.1 Describe and compare structural and functional similarities and differences that characterize diverse living things.

S8.B.1.1.1 Describe the structures of living things that help them function effectively in specific ways (e.g., adaptations, characteristics).

S8.B.1.1.2 Compare similarities and differences in internal structures of organisms (e.g., invertebrate/vertebrate, vascular/nonvascular, singlecelled/ multi-celled) and external structures (e.g., appendages, body segments, type of covering, size, shape).

S8.B.1.1.3 Apply knowledge of characteristic structures to identify or categorize organisms (i.e., plants, animals, fungi, bacteria, and protista).

S8.B.1.1.4 Identify the levels of organization from cell to organism and describe how specific structures (parts), which underlie larger systems, enable the system to function as a whole.

S8.B.3 Ecological Behavior and Systems

S8.B.3.1 Explain the relationships among and between organisms in different ecosystems and their abiotic and biotic components.

Attachment 13

3 - 12 Social Studies Curriculum Map

Unit		Standards	Enduring Understandings	Focus Areas	Assessments	Resources
Elementary School Grade 3 Social Studies 3 2019-2020 2 Curriculum Developers	City of Depth: Drawing a 3-D Cityscape (Week 1, 10 Weeks)	**PA: Assessment Anchors - Math (2013)** **PA: Grade 3** **Geometry** **M03.C-G.1 Reason with shapes and their attributes.** **M03.C-G.1.1 Analyze characteristics of polygons.** M03.C-G.1.1.1 Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category. M03.C-G.1.1.2 Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories. M03.C-G.1.1.3 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	• Artists use elements of art and principles of design to organize visual communication. • Artists get inspiration from many sources.	Geography Citizenship US Government Economic Elements of Design: Form Elements of Design: Line Elements of Design: Shape	**Elements of Design: Form Check for Understanding Formative: Multiple Choice** **Elements of Design: Line Formative: Multiple Choice** **Elements of Design: Shape Check for Understanding Formative: Multiple Choice** **US Government Check for Understanding Formative: Multiple Choice** **Economics Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

PA: Civics and Government (2009, 2012)

PA: Grade 3

5.1 Principles & Documents of Government

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

5.1.3.A. Explain the purposes of rules, laws, and consequences.

5.1.3.B. Explain rules and laws for the classroom, school, and community.

5.1.3.D. Identify key ideas about government found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution

5.1.3.E. Identify the rights of an American citizen.

5.2 Rights and Responsibilities of Citizenship

5.2. Rights and Responsibilities of Citizenship

Geography Check for Understanding
Formative: Multiple Choice

5.2.3.A. Identify personal rights and responsibilities.

5.3 How Government Works

5.3. How Government Works

5.3.3.A. Identify the roles of the three branches of government.

5.3.3.B. Identify how laws are made in the local community.

5.3.3.E. Explain the purpose for elections.

PA: Geography (2009,2012)

PA: Grade 3

Geography

7.1. Basic Geographic Literacy

7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places and environment.

7.2. Physical Characteristics of Places and Regions

7.2.3.A. Identify the physical characteristics of places and regions

7.4. Interactions Between People and the Environment

	7.4.3.A. Identify the effect of the physical systems on people within a community. 7.4.3.B. Identify the effect of people on the physical systems within a community. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved				
Mythological Symbols (Week 11, 6 Weeks)	PA: Arts & Humanities (2002) PA: Grade 3 9.1. Production, Performance of Arts Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to: C. Recognize and use fundamental vocabulary within each of the arts forms. D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work. 9.2. Historical & Cultural Context Pennsylvania's public schools shall teach,	Artists of different cultures express meanings and ideas in different ways.	Community Culture and Community	Culture and Community Check for Understanding Formative: Multiple Choice Community Check for Understanding Formative: Multiple Choice Written Myth Summative: Written Product	Summit Learning Platform

challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to identify, compare, contrast and analyze works in the arts in their historical and cultural context appropriate for each grade level in concert with districts' social studies, literature and language standards.

A. Explain the historical, cultural and social context of an individual work in the arts.

B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

D. Analyze a work of art from its historical and cultural perspective.

9.3. Critical Response
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

A. Recognize critical processes used in the examination of works in the arts and humanities. - Compare and contrast -

Analyze - Interpret -
Form and test
hypotheses -
Evaluate/form judgments

PA: History (2009,2012)

PA: Grade 3

**8.1. Historical
Analysis and Skills
Development**

**8.1. Historical Analysis
and Skills Development**

8.1.3.A. Identify the
difference between past,
present and future using
timelines and/or other
graphic representations.

8.4. World History

8.4. World History

8.4.3.A. Identify the
elements of culture and
ethnicity.

8.4.3.B. Examine the
effects of selected
artifacts, historical
documents, and related
sites on the world.

Discovery: A Native American Artifact (Week 17, 4 Weeks)	**PA: Arts & Humanities (2002)** **PA: Grade 3** **9.1. Production, Performance of Arts** **Pennsylvania's public schools shall teach, challenge and support**	Artists of different cultures express meanings and ideas in different ways.	Indigenous Americans Revolutionary War	**Indigenous Americans Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

every student to realize
his or her maximum
potential and to acquire
the knowledge and
skills needed to:

B. Recognize, know, use
and demonstrate a
variety of appropriate
arts elements and
principles to produce,
review and revise original
works in the arts. Dance:
move, perform, read and
notate dance, create and
choreograph, improvise
Music: sing, play an
instrument, read and
notate music, compose
and arrange, improvise
Theatre: stage
productions, read and
write scripts, improvise,
interpret a role, design
sets, direct Visual Arts:
paint, draw, craft, sculpt,
design for environment,
communication, multi-
media

9.4. Aesthetic Response

Pennsylvania's public
schools shall teach,
challenge and support
every student to realize
his or her maximum
potential and to acquire
the knowledge and
skills needed to:

C. Recognize that the
environment of the
observer influences
individual aesthetic

Artifact Drawing
and Essay
Summative: Project
/ Portfolio

Revolutionary War
Check for
Understanding
Formative: Multiple
Choice

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).

PA: History (2009,2012)

PA: Grade 3

8.3. United States History

8.3. United States History

8.3.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

8.4. World History

8.4. World History

8.4.3.A. Identify the elements of culture and ethnicity.

8.4.3.C. Compare and contrast selected world cultures.

Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources

Elementary School Grade 4 Social Studies 4 2019-2020 3 Curriculum Developers	The American Dream (Week 1, 6 Weeks)	**PA: Core - English Language Arts (2014)** **PA: Grade 4** **Writing** **Credibility, Reliability, and Validity of Sources** CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **PA: History (2009)** **PA: Grade 4** **8.1. Historical Analysis and Skills Development** **8.1. Historical Analysis and Skills Development** 8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time. 8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. 8.1.4.C. Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL	• People leave their home countries and move to another one. • The immigrant experience is not the same for every immigrant group. • Learning about others increases empathy.	Understand the Past	**Living the American Dream Timeline Summative: Project / Portfolio** On the paper your teacher gives you, create a timeline that shows the journey an immigrant took from his/her home country to your state. This immigrant can be a person you know who came from the ethnic group you studied or the immigrant can be a character you create who represents the cultural group you studied. Be sure that events are spaced out correctly on the timeline and that you use details to explain why the person or group you researched made the choices they did. As you create the timeline, think about the questions below and use the resources from your Checkpoints that best help you understand the events at the time. Once your timeline is complete, reflect on the experiences of the immigrant or immigrant group you studied.	Summit Learning Platform

	Standard 1.8.3 Research) **8.3. United States History** **8.3. United States History** 8.3.4.B. Locate historical documents, artifacts, and places critical to United States history. 8.3.4.C. Explain how continuity and change in U.S. history have influenced personal development and identity. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			**Understand the Past Checkpoint Formative: Multiple Choice**	
<u>State Symbols</u> (Week 7, 7 Weeks)	**PA: Civics and Government (2009)** **PA: Grade 4** **5.1 Principles & Documents of Government** **Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:**	• Every state has a government and laws which are created to help meet the needs of the citizens of that state. • Each state also has a set of symbols that represent important elements or	Citizenship	**Vote on a Symbol Summative: Project / Portfolio** Add your poster to the gallery walk. Use your notes and your classmates symbol posters in order to further learn about the symbols that represent your state. Select three symbols that you think best represent your state	Summit Learning Platform

5.1.4.B. Explain rules and laws for the classroom, school, community, and state.

5.1.4.F. Identify state symbols, national symbols, and national holidays.

5.2 Rights and Responsibilities of Citizenship

5.2. Rights and Responsibilities of Citizenship

5.2.4.A. Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.

5.2.4.D. Describe how citizens participate in school and community activities.

5.3 How Government Works

5.3. How Government Works

5.3.4.E. Explain the voting process.

5.3.4.F. Explain how different perspectives can lead to conflict.

features of the state.

- Both lawmakers and citizens suggested symbols that were voted on by the state government at different times in the state's history.
- I feel like part of the community when I see citizens like me helping to make decisions.

and fill out your ballot. Then, reflect on the voting process you took in order to select these symbols. Consider how this process is similar to and different from the way lawmakers vote in the local or state government.
Citizenship Check for Understanding Formative: Multiple Choice

Industry in Your State (Week 14, 6 Weeks)	PA: Economics (2009) PA: Grade 4	• Innovation can be a result of a need in a community or region.	Resources in our County	Incredible Industry Summative: Multi-media / Technology Product	Summit Learning Platform

Industry in Your State (Week 14, 6 Weeks)

PA: Economics (2009)
PA: Grade 4

6. 2 Markets and Economic Systems

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

6.2.4.A. Explain how a product moves from production to consumption.

6.3 Functions of Government

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

6.3.4.A. Explain how government responds to social needs by providing public goods and services.

6.3.4.B. Describe the impact of government involvement in state and national economic activities.

6.3.4.C. Explore ways in which tax revenues are used in local community.

• Innovation can be a result of a need in a community or region.
• Innovation often means changes for communities, which can be both good and bad.
• Innovation can result in new and different jobs.
• There are many different types of jobs that help your community run well.
• These new jobs can have positive or negative effects on the citizens in your community and/or state.

Resources in our County

Incredible Industry Summative: Multi-media / Technology Product
Select an industry present in your community, state, or region. Explore how this industry has changed since it was started, if at all, and compare and contrast the effects of those jobs on the community. Create a presentation to show: what the industry was, why it was needed, the benefits of it, the problems with it, how and if it is used today, and if it has been adapted in any way. Finally, explain if this industry is a specialty of your state or region or is it something that can be made or found any place in the United States or world.
Resources in our Country Check for Understanding Formative: Multiple Choice

Summit Learning Platform

6.4 Economic Interdependence

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

6.4.4.A. List and explain factors that promote specialization and division of labor.

Mapping Your State (Week 20, 5 Weeks)	**PA: Geography (2009)** **PA: Grade 4** **Geography** **7.1. Basic Geographic Literacy** 7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.4.B. Describe and locate places and regions as defined by physical and human features. **7.2. Physical Characteristics of Places and Regions**	• Maps are useful tools that follow similar rules. • Geography matters when it comes to the study of how people live.	State Geography	**Exploring Your Map Project** **Summative: Written Test** Use the map of your state to answer the questions about how you created it. Think about the different resources you had to use to put your map together.	Summit Learning Platform

7.2.4.A. Identify the
physical characteristics
of places and regions.

Unit		Standards	Enduring Understandings	Focus Areas	Assessments	Resources
Elementary School Grade 5 Social Studies 5 2019-2020 2 Curriculum Developers	Declaring Independence (Week 1, 5 Weeks)	**PA: History (2009,2012)** **PA: Grade 5** **8.1. Historical Analysis and Skills Development** **8.1. Historical Analysis and Skills Development** 8.1.5.A. Identify and explain the influences of economic features on continuity and change over time. **8.3. United States History** **8.3. United States History** 8.3.5.C. Differentiate how continuity and change in U.S. history are formed and operate. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations Copyright © 2015 Commonwealth of	• The United States began as a group of colonies who were founded and controlled by England. • When the King of England treated the colonists unfairly, they chose to declare their independence from England. • Poor leadership, a lack of choice in how the how the people are being governed is being lead, or control by another country are all reasons to declare independence. • Citizens need to be resilient when they are faced with laws and leadership that	The Revolutionary War	**The Revolutionary War Check for Understanding Formative: Multiple Choice** **My Declaration Summative: Written Product**	Summit Learning Platform

States and Territories (Week 6, 6 Weeks)	PA: Business, Computer & Information Technology (2012) **PA: Grade 6-8** **15.2 Career Management** **15.2 Career Management** 15.2.8.I: Examine laws associated with employment including Child Labor Laws and Civil Rights Act of 1964. **PA: Economics (2009)** **PA: Grade 5** **6.1 Scarcity and Choice** **Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:** 6.1.5.A Explain how limited resources and unlimited wants cause scarcity. 6.1.5.B. Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital	do not affect everyone the same way. • The United States has both territories and states. • States and territories share some of the same rights, but states have more rights and responsibilities. • Some territories have shown interest in becoming states.	Economics Civil Rights	**Economics Check for Understanding Formative: Multiple Choice** **Civil Rights Check for Understanding Formative: Multiple Choice** **Compare and Contrast Territory and State Summative: Written Product**	Summit Learning Platform

resources in the production of a specific good.

6.1.5.D. Demonstrate how availability of resources affects choices.

6. 2 Markets and Economic Systems

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

6.2.5.A. Describe how goods and services are distributed.

6.4 Economic Interdependence

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

6.4.5.A. Explain why people specialize in the production of goods and services and divide labor.

6.5 Income, Profit, and Wealth

Pennsylvania's public schools shall teach, challenge and support every student to realize

his or her maximum potential and to acquire the knowledge and skills needed to:

6.5.5.A. Describe how the availability of goods and services is made possible by the work of members of the society.

PA: History (2009,2012)

PA: Grade 5

8.1. Historical Analysis and Skills Development

8.1. Historical Analysis and Skills Development

8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.

8.3. United States History

8.3. United States History

8.3.5.C. Differentiate how continuity and change in U.S. history are formed and operate. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations

that impacted the history and development of the United States. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

| Learning From the Past (Week 12, 8 Weeks) | **PA: Civics and Government (2009, 2012)**
 PA: Grade 5
 5.1 Principles & Documents of Government
 Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
 5.1.5.A. Understand the rule of law in protecting property rights, individual rights and the common good.
 5.1.5.D. Interpret key ideas about government found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution | • Slavery happened all over the world.
 • Slavery was directly connected to the economy.
 • Ending slavery would mean that business owners would lose free workers.
 • People get very emotional when they think about what happened to during slavery. | Civics and Citizenship

 The U.S. Constitution

 The Bill of Rights | **Civics and Citizenship Check for Understanding Formative: Multiple Choice**

 The U.S. Constitution Check for Understanding Formative: Multiple Choice

 The Bill of Rights Check for Understanding Formative: Multiple Choice

 Cause and Effect of Slavery Summative: Written Product | Summit Learning Platform |

5.1.5.E. Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution.

5.2 Rights and Responsibilities of Citizenship
5.2. Rights and Responsibilities of Citizenship

5.2.5.A Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.

My Atlas of the United States (Week 20, 7 Weeks)	**PA: Arts & Humanities (2002)** **PA: Grade 5** **9.2. Historical & Cultural Context** **Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to identify, compare, contrast and analyze works in the arts in their historical and cultural context appropriate for each**	• Maps communicate different information about an area, region, and people. • Maps communicate with symbols and images rather than words. • Physical geography affects how societies grow and the choices people make.	Geography Culture and Geography of Native Americans	**Geography Check for Understanding Formative: Multiple Choice** **Culture and Geography of Native Americans Check for Understanding Formative: Multiple Choice** **Create a Politcal Map**	Summit Learning Platform

grade level in concert with districts' social studies, literature and language standards.

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).

PA: Geography (2009,2012)

PA: Grade 5

Geography

7.1. Basic Geographic Literacy

7.1.5.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.1.5.B. Describe and locate places and regions as defined by physical and human features.

7.3. Human Characteristics of Places and Regions

7.3.5.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic

● Different types of maps can be used to communicate different information.

Summative: Project / Portfolio

activities • Political
activities

	Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
Middle School Grade 6 Ancient Civilizations 2019-2020 2 Curriculum Developers	History Without Writing (Week 1, 6 Weeks)	**PA: Core - Writing for History & Social Studies (2014)** <ins>PA: Grade 6-8</ins> **Writing** **Research to Build and Present Knowledge** CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **PA: History (2009,2012)** <ins>PA: Grade 6</ins> **8.1. Historical Analysis and Skills Development** **Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:**	• You explain how different types of sources beyond written evidence are used in history. • You make an evidence based argument. • You apply historical learning to your own life.	How Do We Study History? Early Humans: Paleolithic Culture	**Poster Project Summative: Written Product** **Study for History Check for Understanding Formative: Multiple Choice** **Paleolithic Culture Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

8.1.6.A. Explain
continuity and change
over time using
sequential order and
context of events.

8.4. World History

**Pennsylvania's public
schools shall teach,
challenge and support
every student to realize
his or her maximum
potential and to acquire
the knowledge and
skills needed to:**

8.4.6.B. Identify and
explain the importance of
historical documents,
artifacts, and sites which
are critical to world
history.

Agriculture & Human Development (Week 7, 6 Weeks)	PA: Core - Writing for History & Social Studies (2014) **PA: Grade 6-8** Writing **Text Types and Purposes** CC.8.6.6-8.A. Write arguments focused on discipline-specific content. • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s)	• Humans and the environment interact constantly to change one another and influence how the other develops. • The growth of civilization, complex society, and life how we know it stemmed from the	What Was Ancient Civilization in Egypt Like? Ancient Mesopotamian Civilization What Was the Ancient Civilization of Kush Like?	**Inquiry Argument Summative: Written Product** **Agricultural Map Summative: Written Product** **What Was Ancient Civilization in Egypt Like? Check for Understanding**	Summit Learning Platform

from alternate or opposing claims, and organize the reasons and evidence logically.
• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
• Establish and maintain a formal style.
• Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PA: History (2009,2012)

PA: Grade 6

8.1. Historical Analysis and Skills Development

Pennsylvania's public schools shall teach, challenge and support

development of agriculture.
• The geographical layout of civilizations can have positive and negative consequences, and requires attention and detail.

Formative: Multiple Choice

Ancient Mesopotamian Civilization Check for Understanding Formative: Multiple Choice

What Was the Ancient Civilization of Kush Like? Check Your Understanding Formative: Multiple Choice

every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.1.6.A. Explain continuity and change over time using sequential order and context of events.

8.4. World History

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.C. Explain how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

Beliefs & Practices (Week 13, 4 Weeks)	PA: Core - Writing for History & Social Studies (2014)	• The things that we believe influence how we see the world and how we live.	What Were Ancient Religions Like?	Beliefs and Practices Inquiry Summative: Written Product

PA: Core - Writing for History & Social Studies (2014)

PA: Grade 6-8

Writing

Text Types and Purposes

CC.8.6.6-8.A. Write arguments focused on discipline-specific content.
• Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
• Establish and maintain a formal style.
• Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

• The things that we believe influence how we see the world and how we live.
• There are many ways to recognize the same life event.
• There are many similarities between the major world religions.
• There are elements that make each major world religion unique and special.

What Were Ancient Religions Like?

Beliefs and Practices Inquiry Summative: Written Product

Life Events Oral Presentation Summative: Oral Assessment

What Were Ancient Religions Like? Check for Understanding Formative: Multiple Choice

CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day

or two) for a range of discipline-specific tasks, purposes, and audiences.

PA: History (2009,2012)

PA: Grade 6

8.1. Historical Analysis and Skills Development

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.1.6.A. Explain continuity and change over time using sequential order and context of events.

8.4. World History

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which

are critical to world history.

8.4.6.C. Explain how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

| Organization of Societies (Week 17, 6 Weeks) | PA: Core - Writing for History & Social Studies (2014)
PA: Grade 6-8
Writing
Text Types and Purposes

CC.8.6.6-8.A. Write arguments focused on discipline-specific content.
• Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an | • The way that societies are structured can impact equality between people.
• The way that societies are structured can impact efficiency of creating change.
• Social organization can be reflected on smaller levels to have similar results. | What Was Ancient Civilization in Greece Like?

What Was Ancient Indian Civilization Like?

What Was Civilization in Dynastic China Like?

What Was the Ancient Empire of Persia Like? | **Ancient Civilization in Greece Check for Understanding Formative: Multiple Choice**

Ancient Indian Civilization Formative: Multiple Choice

Civilization in Dynastic China Check for Understanding Formative: Multiple Choice | Summit Learning Platform |

understanding of the topic or text, using credible sources.
• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
• Establish and maintain a formal style.
• Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.6-8.D. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and

ideas clearly and
efficiently.

**Research to Build and
Present Knowledge**

CC.8.6.6-8.G. Gather
relevant information from
multiple print and digital
sources, using search
terms effectively; assess
the credibility and
accuracy of each source;
and quote or paraphrase
the data and conclusions
of others while avoiding
plagiarism and following
a standard format for
citation.

CC.8.6.6-8.H. Draw
evidence from
informational texts to
support analysis
reflection, and research.

Range of Writing

CC.8.6.6-8.I. Write
routinely over extended
time frames (time for
reflection and revision)
and shorter time frames
(a single sitting or a day
or two) for a range of
discipline-specific tasks,
purposes, and
audiences.

PA: History (2009,2012)

PA: Grade 6

**8.1. Historical
Analysis and Skills
Development**

**Pennsylvania's public
schools shall teach,**

**challenge and support
every student to realize
his or her maximum
potential and to acquire
the knowledge and
skills needed to:**

8.1.6.A. Explain
continuity and change
over time using
sequential order and
context of events.

8.1.6.B. Differentiate
between fact and
opinion, multiple points of
view, and primary and
secondary sources to
explain historical events.

**8.4. World History
Pennsylvania's public
schools shall teach,
challenge and support
every student to realize
his or her maximum
potential and to acquire
the knowledge and
skills needed to:**

8.4.6.B. Identify and
explain the importance of
historical documents,
artifacts, and sites which
are critical to world
history.

8.4.6.D. Examine
patterns of conflict and
cooperation among
groups and organizations
that impacted the
development of the
history of the world.

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| China and Rome (Week 23, 5 Weeks) | PA: Core - Writing for History & Social Studies (2014) PA: Grade 6-8 Writing Text Types and Purposes CC.8.6.6-8.A. Write arguments focused on discipline-specific content. • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and | • Regions that are connected in meaningful ways can still have misconceptions about one another. • Understanding the culture and people that we trade with benefits us both economically and socially. • Global trade connects us with many different cultures and people. • Understanding historical relationships can give key insight into our own relationships. | What Was Civilization in Dynastic China Like? What Was the Ancient Republic of Rome Like? What Was the Silk Road? | **Civilization in Dynastic China Check for Understanding Formative: Multiple Choice** **Ancient Republic of Rome Check for Understanding Formative: Multiple Choice** **Silk Road Check for Understanding Formative: Multiple Choice** **Socratic Seminar Summative: Oral Assessment** **Inquiry Argument Summative: Written Product** | Summit Learning Platform |

supports the argument presented.

Production and Distribution of Writing

CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.6-8.D. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PA: Geography (2009,2012)

PA: Grade 6

Geography

7.1. Basic Geographic Literacy

7.1.6.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.2. Physical Characteristics of Places and Regions

7.2.6.A. Describe the characteristics of places and regions.

7.3. Human Characteristics of Places and Regions

7.3.6.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

**7.4. Interactions
Between People and
the Environment**

7.4.6.A. Describe and
explain the effects of the
physical systems on
people within regions.

7.4.6.B. Describe and
explain the effects of
people on the physical
systems within regions.

PA: History (2009,2012)

PA: Grade 6

**8.1. Historical
Analysis and Skills
Development**

**Pennsylvania's public
schools shall teach,
challenge and support
every student to realize
his or her maximum
potential and to acquire
the knowledge and
skills needed to:**

8.1.6.A. Explain
continuity and change
over time using
sequential order and
context of events.

8.1.6.B. Differentiate
between fact and
opinion, multiple points of
view, and primary and
secondary sources to
explain historical events.

8.4. World History

**Pennsylvania's public
schools shall teach,
challenge and support
every student to realize**

his or her maximum potential and to acquire the knowledge and skills needed to:

8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.6.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.

| Is History the Same to Everyone? (Week 28, 8 Weeks) | **PA: Core - Writing for History & Social Studies (2014)** __PA: Grade 6-8__ **Writing** **Text Types and Purposes** CC.8.6.6-8.A. Write arguments focused on discipline-specific content. • Introduce claim(s) | • History is not a set of facts, but rather the process of using evidence to make an argument about the past. • History can be different for people based on the perspective they have, the questions they | Historical Inquiry | **Curated Museum Exhibit Project Summative: Written Product** **Inquiry Argument Summative: Written Product** | Summit Learning Platform |

about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
• Establish and maintain a formal style.
• Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

CC.8.6.6-8.F. Conduct short research projects to answer a question

ask, and the information they have access to.
• What is valued by an individual, group, or society influences what is remembered about their history and what is not.
• The questions you ask influence what you learn.

Historical Inquiry
Check for Understanding
Formative: Multiple Choice

(including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PA: History (2009,2012)
PA: Grade 6

8.1. Historical Analysis and Skills Development

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.1.6.A. Explain continuity and change over time using sequential order and context of events.

8.1.6.B. Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.

8.4. World History

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

8.4.6.C. Explain how continuity and change have impacted world history. • Belief systems

and religions •
Commerce and industry •
Technology • Politics and
government • Physical
and human geography •
Social organizations

8.4.6.D. Examine
patterns of conflict and
cooperation among
groups and organizations
that impacted the
development of the
history of the world.

	Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
Middle School Grade 7 Medieval History 2019-2020 2 Curriculum Developers	(2020) The Silk Road and Globalization (Week 1, 4 Weeks)	**PA: Core - Writing for History & Social Studies (2014)** **PA: Grade 6-8** **Writing** **Text Types and Purposes** CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose;	• Globalization has a long history and has influenced the development of human civilizations and history. • Interconnection in general, and globalization specifically, has both negative and positive impacts on individual, communal, and global levels. • Students' own lives are shaped by globalization.	What Was the World Like In 300 CE?	**Hypothesizing the Effects of Globalization in Your Life_CS Revised Summative: Written Product** After learning about globalization, you brainstorm questions that focus on how globalization might impact your own life. You then narrow down these questions into ones that are the most compelling, engaging, and informative for you, and make educated predictions, based on	Summit Learning Platform

include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
• Use precise language and domain-specific vocabulary to inform about or explain the topic.
• Establish and maintain a formal style and objective tone.
• Provide a concluding statement or section that follows from and supports the information or explanation presented.

Research to Build and Present Knowledge

CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions

• Even though history can seem like a list of facts that are predetermined, it is open to interpretation, argumentation, and discovery.

your learning, on what the answer might be. Lastly, you design a process that would allow you to investigate your predictions.

What wast the world like in 300 CE? Check for Understanding Formative: Multiple Choice

of others while avoiding plagiarism and following a standard format for citation.

CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.

PA: Economics (2009)

PA: Grade 7

6.1 Scarcity and Choice

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

6.1.7.A. Explain how limited resources and unlimited wants cause scarcity.

6.1.7.B Compare decisions made because of limited resources and unlimited wants. Describe how resources are combined to produce different goods and services.

6. 2 Markets and Economic Systems

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire

the knowledge and skills needed to:

6.2.7.G. Examine how various economic systems address the three basic questions. • What to produce? • How? • For whom?

6.3 Functions of Government

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

6.3.7.A. Explain the impact of public goods and services on the local community and state.

6.4 Economic Interdependence

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

6.4.7.A. Explain why people specialize in the production of goods and services and divide labor.

6.4.7.B. Analyze how changes in trade affect standards of living.

6.5 Income, Profit, and Wealth

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

6.5.7.A. Describe how people are compensated for their production of goods and services.

PA: Geography (2009)

PA: Grade 7

Geography

7.1. Basic Geographic Literacy

7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.

7.1.7.B. Explain and locate places and regions as defined by physical and human features.

7.4. Interactions Between People and the Environment

7.4.7.A. Describe and explain the effects of the physical systems on people within regions.

7.4.7.B. Describe and explain the effects of

people on the physical systems within regions.

PA: History (2009)

PA: Grade 7

8.4. World History

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C. Differentiate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

(2020) Feudal Honor Codes and Values (Week 5, 5 Weeks)	PA: Civics and Government (2009) PA: Grade 7	• What you value can impact how you behave.	What Was Medieval Japan Like?	Public Service Announcement Summative: Multiple Choice	Summit Learning Platform

PA: Civics and Government (2009)

PA: Grade 7

5.1 Principles & Documents of Government

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

5.1.7.C. Explain how the principles and ideals shape local, state, and national government. • Liberty / Freedom • Democracy • Justice • Equality

5.3 How Government Works

5.3. How Government Works

5.3.7.J. Identify various types of governments.

5.4 How International Relationships Function

5.4. How International Relationships Function

5.4.7.B. Describe how countries coexist in the world community.

PA: Economics (2009)

PA: Grade 7

6. 2 Markets and Economic Systems

• What you value can impact how you behave.
• What society values can impact how the people in that society behave.
• There are many ways to take action and support what you value and believe in.
• You have the ability to shape the world and make an impact

What Was Medieval Japan Like?

What Was Medieval Europe Like?

Public Service Announcement Summative: Multiple Choice Using your research on products and companies, create a public service announcement that informs people about how the value you chose is represented by different companies or products, to help people make more informed decisions. **Medieval Japan Check for Understanding Formative: Multiple Choice**

Medieval Europe Formative: Multiple Choice

Summit Learning Platform

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

6.2.7.G. Examine how various economic systems address the three basic questions. • What to produce? • How? • For whom?

6.4 Economic Interdependence

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

6.4.7.B. Analyze how changes in trade affect standards of living.

PA: Geography (2009)

PA: Grade 7

Geography

7.3. Human Characteristics of Places and Regions

7.3.7.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic

activities • Political activities

7.4. Interactions Between People and the Environment

7.4.7.B. Describe and explain the effects of people on the physical systems within regions.

PA: History (2009)

PA: Grade 7

8.1. Historical Analysis and Skills Development

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.

8.4. World History

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.4.7.A. Summarize the social, political, cultural, and economic contributions of

individuals and groups in world history.

8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C. Differentiate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

| (2020) Islam & Interconnectedness (Week 10, 4 Weeks) | **PA: Geography (2009)** **PA: Grade 7** **Geography** **7.3. Human Characteristics of Places and Regions** 7.3.7.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic | • Evidence from both primary and secondary sources can be used to make an argument about a historical inquiry. • There are connections between historical events and our lives today. | What Created Interconnectedness for Afroeurasia? What Was Islamic Civilization Like? | **Afroeurasia Check for Understanding Formative: Multiple Choice** **Islamic Civilization Check for Understanding Formative: Multiple Choice** | Summit Learning Platform |

activities • Political activities

PA: History (2009)

PA: Grade 7

8.4. World History

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C. Differentiate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

- Language influences connections among human settlements and affects the diffusion of ideas and cultural practices.

New Student Guide Summative: Project / Portfolio
You compile a guide that is designed to help build interconnectedness in our school including recommendations, resources, and a brief explanation of historical connections between the recommendations you make and what you learned in the Inquiry portion of this project. You create this with the intended audience being new students who join our school and incoming students starting here next year!

(2020) Mali & Cultural Exchange (Week 14, 4 Weeks)	**PA: Geography (2009)** **PA: Grade 7** **Geography** **7.1. Basic Geographic Literacy** 7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.7.B. Explain and locate places and regions as defined by physical and human features. **7.2. Physical Characteristics of Places and Regions** 7.2.7.A. Explain the characteristics of places and regions. **7.3. Human Characteristics of Places and Regions** 7.3.7.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities	• Throughout history, cultures have created unique traditions and identities which, at times, are shared, adopted, adapted, or combined. • Understanding and respecting cultures other than your own can be a complex process but allows for your own growth and opens up many new experiences. • Food can play an important part in culture. • Food is a common area in today's world where people interact with different cultures. • It is important to advocate for changes that promote respect and inclusion.	What Created Interconnectedness for Afroeurasia? What Were the Medieval Empires of Ghana and Mali Like?	**Proposal For Cultural Menu Changes** **Summative: Project / Portfolio** Select one culture to create the following recommendations chart for. This may be the same as the culture you used for the Cultural Recommendations For Our School Menu final product, or a different one! **Afroeurasia Check for Understanding** **Formative: Multiple Choice** **Medieval Empires of Ghana and Mali Check for Understanding** **Formative: Multiple Choice**	Summit Learning platform

7.4. Interactions Between People and the Environment

7.4.7.A. Describe and explain the effects of the physical systems on people within regions.

7.4.7.B. Describe and explain the effects of people on the physical systems within regions.

PA: History (2009)

PA: Grade 7

8.1. Historical Analysis and Skills Development

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.

8.4. World History

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.4.7.A. Summarize the social, political, cultural,

and economic contributions of individuals and groups in world history.

8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C. Differentiate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

| (2020) Mesoamerica and the Environment (Week 18, 4 Weeks) | PA: Core - Writing for History & Social Studies (2014) **PA: Grade 6-8** **Writing** **Research to Build and Present Knowledge** CC.8.6.6-8.G. Gather relevant information from multiple print and digital | • Humans and the environment interact and influence one another. • The decisions we make can have large impacts on the environment. | Mayan Civilization Incan Civilization Aztec Civilization | **Aztec Check for Understanding Formative: Multiple Choice** **Mayan Check for Understanding Formative: Multiple Choice** | Summit Learning Platform |

sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

PA: Geography (2009)

PA: Grade 7

Geography

7.1. Basic Geographic Literacy

7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment.

7.1.7.B. Explain and locate places and regions as defined by physical and human features.

7.3. Human Characteristics of Places and Regions

7.3.7.A. Describe the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

7.4. Interactions Between People and the Environment

- Historical societies were shaped by the environment.
- It is important to stay aware of environmental issues as we are able to influence them, and they will ultimately influence our ability to survive as a society.

Incan Check for Understanding Formative: Multiple Choice

Informational Poster/ Infographic Summative: Project / Portfolio
Show off your research on your chosen environmental issue. Your goal is to inform and persuade others to care about the issue and get involved in helping addressing it. You can make a digital poster, infographic, or a physical poster. Be creative!

7.4.7.A. Describe and explain the effects of the physical systems on people within regions.

7.4.7.B. Describe and explain the effects of people on the physical systems within regions.

PA: History (2009)

PA: Grade 7

8.1. Historical Analysis and Skills Development

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.

8.4. World History

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.4.7.A. Summarize the social, political, cultural, and economic contributions of

individuals and groups in world history.

8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C. Differentiate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

| (2020) Conquest and Its Impact (Week 22, 5 Weeks) | **PA: Core - Writing for History & Social Studies (2014)**
PA: Grade 6-8
Writing
Research to Build and Present Knowledge

CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), | • History is not a set body of facts that have already been determined. Instead, it can be influenced by how we look at it and what questions we ask.
• There are many ways to show what you know | What Were the European Enlightenment and the Age of Exploration Like?

What Were The Medieval Tang and Song Dynasties Like?

What Were the Roman and | **Creative Demonstration of Learning Summative: Project / Portfolio**
You've developed a lot of historical learning by creating and answering your inquiry. Now, show off what you've learned through a creative interpretation of your historical | Summit Learning Platform |

drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **PA: Civics and Government (2009)** **PA: Grade 7** **5.4 How International Relationships Function** **5.4. How International Relationships Function** 5.4.7.A. Identify how countries have varying interests. **PA: History (2009)** **PA: Grade 7** **8.1. Historical Analysis and Skills Development** **Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire**	and how you know it.	Byzantine Empires Like?	phenomena. This can be one specific piece of learning or a more general understanding that you gained from your work. **European Enlightenment and the Age of Exploration Check for Understanding Formative: Multiple Choice** **Medieval Tang and Song Dynasties Check for Understanding Formative: Multiple Choice** **Roman and Byzantine Empires Check for Understanding Formative: Multiple Choice**

the knowledge and skills needed to:

8.1.7.A. Demonstrate continuity and change over time using sequential order and context of events.

8.1.7.B. Identify and use primary and secondary sources to analyze multiple points of view for historical events.

8.1.7.C. Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)

8.4. World History Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.4.7.A. Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B. Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C. Differentiate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8.4.7.D. Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

	Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
Middle School Grade 8 US History 2019-2020 2 Curriculum Developers	All Men Created Equal (Week 1, 7 Weeks)	PA: Civics and Government (2009, 2012) **PA: Grade 8** 5.1 Principles & Documents of Government **Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:** 5.1.8.C. Analyze the principles and ideas that shaped local,	• Although we have progressed from our historical past, it is important to keep asking questions about equality and striving to improve as a community and nation. • Different group identities can experience and determine equality differently.	Revolutionary America US Constitution Foreign Policy in the Early Republic Civic Participation	**Revolutionary America Check for Understanding Formative: Multiple Choice** **US Constitution Check for Understanding Formative: Multiple Choice** **Foreign Policy in the Early Republic**	Summit Learning Platform

Pennsylvania, and national governments. • Liberty / Freedom • Democracy • Justice • Equality

5.2 Rights and Responsibilities of Citizenship

5.2. Rights and Responsibilities of Citizenship

5.2.8.A. Summarize the role of citizens in terms of right and responsibilites in different government systems.

PA: History (2009,2012)

PA: Grade 8

8.1. Historical Analysis and Skills Development

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.

8.4. World History

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum

• Sense of belonging comes from shared experiences.

Check for Understanding Formative: Multiple Choice

Civic Participation Check for Understanding Formative: Multiple Choice

potential and to acquire the knowledge and skills needed to:

8.4.8.A. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.C. Illustrate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8.4.8.D. Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

| Intention and Impact (Week 8, 6 Weeks) | PA: History (2009,2012) PA: Grade 8 8.1. Historical Analysis and Skills Development Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum | • The decisions that we make, even if they are well intentioned, can sometimes have unintended impacts. • Historical decisions can have both short and long term | Foreign Policy in the Early Republic Early 1800s in the West Early American Geography | Foreign Policy in the Early Republic Check for Understanding Formative: Multiple Choice | Summit Learning Platform |

potential and to acquire the knowledge and skills needed to:

8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.3. United States History
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.3.8.B. Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

impacts that aren't accounted for in the decision making process.
• Change and progress can have both positive and negative effects.
• Incorporating many different perspectives and asking questions before making a decision can help to align intent and impact.

Early 1800s in the West Check for Understanding Formative: Multiple Choice

Early American Geography Check for Understanding Formative: Multiple Choice

Instagram Story Style PSA Summative: Written Product

| Attitudes Toward Immigration (Week 14, 6 Weeks) | PA: Core - Writing for History & Social Studies (2014)
PA: Grade 6-8
Writing
Text Types and Purposes

CC.8.6.6-8.A. Write arguments focused on discipline-specific content.
• Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
• Establish and maintain a formal style.
• Provide a concluding statement or section that follows from and | • The US has treated immigration and immigrants differently in different time periods.
• The context that surrounds us helps inform how we think and the opinions that we have.
• Understanding the history of immigration helps us to understand the issue today. | Civil War

Reconstruction

Immigration and Urban Life During American Industrialization | **Immigration and Urban Life During American Industrialization Check for Understanding Formative: Multiple Choice**

Reconstruction Check for Understanding Formative: Multiple Choice

Civil War Check for Understanding Formative: Multiple Choice

Historical Context - Opinion on Immigration Summative: Written Product | Summit Learning Platform |

supports the argument presented.

Range of Writing

CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and ·audiences.

PA: History (2009,2012)

PA: Grade 8

8.1. Historical Analysis and Skills Development

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.3. United States History

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.B. Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.C. Summarize how continuity and change have impacted U.S. history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Competing Views (Week 20, 6 Weeks)	PA: Core - Writing for History & Social Studies (2014)	• The sources, perspectives, and context someone is exposed to impact how they understand, view, and remember things.	Civil War	Reconstruction Check for Understanding Formative: Multiple Choice	Summit Learning Platform
	PA: Grade 6-8		Reconstruction		
	Writing				
	Research to Build and Present Knowledge				
	CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.	• History is composed from many different perspectives, yet is discussed as having singular truths which, when analyzed, tend to represent only the hegemonic narrative.		**Civil War Check for Understanding Formative: Multiple Choice**	
	PA: History (2009,2012)				
	PA: Grade 8				
	8.1. Historical Analysis and Skills Development			**Analysis Poster Summative: Written Product**	
	Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:	• When trying to understand something, it is important to consider as many points of view as possible.			
	8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.				
	8.1.8.C. Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement				

and appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)

8.3. United States History

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

<u>DIY Inquiry on Industrialization</u> (Week 26, 7 Weeks)	**PA: History (2009,2012)** **PA: Grade 8** <hr> **8.1. Historical Analysis and Skills Development** **Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum**	• Discoveries and decisions made during the Industrial Revolution still impact our lives today. • Engaging our curiosity opens up opportunities for us to learn	Industrialization mmigration and Urban Life During American Industrialization	**Industrialization Check for Understanding Formative: Multiple Choice** **mmigration and Urban Life During American**	Summit Learning Platform

potential and to acquire the knowledge and skills needed to:

8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.4. World History
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.4.8.C. Illustrate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

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and find meaning in history.

Industrialization Check for Understanding Formative: Multiple Choice

Inquiry Questions Summative: Written Product

| U.S. History Capstone (Week 33, 4 Weeks) | PA: Core - Writing for History & Social Studies (2014) | | Multimedia Project Summative: Multi-media / Technology Product | Summit Learning Platform |

PA: Core - Writing for History & Social Studies (2014)

PA: Grade 6-8

Writing

Text Types and Purposes

CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
• Use precise language and domain-specific vocabulary to inform about or explain the

• The question "what does it mean to be American?" is a complex question with no right or wrong answer.
• American society is diverse, and it's nearly impossible to define a single American identity and experience. Additionally, individuals carry many identities, and identity can shift and change over time.
• It is important to study American history in order to better understand the present. Patterns can be traced, and themes can be identified by having a larger scope of understanding of what has happened in the United States.
• Each individual, each family, and each community has their own "American

Multimedia Project Summative: Multi-media / Technology Product

Socratic Seminar Summative: Oral Assessment

topic.
• Establish and maintain a formal style and objective tone.
• Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

PA: Civics and Government (2009, 2012)

PA: Grade 8

5.1 Principles & Documents of Government

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire

story." Our family and community members are our very own primary sources of various events and historical periods.

the knowledge and
skills needed to:

5.1.8.C. Analyze the
principles and ideas that
shaped local,
Pennsylvania, and
national governments. •
Liberty / Freedom •
Democracy • Justice •
Equality

PA: History (2009,2012)

PA: Grade 8

**8.1. Historical
Analysis and Skills
Development**

**Pennsylvania's public
schools shall teach,
challenge and support
every student to realize
his or her maximum
potential and to acquire
the knowledge and
skills needed to:**

8.1.8.C. Produce an
organized product on an
assigned historical topic
that presents and reflects
on a thesis statement
and appropriate primary
and secondary sources.
(Reference RWSL
Standard 1.8.8
Research)

**8.3. United States
History**

**Pennsylvania's public
schools shall teach,
challenge and support
every student to realize
his or her maximum
potential and to acquire**

the knowledge and skills needed to:

8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

	Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
High School Grade 9-10 Modern World History 1 2019-2020 2 Curriculum Developers	Ideas that Change the World (Week 1, 5 Weeks)	**PA: History (2009)** **PA: Grades 9-12** **8.1.W World History (1450-Present)** **8.1. Historical Analysis and Skills Development** Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to: 8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. **8.4. World History** 8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural, and economic	• Ideas and those that act upon them can help lead to large and small change. • The "Enlightenment" period in Europe was a political and philosophical movement that involved the emergence and spread of new ideas about human nature and government. • John Locke, Thomas Hobbes, Jean Jacques Rousseau, and Baron de Montesquieu were some of the most well known Enlightenment philosophers who developed new ideas about human nature and government. • The ideas of these philosophers challenged traditional authority and introduced ideas of democracy that led to revolutions around the world that weakened the absolute rule of kings and laid the	Different forms of Government Enlightenment Philosophers Early European Democratic Documents	**Argumentative Claim Paragraph Summative: Written Product** **Different forms of Government Check for Understanding Formative: Multiple Choice** **Enlightenment Philosophers Check for Understanding Formative: Multiple Choice** **Early European Democratic**	Summit Learning Platform

development throughout world history.
8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.W.C. Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social oganization
8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
8.1.C Civics and Government
8.4. World History
8.4.C.A. Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.) Evaluate the effectiveness of various international organizations, both governmental and nongovernmental. (Reference Civics and Government Standard 5.4.12.C.)
8.4.C.C. Evaluate critical issues in various contemporary governments. (Reference Civics and

foundation for more democratic forms of government.

Check for Understanding Formative: Multiple Choice

Government standard
5.3.12.J.) Employ historical
examples and political
philosophy to evaluate major
arguments advanced for the
necessity of government.
(Reference Civics and
Government Standard
5.1.12.B)

| Revolutions (Week 6, 5 Weeks) | **PA: History (2009)** **PA: Grades 9-12** **8.1.U US History (1850-Present)** **8.1. Historical Analysis and Skills Development Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:** 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events. 8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research) **8.1.W World History (1450-Present)** **8.4. World History** | • Revolutions occur for many different reasons. The French Revolution was sparked by the vast inequality in society, the poverty of the masses, and dissatisfaction with the king and political leadership.
• Many strategies and methods are employed by revolutionaries. Many revolutions did involve violent tactics. The French revolutionaries organized marches, stormed government buildings, developed a list of their grievances, and stated their beliefs in the Declaration of Rights of Man and Citizen.
• The question of success is always complex. The French Revolution did lead to the toppling of the French monarchy and an increase in government accountability and responsibility. However, there were vast amounts of | French Revolution Causes

 French Revolution Impact

 Mexican Revolution

 The Russian Revolution | **French Revolution Causes Check for Understanding Formative: Multiple Choice**

 French Revolution Impact Check for Understanding Formative: Multiple Choice

 Mexican Revolution Check for Understanding Formative: Multiple Choice | Summit Learning Platform |

	8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. 8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. **8.1.C Civics and Government** **8.4. World History** 8.4.C.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	human life lost and the French endured a "reign of terror." • We can use our understanding of historical revolutions to evaluate the goals, strategies and levels of success of current social movements.		**Russian Revolution Check for Understanding Formative: Multiple Choice** **Poster Summative: Project / Portfolio** **Argumentative Essay Summative: Written Product**	
Industrial Revolution: The Story of a Product (Week 11, 6 Weeks)	**PA: History (2009)** **PA: Grades 9-12** **8.1.U US History (1850-Present)** **8.1. Historical Analysis and Skills Development** **Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:**	• The Industrial Revolution brought about a pivotal shift in human history, as we began to utilize machine power in order to mass produce items. While industrialization brought about advancements in technology and allowed for mass production of items, new job opportunities, and a greater standard of living for some, there were also adverse impacts on the environment, working	Industrial Revolution Causes Industrial Revolution Effects Inventors and Inventions of the Industrial Revolution	**Industrial Revolution Causes Check for Understanding Formative: Multiple Choice** **Industrial Revolution Effects Check for Understanding**	Summit Learning Platform

8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research) **8.1.W World History (1450-Present)** **8.1. Historical Analysis and Skills Development Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:** 8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.W.C. Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research) **8.4. World History**	conditions, and social structures. ● The effects of industrialization in the past can be compared to the effects of technological advancement today. Through the study of modern products, students can more deeply understand the industrial process and its effects.	Industrial Revolution Responses	**Formative:** **Multiple Choice** **Industrial Revolution Responses** **Check for Understanding** **Formative:** **Multiple Choice** **Inventors and Inventions of the Industrial Revolution** **Check for Understanding** **Formative:** **Multiple Choice** **Research Presentation Summative:** **Multi-media / Technology Product** **Oral Presentation Summative:** **Multi-media / Technology Product**

	8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. **8.1.C Civics and Government** **8.4. World History** 8.4.C.B. Compare and contrast the basic principles and ideals found in significant documents: • Declaration of Independence • United States Constitution (Reference Civics and Government Standard 5.1.9.D.) 8.4.C.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.				
<u>Imperialism</u> <u>and</u> <u>Reparations</u> (Week 17, 5 Weeks)	**PA: History (2009)** **PA: Grades 9-12** **8.1.U US History (1850-Present)** **8.1. Historical Analysis and Skills Development** **Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:**	• Imperialism is often cited as being motivated by a desire for "land, labor, and capital." In the 19th century "Age of New Imperialism," many countries in Africa and Asia were conquered by European powers. • In some cases, European countries used military force in order to gain control, and once power was established, colonial governments were set up in	Causes of Imperialism Belgian Congo and Africa British Imperialism in India	**Imperialism Structured Academic Controversy Consensus and Reflection Summative: Written Product** **Causes of Imperialism**	Summit Learning Platform

8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
8.1.W World History (1450-Present)
8.1. Historical Analysis and Skills Development Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.
8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.4. World History
8.4.W.A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
8.1.C Civics and Government

order to maintain the new relationship.
- There were many results of imperialism. It's critics cite cultural conflict and political problems as some of its most negative effects. In the worst cases, such as the Belgian Congo, the Congolese people were killed and enslaved as the country's natural resources were used to profit King Leopold's company.
- The question of reparations is complex. In order to determine if it is the best remedy for the impact of imperialism, it is necessary to understand the situation in depth.

Check for Understanding Formative: Multiple Choice

Belgian Congo and Africa Check for Understanding Formative: Multiple Choice

British Imperialism in India Check for Understanding Formative: Multiple Choice

8.4. World History
8.4.C.A. Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.) Evaluate the effectiveness of various international organizations, both governmental and nongovernmental. (Reference Civics and Government Standard 5.4.12.C.)
8.4.C.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

Art as Expression (Week 22, 4 Weeks)	**PA: History (2009) PA: Grades 9-12 8.1.U US History (1850-Present) 8.1. Historical Analysis and Skills Development Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:** 8.1.U.A. Evaluate patterns of continuity and change over	• War does not only affect the relationships between countries, leaders, and governments. It has an impact on the lives of the people from the countries involved. Soldiers in particular face physical and psychological danger and trauma as a result of war. • Art has been an important tool for expression throughout history and provides insight into how people perceive and interpret particular events. In many ways, art can be a	The Main Causes of the WWI The Nature of WWI Effects and Costs of WWI	**Art Exhibition Description and Presentation Summative: Performance / Recital** **WW I Causes Check for Understanding Formative: Multiple Choice**	Summit Learning Platform

time, applying context of events.

8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)

8.1.W World History (1450-Present)

8.1. Historical Analysis and Skills Development Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.

8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.4. World History

8.4.W.A. Evaluate the role groups and individuals

powerful medium that reveals a level of emotion and perspective that other mediums may lack. Art can give voice to those who feel like they do not have one. Art can also help people heal. Art created by soldiers of war not only helps them to heal, but it can also help us to better understand the human experience of a historical event or time period.

- In our world today, art can be a tool that we use in our own lives as a form of expression and a window to understand the context of our time.

Nature of the WWI Check for Understanding Formative: Multiple Choice

WWI Effects and Causes Formative: Multiple Choice

	played in the social, political, cultural, and economic development throughout world history. 8.4.W.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. 8.4.W.C. Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social oganization 8.4.W.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. **8.1.C Civics and Government** **8.4. World History** 8.4.C.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved				
Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources

High School Grade 10-11 U.S. History Foundations to ReconstructioN 2019-2020 Mayers, Deanna	FOUNDATIONS OF THE AMERICAN REPUBLIC (Week 1, 4 Weeks)	PA: History (2009,2012) PA: Grades 9-12 8.1.U US History (1850-Present) 8.1. Historical Analysis and Skills Development Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to: 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events. 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research) Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved	Students will examine how events of the Middle Ages and Crusades led to exploration, and early attempts at colonization in America. They will identify the Puritans, Pilgrims, and the growth of colonies in America.	Revival of Trade and Commerce New Ideas and Religious Changes Colonization Begins in the New World Essay: Jamestown Puritan Background and Plymouth Settlement Puritan Migration and the Settlement of New England The Middle Colonies The Southern Colonies Growth of the Colonies Essay: The Thirteen Colonies	**QUIZ 1: REVIVAL OF TRADE AND COMMERCE Formative: Multiple Choice** **QUIZ 2: COLONIZATION BEGINS Formative: Multiple Choice** **QUIZ 3: MIDDLE AND SOUTHERN COLONIES Formative: Multiple Choice** **UNIT TEST Summative: Multiple Choice**	ODYSSEYWARE

| DEVELOPMENT OF CONSTITUTIONAL GOVERNMENT (Week 5, 4 Weeks) | PA: History (2009,2012) PA: Grades 9-12 8.1.C Civics and Government 8.1. Historical Analysis and Skills Development Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to: 8.1.C.B. Analyze the major arguments advanced for different systems of government. (Reference Civics and Government Standard 5.1.9.B.) 8.3. United States History 8.3.C.B. Compare and contrast the basic principles and ideals found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights (Reference Civics and Government Standard 5.1.9.D.) 8.3.C.C. Analyze the principles and ideals that shape United States government. • Liberty / Freedom • Democracy • Justice • Equality (Reference Civics and Government Standard 5.1.9.C.) Copyright © 2015 Commonwealth of | Students will understand how conflict between the American colonies and Great Britain led to American independence. They will also examine the development of constitutional government in the U.S. after the war. | Relations with England

French and Indian War

Colonial Resistance

Second Continental Congress Opposition and Aid War in the South and West

Birth of a Nation Articles of Confederation Constitution of the United States Essay: Checks and Balances | QUIZ 1: RELATIONS WITH ENGLAND Formative: Multiple Choice

QUIZ 2: THE REVOLUTIONARY WAR Formative: Multiple Choice

QUIZ 3: BIRTH OF A NATION Formative: Multiple Choice | ODYSSEYWARE |
|---|---|---|---|---|---|

| NATIONAL EXPANSION (Week 8, 5 Weeks) | PA: Geography (2009,2012) PA: Grade 12 Geography 7.1. Basic Geographic Literacy 7.1.12.A. Use geographic tools to analyze information about the interaction between people, places, and the environment. PA: History (2009,2012) PA: Grades 9-12 8.1.U US History (1850-Present) 8.1. Historical Analysis and Skills Development Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to: 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events. 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. 8.1.U.C. Analyze, synthesize and integrate | Students will evaluate the early years of federal government, the War of 1812, and the administration of President Monroe and President Jackson. | Federal Government First Political Parties The Revolution of 1800 The War of 1812 Nationalism and the Monroe Administration Sectionalism and the Jackson Administration | Essay: Foreign Policy Formative: Written Product QUIZ 1: FEDERAL GOVERNMENT Formative: Multiple Choice QUIZ 2: REVOLUTION OF 1800 AND WAR OF 1812 Formative: Multiple Choice QUIZ 3: NATIONALISM AND SECTIONALISM Formative: Multiple Choice Essay: Missouri Compromise Formative: Written Product |

historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)

8.1.W World History (1450-Present)
8.1. Historical Analysis and Skills Development Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
8.1.W.A. Evaluate patterns of continuity and change over time, applying context of events.
8.1.W.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

<u>A NATION DIVIDED</u> (Week 13, 4 Weeks)		Students will identify the causes, effects, and characteristics of	The Emergence of Sectionalism	**Project: Lincoln-Douglas Debates Formative: Written Product**

sectionalism in the U.S.	The Division of Land	**Project: Free-born Residents** **Formative: Written Product**
	The Establishment of New Territory	
	The Division of the People	**Essay: Escaped Slave** **Formative: Written Product**
	The Emergence of Slavery	
	The Politics of Slavery	**Project: Slave Codes** **Formative: Written Product**
		Project: Leaders in the States' Rights Debate **Formative: Written Product**
		QUIZ 1: THE EMERGENCE OF SECTIONALISM **Formative: Multiple Choice**
		QUIZ 2: THE EMERGENCE OF SLAVERY **Formative: Multiple Choice**

| A NATION DIVIDED AND UNITED (Week 17, 4 Weeks) | PA: Core - Writing for History & Social Studies (2014) PA: Grades 11-12 Writing Text Types and Purposes CC.8.6.11-12.A. Write arguments focused on discipline-specific content. • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, | Students will examine the differences in regions of America. Students will explain how political, economic, and social changes in the U.S. led to the Civil War and evaluate Reconstruction. | Regional Lifestyles: The East and West Regional Lifestyles: The South Civil War: Division and Antagonism Project: The Trent Affair Civil War: Union Blockade and Hostilities Civil War: Final Phase Reconstruction Project: Reconstruction Scandals Project: A Changing World | **QUIZ 1: REGIONAL LIFESTYLES Formative: Multiple Choice** **QUIZ 2: CIVIL WAR Formative: Multiple Choice** **QUIZ 3: RECONSTRUCTION Formative: Multiple Choice** **UNIT TEST Summative: Multiple Choice** | ODYSSEYWARE |

and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

• Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing

CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem;

narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.8.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
PA: Civics and Government (2009, 2012)
PA: Grade 12
5.2 Rights and Responsibilities of Citizenship
5.2. Rights and Responsibilities of Citizenship
5.2.12.B. Examine the causes of conflicts in society and evaluate

techniques to address those conflicts.

PA: History (2009,2012)
PA: Grade 12
8.2. Pennsylvania History
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
8.2.12.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

8.3. United States History
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
8.3.12.D. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. • Ethnicity and race • Working

conditions • Immigration
• Military conflict •
Economic stability
PA: Grades 9-12
8.1.U US History (1850-Present)
8.3. United States History
8.3.U.D. Evaluate how
conflict and cooperation
among groups and
organizations have
influenced the growth
and development of the
U.S. • Ethnicity and race
• Working conditions •
Immigration • Military
conflict • Economic
stability
8.1.W World History (1450-Present)
8.4. World History
8.4.W.D. Evaluate how
conflict and cooperation
among groups and
organizations have
impacted the
development of the world
today, including its
effects on Pennsylvania.
8.1.C Civics and Government
8.4. World History
8.4.C.D. Evaluate how
conflict and cooperation
among groups and
organizations have
impacted the
development of the world
today, including its
effects on Pennsylvania.

	Unit	Standards	Enduring Understandings	Focus Areas	Assessments	Resources
High School Grade 12 U.S. History Reconstruction to Present 2019-2020 Mayers, Deanna	SECTIONALISM AND WAR (Week 1, 4 Weeks)	**PA: Core - Writing for History & Social Studies (2014)** **PA: Grades 11-12 Writing** **Text Types and Purposes** CC.8.6.11-12.A. Write arguments focused on discipline-specific content. • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline- appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the	Students will explain the causes of sectionalism and compromises in the years leading up to the Civil War. Students will also identify the major battles, and the end of the Civil War.	Alexis de Tocqueville A History of Compromises The Decade Before War The Middle Passage and African-American Culture Action and Reaction Hope is Lost Project: Ascent of the Republican Party President in the Spotlight: Abraham Lincoln Early Southern Dominance The Civil War Turns Around Address and Proclamation The Home Front Effects of War	**QUIZ: THE STAGE IS SET** **Formative: Multiple Choice** **QUIZ: THE FIRST THREE YEARS** **Formative: Multiple Choice** **QUIZ: A NATION REUNITED** **Formative: Multiple Choice** **Project: Impact of War on Native Americans 1864 Formative: Written Product**	ODYSSEYWARE

text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
• Provide a concluding statement or section that follows from or supports the argument presented.
Production and Distribution of Writing
CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new

Grant and Lee at Appomattox

arguments or information.

Research to Build and Present Knowledge

CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.8.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

PA: History (2009,2012)

PA: Grades 9-12

8.1.U US History (1850-Present)
8.1. Historical Analysis and Skills Development
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
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GROWTH AND INNOVATION (Week 5, 4 Weeks)	PA: Core - Reading for History & Social Studies (2014) PA: Grades 11-12	Students will examine the goals and outcomes of	The Idea of Reconstruction	**QUIZ: RECONSTRUCTION Formative: Multiple Choice**	ODYSSEYWARE

Reading Informational Text	Reconstruction, the outcomes of industrialization, and the causes and effects of western expansion.	Political Tug of War	
Key Ideas and Details CC.8.5.11-12.A. Cite specific-textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.		Why Reconstruction Failed	**QUIZ: RECONSTRUCTION** Formative: Multiple Choice
		Cause and Effect	
Craft and Structure CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).		Struggle for Equality Issues of Class, Gender, and Religion America Grows Larger Immigration Challenges	**QUIZ: ECONOMIC AND POLITICAL CHANGE** Formative: Multiple Choice
Integration of Knowledge and Ideas CC.8.5.11-12.G.Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.		Education in 19th Century America Industrial Revolution A Need for Regulation The Political Climate Changes	**QUIZ: ECONOMIC AND POLITICAL CHANGE** Formative: Multiple Choice **UNIT TEST** Summative: Multiple Choice **Project: Fourteenth Amendment** Formative: Written Product **Project: The Need for Conservation** Formative: Written Product

Range and Level of Complex Texts

CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently

PA: Core - Writing for History & Social Studies (2014)

PA: Grades 11-12

Writing

Production and Distribution of Writing

CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PA: History (2009,2012)
PA: Grade 12
8.1. Historical Analysis and Skills Development
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
8.1.12.A. Evaluate patterns of continuity and rates of change over time, applying context of events.
8.1.12.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.3. United States History
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.3.12.A. Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

8.3.12.B. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.

8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

8.3.12.D. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

8.4. World History Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

AMERICA ON THE WORLD STAGE (Week 9, 4 Weeks)

PA: Core - Reading for History & Social Studies (2014)
PA: Grades 11-12
Reading Informational Text
Key Ideas and Details
CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
Craft and Structure
CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how

Students will describe the Spanish-American War and imperialism, reform movements of the Progressive Era, and the U.S. involvement in World War I.

America Enters World Stage

The Spanish-American War

New Expansionist Policy

President in the Spotlight: Theodore Roosevelt

Birth of the Progressive Era
Social and Political Issues
Changing American Characteristics

Project: Women's Suffrage Movement
Formative: Written Product

QUIZ: AMERICA COMES OF AGE
Formative: Multiple Choice

QUIZ: THE PROGRESSIVE ERA
Formative: Multiple Choice

QUIZ: THE FIRST WORLD WAR
Formative: Multiple Choice

ODYSSEYWARE

Madison defines faction in Federalist No. 10).
CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
Range and Level of Complex Texts
CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently
PA: Core - Writing for History & Social Studies (2014)
PA: Grades 11-12 Writing
Text Types and Purposes
CC.8.6.11-12.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
• Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables),

Unsettling Events in Europe
New War, Old Strategies
America Enters the Conflict
Early Attempt at World Peace

and multimedia when useful to aiding comprehension.
• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
• Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
• Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

CC.8.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Range of Writing

CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PA: History (2009,2012)

PA: Grade 12

8.1. Historical Analysis and Skills Development

Pennsylvania's public schools shall teach,

challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
8.1.12.A. Evaluate patterns of continuity and rates of change over time, applying context of events.
8.1.12.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.1.12.C. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
8.4. World History Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
8.4.12.A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.12.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.12.C. Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social oganization
8.4.12.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

| ECSTASY AND DEPRESSION (Week 13, 4 Weeks) | PA: Core - Writing for History & Social Studies (2014) PA: Grades 11-12 Writing Text Types and Purposes CC.8.6.11-12.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. | Students will acknowledge the social, cultural, educational, and religious issues of the 1920s, recognize the causes of the Great Depression, and analyze the programs and effects of the New Deal. | Distant Rumblings in Germany

The European Theatre

Unspeakable Acts Shake the World

The Pacific Theatre | QUIZ: ANOTHER WORLD WAR Formative: Multiple Choice

QUIZ: THE TRUMAN YEARS Formative: Multiple Choice | ODYSSEYWARE |

• Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. • Provide a concluding	Japanese Internment Camps President in the Spotlight: Harry Truman A Return to Normalcy at Home A New Threat Emerges Abroad The Cold War Grows Hotter Problems Arise in the East The Korean Conflict	**QUIZ: IN THE GRIPS OF COLD WAR** **Formative: Multiple Choice** **UNIT TEST** **Summative: Multiple Choice** **Project: A Shattering End to War** **Formative: Written Product**

statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Range of Writing
CC.8.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PA: History (2009,2012)
PA: Grade 12
8.3. United States History
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
8.4. World History

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.4.12.A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.12.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.12.C. Evaluate how continuity and change have impacted the world today. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social oganization

8.4.12.D. Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

| THE WAR YEARS (Week 17, 4 Weeks) | PA: Core - Writing for History & Social Studies (2014) PA: Grades 11-12 Writing Production and Distribution of Writing CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. PA: History (2009,2012) PA: Grade 12 8.3. United States History Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to: | Students will identify the major causes, events, and effects of World War II, the origins of the Cold War, and U.S. efforts to contain the spread of Communism in the Korean War. | President in the Spotlight: Harry Truman A Return to Normalcy at Home A New Threat Emerges Abroad The Cold War Grows Hotter Problems Arise in the East The Korean Conflict | **QUIZ: THE TRUMAN YEARS Formative: Multiple Choice** **QUIZ: IN THE GRIPS OF COLD WAR Formative: Multiple Choice** **UNIT TEST Summative: Multiple Choice** | ODYSSEYWARE |

8.3.12.A. Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
8.3.12.B. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
8.3.12.D. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

| HOPE, TRAGEDY, AND CONFLICT (Week 21, 4 Weeks) | PA: Core - Reading for History & Social Studies (2014) PA: Grades 11-12 Reading Informational Text Key Ideas and Details CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an | Students will know the social, cultural, and political events of the Eisenhower, Kennedy, and Johnson presidencies. | The Cold War Escalates

The Eisenhower Presidency

Post World War II America

President in the Spotlight: John Kennedy Triumph and Tragedy | **UNIT TEST Summative: Multiple Choice**

QUIZ: THE 1950S Formative: Multiple Choice

QUIZ: THE WINDS OF CHANGE | ODYSSEYWARE |

understanding of the text as a whole.

Craft and Structure
CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Integration of Knowledge and Ideas
CC.8.5.11-12.G.Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

PA: Core - Writing for History & Social Studies (2014)
PA: Grades 11-12
Writing
Text Types and Purposes
CC.8.6.11-12.B.* Write informative/explanatory texts, including the narration of historical

The Johnson Years

The Civil Rights Movement
The Warren Court
America Enters Vietnam
The First Televised Conflict

Formative: Multiple Choice

QUIZ: SETBACKS AND ADVANCES
Formative: Multiple Choice

Project: A Spirit of Fear
Formative: Written Product

Project: Checks and Balances
Formative: Written Product

events, scientific procedures/ experiments, or technical processes.
• Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
• Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the

discipline and context as well as to the expertise of likely readers.
• Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

PA: History (2009,2012)
PA: Grade 12
8.1. Historical Analysis and Skills Development
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
8.1.12.A. Evaluate patterns of continuity and rates of change over time, applying context of events.
8.1.12.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.3. United States History
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to

acquire the knowledge and skills needed to:
8.3.12.A. Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
8.3.12.B. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
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| MONUMENTAL CHANGES (Week 25, 4 Weeks) | PA: History (2009,2012) PA: Grade 12 8.3. United States History Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to: | Students will identify major individuals during the 1960s, significant details of the civil rights and anti-war movements, and describe the effects of the Vietnam War on Americans. | Prelude to the 60s The Cold War Continues Conflict in Vietnam Heats Up | Project: Women's Rights Formative: Written Product QUIZ: A MONTAGE OF UNREST Formative: Multiple Choice | ODYSSEYWARE |

8.3.12.A. Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
8.3.12.B. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
8.3.12.D. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Civil Rights Movement Expands

Music and Entertainment Scientific Breakthroughs The Arts

Martin Luther King Social Chaos Political Turmoil Kennedy's Fulfilled Promise

QUIZ: CULTURAL MOSAIC
Formative: Multiple Choice

QUIZ: 1968
Formative: Multiple Choice

UNIT TEST
Summative:
Multiple Choice

| TURMOIL AT HOME AND ABROAD (Week 28, 5 Weeks) | PA: Core - Writing for History & Social Studies (2014) PA: Grades 11-12 Writing Production and Distribution of Writing CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple | Students will examine the social, political, and economic events of the 1970s. | Nixon's Domestic Policies Tough Foreign Policy Issues The Economy Takes a Hit Watergate Vietnam Comes to a Close Women's Movement Gains Steam The Early Seventies Domestic Issues Come to a Head Religion Makes its Mark Cold War Expands | **Project: Rachel Carson's Silent Spring Formative: Written Product** **Project: Social Acceptance Formative: Written Product** **Project: Opposite and Equal Reaction Formative: Written Product** **QUIZ: THE 1970S Formative: Multiple Choice** **QUIZ: THE CARTER YEARS Formative: Multiple Choice** **UNIT TEST Summative: Multiple Choice** | ODYSSEYWARE |

sources on the subject, demonstrating understanding of the subject under investigation.
CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
PA: History (2009,2012)
PA: Grade 12
8.1. Historical Analysis and Skills Development
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
8.1.12.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.3. United States History
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
8.3.12.D. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the

	growth and development of the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved			
<u>END OF AN ERA</u> (Week 32, 3 Weeks)	**PA: Core - Reading for History & Social Studies (2014) PA: Grades 11-12 Reading Informational Text Key Ideas and Details** CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **Craft and Structure** CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). CC.8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences,	Students will describe the major issues and events of the Reagan and Bush presidencies.	President in the Spotlight: Ronald Reagan Reagan's Domestic Policies Cracks in the Cold War Foreign Policies Space, Science, and Technology Mosaic of the 1980's The George H.W. Bush Presidency Cold War's End Middle East Upheavals	**Project: The Art of Diplomacy Formative: Written Product** **Project: The Moral Majority Formative: Written Product** **Project: Generational Effects Formative: Written Product** **QUIZ: THE REAGAN YEARS Formative: Multiple Choice** **QUIZ: BROAD CHANGE Formative: Multiple Choice**

paragraphs, and larger portions of the text contribute to the whole.
Range and Level of Complex Texts
CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently
PA: Core - Writing for History & Social Studies (2014)
PA: Grades 11-12
Writing
Research to Build and Present Knowledge
CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.8.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose,

QUIZ: THE BUSH YEARS
Formative: Multiple Choice

UNIT TEST
Summative: Multiple Choice

and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
PA: History (2009,2012)
PA: Grade 12
8.3. United States History
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:
8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
8.4. World History
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to

**acquire the knowledge
and skills needed to:**
8.4.12.A. Evaluate the
role groups and
individuals played in the
social, political, cultural,
and economic
development throughout
world history.
8.4.12.B. Evaluate the
importance of historical
documents, artifacts, and
sites which are critical to
world history.
8.4.12.C. Evaluate how
continuity and change
have impacted the world
today. • Belief systems
and religions •
Commerce and industry
• Technology • Politics
and government •
Physical and human
geography • Social
oganization
8.4.12.D. Evaluate how
conflict and cooperation
among groups and
organizations have
impacted the
development of the world
today, including its
effects on Pennsylvania.

| COMPLEX DOMESTIC AND FOREIGN ISSUES (Week 34, 3 Weeks) | **PA: Core - Writing for History & Social Studies (2014) PA: Grades 11-12 Writing** | Students will evaluate the main events, issues, and policies of the Clinton, Bush Jr., and Obama | The Clinton Presidency

Domestic Policies | **Project: Impeachment Formative: Written Product** |

Production and Distribution of Writing
CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Research to Build and Present Knowledge
CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.8.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose,

presidencies. They will also understand the key challenges facing American society in the late twentieth and early twenty-first centuries, such as terrorism, conservation, government and big business, and education.

Foreign Policy Decisions

The George W. Bush Presidency Domestic Issues September 11, 2001 War in Iraq and Afghanistan The Obama Presidency Contemporary Issues Advancements in Technology Government and Big Business Conservation and Conservative Movements Globalization Demographic Patterns in the United States Analyzing Text Features

Project: Immigration Issues Formative: Written Product

Project: Education and Income Formative: Written Product

QUIZ: THE CLINTON YEARS Formative: Multiple Choice

QUIZ: A WORLD EVENT IN AMERICA Formative: Multiple Choice

QUIZ: UNCERTAINTY AND HOPE Formative: Multiple Choice

UNIT TEST Summative: Multiple Choice

and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

PA: History (2009,2012)
PA: Grade 12
8.1. Historical Analysis and Skills Development
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

8.1.12.A. Evaluate patterns of continuity and rates of change over time, applying context of events.

8.1.12.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.3. United States History
Pennsylvania's public schools shall teach, challenge and support every student to realize

his or her maximum potential and to acquire the knowledge and skills needed to:
8.3.12.A. Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
8.3.12.B. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations
8.3.12.D. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

Attachment 14

2016-17 Performance Review Cycle Tool

Performance Review Cycle Tool with Self Reflection

[no evidence | minimal evidence | developing evidence | strong evidence | exemplary evidence]

SKILL 1 | Empowering Environment

Teacher Look Fors	Evidence	Reviewer comments
1.1 High expectations Holds high expectations by proactively and consistently addressing students who are not meeting academic or behavioral expectations.		
1.2 Inclusive and Equitable Ensures that all learners feel included, respected, empowered, and able to make meaningful progress in the learning environment.		
1.3 Learners own the process Provides structures and feedback that enable learners to practice and develop the self-directed learning skills of goal- setting, planning, accessing resources, and reflecting on learning.		
1.4 Relationships Builds strong personal relationships that demonstrate genuine care for each learner and promptly responds to relationships in need of repair through restorative practices.		

Skill 1 Rating _____

[no evidence | minimal evidence | developing evidence | strong evidence | exemplary evidence]
SKILL 2 | Planning Learning Experiences

Teacher Look Fors	Evidence	Reviewer comments
2.1 Aligned The learning tasks and activities are fully aligned with the instructional outcomes and are designed to support students to build accurate conceptual understandings and develop cognitive skills.		
**2.2 Skills-focused Cognitive skills dimensions, models, and resources are visible and accessible, to help students understand and grow toward different levels on the rubric	**PLP only	
*2.3 Questioning The instructor plans questions that advance students' thinking about the task by prompting cognitive challenge or meaningful discourse.	**PLP only	
2.4 Learners construct understanding Plans learning experiences that are designed to challenge learner thinking, inviting students to make their thinking visible.		
*2.5 Authentic Experiences Enables learners to practice and explain the work of professionals in the field, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work	*not required this time	
*2.6 Backwards Plan Creates backwards plans that build learners' understanding and application of cognitive skills, and anticipate misunderstandings and skill- specific challenges, in the context of learning experiences.	**PLP only	

2.7 Planning Interventions
Creates backwards plans that
ʼcludes interventions for
icipated student
misunderstandings and skill-specific
challenges, and includes "triggers"
for various interventions.

Skill 2 Rating _____

[no evidence | minimal evidence | developing evidence | strong evidence | exemplary evidence]
SKILL 3 | Facilitating Learning

Teacher Look Fors

3.1 Focus on learning Constantly
assesses the learners, using
observational data and intentional
questions, to make instructional
decisions and coach learners toward
learning objectives.

3.2 Flexible instructor role
ʼstructor varies role (instructor,
ιacilitator, coach, audience), and
works with individuals or small
groups, based on the objectives and
assessment data, and other staff

3.3 Resources Provides and
enables learners to use resources to
make progress and/or allows
learners to work together and give
each other feedback.

3.4 Skills-focused questioning
Engages all learners to develop
cognitive skills by effectively asking
and responding to a variety or series
of questions or prompts to elicit and
advance high-level thinking and
discourse.

3.5 Self-directed and personalized
Engages learners in assessing
progress and make plans for learning
that build on learners' learning styles
and strengths.

Reviewer comments

Teacher Look Fors	Evidence	Reviewer comments
3.6 Clear Expectations The instructor's expectations are scaffolded, clear, and accurate and connects with the learner's knowledge, experience, and needs.		
3.7 Clear Communication Promotes student success through prompt responses and regular effective feedback.		
3.8 Pacing The pacing of learning experiences is appropriate, providing most learners the time and resources needed to be intellectually engaged.		

Skill 3 Rating ____

[no evidence | minimal evidence | developing evidence | strong evidence | exemplary evidence]

SKILL 4 | Assessing Learner Needs

Teacher Look Fors	Evidence	Reviewer comments
4.1 Systems Uses effective and efficient systems for tracking and analyzing learner performance data **If Special Ed** **4.1.1 - Progress Monitoring** Effectively monitors the progress of learners to maintain meaningful goals.		
***4.2 Long-term** Uses data from standardized testing (MAP, State Testing) to understand learner needs.	*not required this time unless Special Ed	
4.3 Pedagogy Demonstrates knowledge of pedagogy as it pertains to the needs of learners. **If Special Ed** **4.3.1 - IEP Process and Procedures** Demonstrates understanding of IEP processes and procedures by meeting deadlines, writing compliant and effective IEPs, and follows CPDLF special education processes.		

*4.4 Reflection on Instruction
Makes an accurate assessment of
the effectiveness of a learning
ꞏꞏerience and the extent to which it
achieved its instructional outcomes
based on qualitative and quantitative
data.

*not required at this time

Skill 4 Rating _____

[no evidence | minimal evidence | developing evidence | strong evidence | exemplary evidence]
SKILL 5 | Professional Responsibilities

Teacher Look Fors	Evidence	Reviewer comments
5.1 Work Ethic Effectively manages unstructured work time, duties, and responsibilities.		
5.2 Learner Records Maintains accurate and organized electronic learner records while maintaining privacy and confidentiality.		
5.3 Professional Development ꞏows and develops professionally as an individual and as part of the CPDLF Team.		
5.5 Interactions Interactions are professional and effective with respect to colleagues, parents, and other members of the community to support students' success.		
5.6 Communication Communicates learner progress with families and CPDLF administration.		
5.7 Mission/Vision Contributes to the growth and culture of the organization while supporting the mission and vision of CPDLF.		
5.8 Ethics Models, guides, and encourages legal, ethical, and safe behavior including the use of technology.		

5.9 Technology Understands and is able to use a range of technologies, both existing and emerging, that effectively support learning and engagement in the online environment.

Skill 5 Rating _____

Overall Rating _____

Goals

	Previous Goals	Reflection
Personal		
Professional		
Maintenance		

	2017-18 Goals
Personal	
Professional	
Maintenance	

stop here, do not complete below at this time

Reviewer Comments

Supervisor Signature _____   Date: _____

Employee Signature _____   Date: _____

Date of Next Review _____

Attachment 15

2017-18 Performance Review Cycle Tool

CPDLF

CENTRAL PA DIGITAL LEARNING FOUNDATION

CPDLF 2017-18 Instructor/Learning Guide Midyear Performance Review*
*based on CPDLF Look-Fors
Year __ Cycle __

Name:
Position:
Reviewer:
Link to Observations:

Overall Rating:

Failing (0)	Needs Improvement		Proficient (3)	Distinguished (4)	N/A
	Unsatisfactory (1)	Satisfactory (2)			
Comments					

Supervisor Signature _____   Date_____

Employee Signature _____   Date_____

Date of Next Review _____

Performance Review Cycle Tool
with Self Reflection

[no evidence-0 | minimal evidence-1 | developing evidence-2 | strong evidence-3 | exemplary evidence-4]

SKILL 1 | Empowering Environment

Teacher Look Fors	Evidence	Reviewer comments
1.1 High expectations Holds high expectations by proactively and consistently addressing students who are not meeting academic or behavioral expectations.		
1.2 Inclusive and Equitable Ensures that all learners feel included, respected, empowered, and able to make meaningful progress in the learning environment.		
1.3 Learners own the process Provides structures and feedback that enable learners to practice and develop the self-directed learning skills of goal- setting, planning, accessing resources, and reflecting on learning.		
1.4 Relationships Builds strong personal relationships that demonstrate genuine care for each learner and promptly responds to relationships in need of repair through restorative practices.		

Skill 1 Rating _____

[no evidence | minimal evidence | developing evidence | strong evidence | exemplary evider

SKILL 2 | Planning Learning Experiences

Teacher Look Fors	Evidence	Reviewer comments
2.1 Aligned The learning tasks and activities are fully aligned with the instructional outcomes and are designed to support students to build accurate conceptual understandings and develop cognitive skills.		
**2.2 Skills-focused Cognitive skills dimensions, models, and resources are visible and accessible, to help students understand and grow toward different levels on the rubric	**SLP only	
*2.3 Questioning The instructor plans questions that advance students' thinking about the task by prompting cognitive challenge or meaningful discourse.	**SLP only	
2.4 Learners construct understanding Plans learning experiences that are designed to challenge learner thinking, inviting students to make their thinking visible.		
*2.5 Authentic Experiences Enables learners to practice and explain the work of professionals in the field, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work	*not required this time	
*2.6 Backwards Plan Creates backwards plans that build learners' understanding and application of cognitive skills, and anticipate misunderstandings and skill- specific challenges, in the context of learning experiences.	**SLP only	

2.7 Planning Interventions
Creates backwards plans that
~~~ludes interventions for
.ticipated student
misunderstandings and skill-specific
challenges, and includes "triggers"
for various interventions.

Skill 2 Rating _____

[no evidence | minimal evidence | developing evidence | strong evidence | exemplary evidence]
SKILL 3 | Facilitating Learning

Teacher Look Fors   **Reviewer comments**

3.1 Focus on learning Constantly
assesses the learners, using
observational data and intentional
questions, to make instructional
decisions and coach learners toward
learning objectives.

3.2 Flexible instructor role
 ,structor varies role (instructor,
,acilitator, coach, audience), and
works with individuals or small
groups, based on the objectives and
assessment data, and other staff

3.3 Resources Provides and
enables learners to use resources to
make progress and/or allows
learners to work together and give
each other feedback.

3.4 Skills-focused questioning
Engages all learners to develop
cognitive skills by effectively asking
and responding to a variety or series
of questions or prompts to elicit and
advance high-level thinking and
discourse.

3.5 Self-directed and personalized
Engages learners in assessing
progress and make plans for learning
that build on learners' learning styles
and strengths.

3.6 Clear Expectations The instructor's expectations are scaffolded, clear, and accurate and connects with the learner's knowledge, experience, and needs.

3.7 Clear Communication Promotes student success through prompt responses and regular effective feedback.

3.8 Pacing The pacing of learning experiences is appropriate, providing most learners the time and resources needed to be intellectually engaged.

Skill 3 Rating _____

[no evidence | minimal evidence | developing evidence | strong evidence | exemplary evidence]

SKILL 4 | Assessing Learner Needs

Teacher Look Fors	Evidence	Reviewer comments

4.1 Systems Uses effective and efficient systems for tracking and analyzing learner performance data

If Special Ed
4.1.1 - Progress Monitoring
Effectively monitors the progress of learners to maintain meaningful goals.

*4.2 Long-term Uses data from standardized testing (MAP, State Testing) to understand learner needs.

4.3 Pedagogy Demonstrates knowledge of pedagogy as it pertains to the needs of learners.

If Special Ed
4.3.1 - IEP Process and Procedures
Demonstrates understanding of IEP processes and procedures by meeting deadlines, writing compliant and effective IEPs, and follows CPDLF special education processes.

*4.4 Reflection on Instruction
Makes an accurate assessment of
'*he effectiveness of a learning
    perience and the extent to which it
achieved its instructional outcomes
based on qualitative and quantitative
data.

Skill 4 Rating _____

[no evidence | minimal evidence | developing evidence | strong evidence | exemplary evidence]
SKILL 5 | Professional Responsibilities

Teacher Look Fors	Evidence	Reviewer comments
5.1 Work Ethic Effectively manages unstructured work time, duties, and responsibilities.	.	
5.2 Learner Records Maintains accurate and organized electronic learner records while maintaining privacy and confidentiality.		
5.3 Professional Development ows and develops professionally ɑs an individual and as part of the CPDLF Team.		
5.5 Interactions Interactions are professional and effective with respect to colleagues, parents, and other members of the community to support students' success.		
5.6 Communication Communicates learner progress with families and CPDLF administration.		
5.7 Mission/Vision Contributes to the growth and culture of the organization while supporting the mission and vision of CPDLF.		
5.8 Ethics Models, guides, and encourages legal, ethical, and safe behavior including the use of technology.		

5.9 Technology Understands and is able to use a range of technologies, both existing and emerging, that effectively support learning and engagement in the online environment.

Skill 5 Rating _____

Overall Rating _____

Goals

	Previous Goals	Reflection
Personal		
Professional		
Maintenance		

	2018-19 Goals
Personal	
Professional	
Maintenance	

stop here, do not complete below at this time

Reviewer Comments

Supervisor Signature _____   Date: _____

Employee Signature _____   Date: _____

Date of Next Review _____

Attachment 16
2018-19 Performance Review Plan

CPDLF Performance Review Plan
Instructor/Learning Guide/Non-instructional Staff

Tool Used: Performance Review Cycle Tool

Version of Tool with SLP Look-Fors included as sources for Evidence: click here
- Sources of Evidence may include (but not limited to):
    - Summit Learning Platform Look-Fors (click here for the CPDLF version)
    - Weekly Check-ins
    - Instructional Launches
    - Enrollment Day/Family Engagement Night/Learning Lab engagement
    - Emails and other forms of Communication

Schedule for Collection of Evidence:
- Quarter 1: Skills 1 & 5 with F2F/Zoom check-in with Principal approximately week 9
- Quarter 2: Skills 2 & 5 with F2F/Zoom check-in with Principal approximately week 18
- Quarter 3: Skills 3 & 5 with F2F/Zoom check-in with Principal approximately week 27
- Quarter 4: Skills 4 & 5 with F2F/Zoom check-in with Principal approximately week 35

Notes for:
- Learning Guides that are not instructors
    - You will be scored on Skills 1,3 5 only
- Non-instructional/LG staff
    - You will be scored on Skill 5 plus additional items TBD (not on this tool)
- Level I Instructors:
    - Evidence documented by the end of Q2 will be printed and used as MOY review
- All Instructors/LGs:
    - You have the opportunity to improve a 'score' in any area(s) as the year progresses
        - Scores will be recorded quarterly by KS and updated throughout year
    - Any Individual Skill scoring a 2.5 or less at the MOY or EOY score will be considered as an area in which Instructional Coaching may apply (as long as the overall average score is > 2.5)
    - Any overall score of 2.5 or less will require the LG/Instructor to participate in an Improvement Plan as an opportunity for growth and strengthening skills

Attachment 17
2018-19 Performance Review Cycle Tool

CPDLF 2018-19 Instructor/Learning Guide Midyear Performance Review*
*based on CPDLF Look-Fors (observations attached to this document)
Year ___ Cycle ___

Name:

Position:

Reviewer:

Link to Observations:

Overall Rating:

Failing	Needs Improvement		Proficient	Distinguished	N/A
(0)	Unsatisfactory (1)	Satisfactory (2)	(3)	(4)	
Comments					

Supervisor Signature _____ Date_____

Employee Signature _____ Date_____

Date of Next Review _____

Performance Review Cycle Tool
with Self Reflection

no evidence-0 | minimal evidence-1 | developing evidence-2 | strong evidence-3 | exemplary vidence-4]

KILL 1 | Empowering Environment

Teacher Look Fors	Evidence	Reviewer comments
1.1 High expectations Holds high expectations by proactively and consistently addressing students who are not meeting academic or behavioral expectations.		
1.2 Inclusive and Equitable Ensures that all learners feel ded, respected, empowered, anu able to make meaningful progress in the learning environment.		
1.3 Learners own the process Provides structures and feedback that enable learners to practice and develop the self-directed learning skills of goal- setting, planning, accessing resources, and reflecting on learning.		
1.4 Relationships Builds strong personal relationships that demonstrate genuine care for each learner and promptly responds to relationships in need of repair through restorative practices.		

Skill 1 Rating _____

no evidence | minimal evidence | developing evidence | strong evidence | exemplary evidence]
KILL 2 | Planning Learning Experiences

Teacher Look Fors	Evidence	Reviewer comments
2.1 Aligned The learning tasks and activities are fully aligned with the instructional outcomes and are designed to support students to build accurate conceptual understandings and develop cognitive skills.		
**2.2 Skills-focused Cognitive skills dimensions, models, and resources are visible and accessible, to help students understand and grow toward different levels on the rubric	**SLP only	
*2.3 Questioning The instructor plans questions that advance students' thinking about the task by prompting cognitive challenge or meaningful discourse.	**SLP only	
2.4 Learners construct understanding Plans learning experiences that are designed to challenge learner thinking, inviting students to make their thinking visible.		
*2.5 Authentic Experiences Enables learners to practice and explain the work of professionals in the field, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work	*not required this time	
*2.6 Backwards Plan Creates backwards plans that build learners' understanding and application of cognitive skills, and anticipate misunderstandings and skill- specific challenges, in the context of learning experiences.	**SLP only	

2.7 Planning Interventions
Creates backwards plans that
includes interventions for
( )pated student
n....understandings and skill-specific
challenges, and includes "triggers"
for various interventions.

Skill 2 Rating ____

no evidence | minimal evidence | developing evidence | strong evidence | exemplary evidence]
KILL 3 | Facilitating Learning

Teacher Look Fors   **Reviewer comments**

3.1 Focus on learning Constantly
assesses the learners, using
observational data and intentional
questions, to make instructional
decisions and coach learners toward
learning objectives.

3.2 Flexible instructor role
( )ictor varies role (instructor,
facilitator, coach, audience), and
works with individuals or small
groups, based on the objectives and
assessment data, and other staff

3.3 Resources Provides and
enables learners to use resources to
make progress and/or allows
learners to work together and give
each other feedback.

3.4 Skills-focused questioning
Engages all learners to develop
cognitive skills by effectively asking
and responding to a variety or series
of questions or prompts to elicit and
advance high-level thinking and
discourse.

3.5 Self-directed and personalized
Engages learners in assessing
progress and make plans for learning
that build on learners' learning styles
strengths.

3.6 Clear Expectations The instructor's expectations are scaffolded, clear, and accurate and connects with the learner's knowledge, experience, and needs.

3.7 Clear Communication Promotes student success through prompt responses and regular effective feedback.

3.8 Pacing The pacing of learning experiences is appropriate, providing most learners the time and resources needed to be intellectually engaged.

Skill 3 Rating _____

no evidence | minimal evidence | developing evidence | strong evidence | exemplary evidence]

KILL 4 | Assessing Learner Needs

Teacher Look Fors	Evidence	Reviewer comments
4.1 Systems Uses effective and efficient systems for tracking and analyzing learner performance data		
If Special Ed **4.1.1 - Progress Monitoring** Effectively monitors the progress of learners to maintain meaningful goals.		
***4.2 Long-term** Uses data from standardized testing (MAP, State Testing) to understand learner needs.		
4.3 Pedagogy Demonstrates knowledge of pedagogy as it pertains to the needs of learners.		
If Special Ed **4.3.1 - IEP Process and Procedures** Demonstrates understanding of IEP processes and procedures by meeting deadlines, writing compliant and effective IEPs, and follows CPDLF special education processes.		

*4.4 Reflection on Instruction
Makes an accurate assessment of
the effectiveness of a learning
experience and the extent to which it
achieved its instructional outcomes
based on qualitative and quantitative
data.

Skill 4 Rating ____

no evidence | minimal evidence | developing evidence | strong evidence | exemplary evidence]

KILL 5 | Professional Responsibilities

Teacher Look Fors	Evidence	Reviewer comments
5.1 Work Ethic Effectively manages unstructured work time, duties, and responsibilities.		
5.2 Learner Records Maintains accurate and organized electronic learner records while maintaining privacy and confidentiality.		
5.3 Professional Development ...s and develops professionally as an individual and as part of the CPDLF Team.		
5.5 Interactions Interactions are professional and effective with respect to colleagues, parents, and other members of the community to support students' success.		
5.6 Communication Communicates learner progress with families and CPDLF administration.		
5.7 Mission/Vision Contributes to the growth and culture of the organization while supporting the mission and vision of CPDLF.		
5.8 Ethics Models, guides, and encourages legal, ethical, and safe behavior including the use of technology.		

5.9 Technology Understands and is able to use a range of technologies, both existing and emerging, that effectively support learning and engagement in the online environment.

Skill 5 Rating _____

Overall Rating _____

Goals

	Previous Goals	Reflection
Personal		
Professional		
Maintenance		

	2019-20 Goals
Personal	
Professional	
Maintenance	

stop here, do not complete below at this time

Reviewer Comments

Supervisor Signature _____   Date: _____

Employee Signature _____   Date: _____

Date of Next Review _____

Attachment 18

2019 Admin Team Check-In and Performance Review Tool

Admin Team Check-In/Performance Review 2019

Name

Date: _____

Evidence of commitment to Admin Team Values

1. Commitment to the Mission and Vision   (Focus on the learner and the learning - Connect)
2. Commitment to on-the-job excellence   (Be passionate about what you do - Engage)
3. Commitment to working as a team   (Be supportive of one another - Empower)

Areas of Responsibility - Please copy and paste the table below for each area of responsibility that you have. If you had a goal or goals for this area that was reported to the board, please provide that goal or goals and provide evidence of progress. Here is a link to the PPT used to report goals to the board in September.

Area of Responsibility
Reported Goal or Personal Focus (One block per goal or focus)
Report on progress toward goal or focus. Attach or include artifacts for evidence.
Glows
Grows

Admin Team Check-In/Performance Review 2019
Name
Date: _____

End of Year
1) **What are your department goals (synthesize the ones given above)?**

2) **What are your personal growth goals for the 2019-20 school year that will help you achieve the department's goals and how do you plan to achieve them? (Personal goals as opposed to department goals that the teams may help you achieve)**

3) **Which Habits of Success do you feel you are strongest?**

4) **Which Habits of Success (one or more than one) will you focus on in the first quarter of 2019-20?**

****

Reviewer Comments

Rating:
Needs Improvement - Developing - Progressing toward excellence (Satisfactory) - Progressing with Excellence

**Supervisor
Signature** _____   **Date:** _____

**Employee
Signature** _____   **Date:** _____

Attachment 19

2019-20 Performance Review Plan

2019-20 CPDLF Performance Review Plan
Instructor/Learning Guide/Non-instructional Staff

Tools Used: Learning Guide Performance Factors
Instructor Performance Factors
Support Staff Performance Review tool

Sources of Evidence may include (but not limited to):
- Learner course platform data
- Weekly Check-ins
- Instructional Lessons
- Enrollment Day/Family Engagement Night/Learning Lab engagement
- Emails and other forms of Communication

Schedule for Collection of Evidence and Meetings:
- Quarter 1: New Hires F2F/Zoom check-in with Principal approximately week 9
- Quarter 2: All Staff F2F/Zoom check-in with Principal approximately week 18
- Quarter 3: New Hires F2F/Zoom check-in with Principal approximately week 27
- Quarter 4: All Staff F2F/Zoom check-in with Principal approximately week 35

Notes for:
- Learning Guides that are not instructors
  - You will be scored with the Learning Guide Tool only
- Non-instructional staff who report to Principal
  - You will be scored on Professionalism and Habits of Success via Support Staff Performance Review tool
- Level I Instructors:
  - Evidence documented by the end of Q2 will be printed and used as MOY review
- All Instructors/LGs:
  - You have the opportunity to improve a 'score' in any area(s) as the year progresses
    - Scores will be recorded by KS and updated throughout year
  - Any Individual Skill scoring a 2.5 or less at the MOY or EOY score will be considered as an area in which Instructional Coaching may apply (as long as the overall average score is > 2.5)
  - Any overall score of 2.5 or less will require the LG/Instructor to participate in an Improvement Plan as an opportunity for growth and strengthening skills
- Performance-based Work Environment (PBWE): full-time academic staff have the option to participate in the PBWE provided that certain criteria and met and maintained.

CPDLF Performance Based Work Environment

Performance Based Work Environment (Opt-in for Full-Time Learning Guides)

Parameters:
- Required onsite days/hours:
  - Mondays 9:00 to 3:30
  - Wednesdays 8:30 to 3:00
  - Thursdays 9:00 to 3:30
    - Note: all hours of onsite days may be scheduled by Principal
    - Must report on time and be ready for any meetings or events that begin at the start time indicated for that day
    - PTO/Sick days must be used if not available for required onsite times
- May work off-site Tuesdays and Fridays to best meet learners' needs
  - If opt to work off site these days, Learning Guide must be available to communicate with Principal during Principal's working hours (approx 8-4:30))
  - If starting at the beginning of the school year, you may be required to be onsite M-F for the first several weeks (start date TBD by Principal).
- All days: employee's Google calendar must be filled out and updated (especially if working off-site) with locations, appointments and times, etc
- Habitual tardiness (three times during a check-point period or a maximum of six times overall) will result in the loss of the privilege
- When video-chatting with learners at any offsite location, please make sure you have a non-distracting, professional-looking (or plain) background behind you.
- *This is a pilot so subject to adjustments by Principal/admin as we go.*

Criteria to Qualify:
- If newly hired, the Learning Guide must work 90 school calendar days fully onsite prior to requesting
  - E.g., summer hires could request PBWE option around January 10, 2020
  - Must demonstrate at least a score of "2.75" which indicates a composite score with a majority of categories demonstrating proficient or exemplary evidence
- Returning (not newly hired) staff must have scored at least a 2.5 out of 4 on the 2018-19 performance review to request this option; 2.75 on new tool after 19-20 year
- While on the PBWE, performance will be evaluated using the new LG Performance Review Rubric approximately every 4.5 weeks (at Checkpoints)
  - Must maintain at least a score of "2.75" which indicates a composite score with a majority of categories demonstrating proficient or exemplary evidence to remain on the flexible work environment
  - Must meet with principal in person at reviews

How to request:
- Email to Principal to indicate interest

Attachment 20

Draft 2019-20 Performance Review Tool for Learning Guides

		Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4	Checkpoint 5	Checkpoint 6	Checkpoint 7	Checkpoint 8
	Look-fors	10/1/19	10/29/19	12/3/19	1/14/20	2/18/20	3/24/20	4/28/20	5/29/20
CONNECT	Check-ins (Zoom or f2f)								
	Participation in Learning Labs; AND collaborative & cross-curricular learning experiences as outlined in CSI plan.								
ENGAGE	Learner Attendance								
	CU! Course delivery (Weekly instructional lessons/launches; personalization to learner needs)								
EMPOWER	College & Career portfolio items								
	Learner tools, work and progress toward future goals								
PROFESSI ONALISM									

Average total scores:

Scoring Rubric		Demonstrating Exemplary Evidence	Demonstrating Proficient Evidence	Demonstrating Minimal Evidence	Not Demonstrating Evidence
CONNECT	**Weekly Learner Check-ins (Zoom or f2f)**	• 86-95% of weekly check-ins are completed via Zoom or in-person; • All check-ins are guided by and documented via the SLP mentoring tool and guidelines of recommended agendas; • Check-in agenda is adjusted and appropriate for specific learner needs • Learner coach is engaged in the check-in at least every other week (documented). • Check-ins demonstrate implementation of all parts of SDLC • Specific HOS are focused on and discussed (see also Empower section) • Learner does most of the talking during check-in	• 70-85% of weekly check-ins are completed via Zoom or in-person; • Check-ins are guided by and documented via the SLP mentoring tool and guidelines of recommended agendas; • Check-in agenda is adjusted and appropriate for specific learner needs • Learner coach is appropriately engaged in the check-in at least every other week (documented). • Check-ins demonstrate implementation of most parts of SDLC, particularly goal-setting and reflection; • HOS discussed (see also Empower section) • LG and learner equally share the talking	• 50-69% of weekly check-ins are completed via Zoom or in-person; • Check-ins are guided by and documented via the SLP mentoring tool; • Learner coach is involved in the check-in less than every other week. • Check-ins focus mainly on progress • HOS sometimes addressed (see also Empower section) • LG does most of the talking.	• Less than 50% of weekly check-ins are completed via Zoom or in-person; • Check-ins are not guided by and documented via the SLP mentoring tool; • Learner coach is not involved in or present for any check-in. • Check-ins for some learners are missed • SDLC and HOS are not addressed
	Physical Meetings/Participation in Learning Labs; AND collaborative & cross-curricular learning experiences as outlined in CSI plan.	• LG is ready early to welcome learners to LL; • LG actively seeks out a variety of learners to assist in LL; • LG participates in and/or is available for every LL • LG consistently models and fosters self-directed learning, growth mindset, HOS, and collaboration • LG leads and/or actively participates in a collaborative/cross-curricular learning experience per CSI plan (or in the PD leading toward this goal)	• LG is on time for LL; • LG works with a variety of learners; • LG participates in and/or is available for every LL • LG models and fosters self-directed learning and growth mindset and HOS. • LG regularly participates in a collaborative/cross-curricular learning experience per CSI plan (or in the PD leading toward this goal)	• LG is on time for LL • LG mainly works with his/her own learners at LL. • LG occasionally references self-directed learning cycle and/or growth mindset. • LG occasionally participates in a collaborative/cross-curricular learning experience per CSI plan (or in the PD leading toward this goal)	• LG has to be reminded to help in LL or does not attend; • LG does not model or reference self-directed learning cycle and/or growth mindset. • LG does not participate in a collaborative/cross-curricular learning experience or the

Scoring Rubric	Demonstrating Exemplary Evidence	Demonstrating Proficient Evidence	Demonstrating Minimal Evidence	Not Demonstrating Evidence
				requisite PD
ENGAGE / **Learner Attendance**	• Learner self-reports weekly attendance accurately to LG; • No (0%) Learner has illegal absences during the checkpoint period, OR attendance process for illegal absences has been initiated. • LG actively participates in SAIP meetings. • LG consistently uses GoGuardian to facilitate learner engagement and progress.	• LG and learner discuss attendance weekly; • Attendance process for any illegal absences has been initiated and less than 25% of learners have illegal absences • LG participates in SAIP meetings. • LG regularly uses GoGuardian to facilitate learner engagement and progress.	• Learner attendance does not demonstrate a clear understanding of attendance expectations; • Learner's progress reports do not align with recorded attendance and/or 26-50% of learners have illegal absences • LG rarely uses GoGuardian to facilitate learner engagement and progress. • LG does not participate in SAIP meetings	• Learner attendance does not demonstrate a clear understanding of attendance expectations; • Learner is not making progress in courses; • More than 50% of learners have illegal absences • LG does not use GoGuardian to facilitate learner engagement and progress. • LG does not participate in SAIP meetings
ENGAGE / **CU! Course delivery (weekly instructional lessons; personalization to learner needs)**	• Weekly instructional lessons (launches) hosted live on Weds; • Launch recordings posted in GC on Weds; • Lesson plan (6E format) submitted to principal by the preceding Monday (or sooner) for feedback/review; • lessons follow 6E format • Topics generally follow recommended schedule BUT are revised based on in-the-moment learner needs	• Weekly instructional lessons (launches) hosted live on Weds; • recordings posted in GC on Weds; • lesson plan (6E format) submitted to principal by the preceding Tuesday for feedback/review; • Lessons follow 6E format • Topics consistently follow recommended schedule • 75-94% of learners are attending a live or recorded lesson • 75-94% of learners are	• Weekly instructional lessons (launches) hosted live on Weds; • recordings posted in GC on Weds; • lesson plan not submitted to principal ahead of time for feedback/review; • lessons follow 6E format • Topics usually follow recommended schedule; variations are not based on learner needs	• Weekly instructional lessons (launches) not consistently posted by Weds; • Weekly instructional lessons (launches) not submitted to principal ahead of time for feedback/review; • Weekly instructional

Scoring Rubric		Demonstrating Exemplary Evidence	Demonstrating Proficient Evidence	Demonstrating Minimal Evidence	Not Demonstrating Evidence
		• At least 95% of learners are attending a live or recorded lesson • At least 95% of learners are completing the assignments	completing the assignments	• 50-74% of learners are attending a live or recorded lesson • 50-74% of learners are completing the assignments	lessons (launches) do not follow 6E format • Less than 50% of learners are attending a live or recorded lesson • Less than 50% of learners are completing the assignments • Topics to not follow recommended schedule
EMPOWER	College & Career portfolio items	• LG is knowledgeable about and tracks required artifacts for each learner as they are generated • LG and learner relate 339 plan and artifacts to learner's overall learning plan/future goals (at check-ins & other times) using *Own It and planning tool TBD • Learner's C&C portfolio meets or exceeds required components	• LG is knowledgeable about and tracks required artifacts for each learner • LG and learner relate 339 plan and artifacts to learner's overall learning plan/future goals (at check-ins) using *Own It and planning tool TBD • Learner's C&C portfolio contains all but 1 or 2 required components	• LG is aware of required artifacts for each learner • LG and learner do not relate 339 plan and/or artifacts to learner's overall learning plan/future goals (at check-ins) • Learner's C&C portfolio contains 50% or less of required components	• LG is not aware of required artifacts for each learner • LG does not incorporate 339 plan into check-ins/mentoring role • Learner's C&C portfolio has not been created or does not contain any components.
EMPOWER	Learner tools, work and progress toward future goals	• LG actively teaches PBIS exemplary behaviors and utilizes appropriate incentives/referrals • LG and learner regularly identify, track and review specific Habits of Success to work on	• LG references PBIS exemplary behaviors and utilizes appropriate incentives/referrals • LG and learner identify and review specific Habits of Success to work on • LG and learner regularly	• LG references PBIS exemplary behaviors but does not utilize appropriate incentives/referrals • LG identifies Habits of Success for learner to work on	• LG does not teach or reference PBIS exemplary behaviors • LG does not identify, track, or review Habits of

Scoring Rubric		Demonstrating Exemplary Evidence	Demonstrating Proficient Evidence	Demonstrating Minimal Evidence	Not Demonstrating Evidence
		• LG and learner regularly connect future goals with current work/habits • Learner is making progress in ALL courses, including electives/A&H • LG provides academic supports per MTSS intervention plan and learner can self-identify areas of growth • **Special Ed LGs-** IEP processes & procedures: Demonstrates understanding of IEP processes and procedures by being ahead of deadlines, writing compliant and effective IEPs, and follows CPDLF special education processes. • **Special Ed LGs:** Provides and documents effective Progress monitoring and DI based on well-written, personalized and meaningful learner goals • 76-100% of learners attend DI sessions and/or are showing growth	connect future goals with current work/habits • LG provides academic supports per MTSS intervention plan and learner can self-identify areas of growth • Learner is making progress in ALL courses, including electives/A&H • **Special Ed LGs-** IEP processes & procedures: Demonstrates understanding of IEP processes and procedures by meeting deadlines, writing compliant and effective IEPs, and follows CPDLF special education processes. • **Special Ed LGs:** Provides and documents effective Progress monitoring and DI based on well-written, personalized learner goals • 51-75% of learners attend DI sessions and/or are showing growth	without learner input • LG and learner occasionally connect future goals with current work/habits • LG provides academic supports per MTSS intervention plan • Learner tends to avoid electives/A&H courses • **Special Ed LGs-**IEP processes & procedures: Demonstrates a developing understanding of IEP processes and procedures, occasionally misses deadlines; writes compliant IEPs; usually follows CPDLF special ed processes • **Special Ed LGs:** Provides and documents effective Progress monitoring and DI based on IEP goals • 26-50% of learners attend DI sessions and/or are showing growth	Success • LG and learner do not connect future goals with current work • LG does not provide appropriate academic supports per MTSS intervention plan • Learner is behind in most/all courses • **Special Ed LGs-** IEP processes & procedures: misses deadlines and/or does not write compliant or effective IEPs; does not follow CPDLF special ed guidelines • **Special Ed LGs:** does not provide and/or document Progress monitoring and DI • Less than 26% of learners attend DI sessions and/or are showing growth
PROFESSIO NALISM	• **Punctuality** • **Work ethic**	• Always on time or early for work commitments	• On time for work commitments	• Occasionally late for work commitments	• Consistently late for work

Scoring Rubric		Demonstrating Exemplary Evidence	Demonstrating Proficient Evidence	Demonstrating Minimal Evidence	Not Demonstrating Evidence
	• Communications • Record-keeping • Commitment to mission/vision • Ethics • Professional development	• Effectively manages unstructured work time, duties, and responsibilities; is ahead of deadlines • All methods of communication with stakeholders are professional, relevant, and proactive • Maintains accurate and organized electronic learner records while maintaining privacy and confidentiality. • Consistently contributes to the growth and culture of the organization while supporting the mission and vision of CPDLF. • Consistently models, guides, and actively encourages legal, ethical, and safe behavior including the use of technology. • Grows and develops professionally as an individual and as part of the CPDLF Team; takes initiative to share and encourage team growth	• Effectively manages unstructured work time, duties, and responsibilities; meets deadlines • All methods of communication with stakeholders are professional and relevant • Maintains accurate electronic learner records while maintaining privacy and confidentiality. • Contributes to the growth and culture of the organization while supporting the mission and vision of CPDLF. • Models and teaches legal, ethical, and safe behavior including the use of technology. • Grows and develops professionally as an individual and as part of the CPDLF Team.	• Needs reminders or assistance to manage unstructured work time; meets most deadlines • Communication with stakeholders is usually professional and relevant; tends to be reactive only • Learner records are usually accurate; may have some inconsistencies w/organization;; maintains privacy and confidentiality • Is aware of the mission and vision of CPDLF but does not relate own work to the larger culture • Models legal, ethical, and safe behavior including the use of technology. • Participates in CPDLF-sponsored PD only; needs reminders about personal Act 48/certification requirements	commitments • Does not effectively manage unstructured work time; misses deadlines • Communication with stakeholders is missing, unprofessional or irrelevant • Learner records are inaccurate, unorganized; and/or privacy and confidentiality are not maintained • Does not contribute to or support the culture, mission or vision of CPDLF • Does not model or encourage legal, ethical, and safe behavior including the use of technology. • Misses or does not participate in CPDLF-sponsored PD; does not maintain personal certification requirements

Attachment 21
Draft 2019-20 Performance Review Tool for Instructors

	Look-fors	Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4	Checkpoint 5	Checkpoint 6	Checkpoint 7	Checkpoint 8
		10/1/19	10/29/19	12/3/19	1/14/20	2/18/20	3/24/20	4/28/20	5/29/20
CONNECT	Communication with learners								
	Help Desk/Office Hours participation								
ENGAGE	Weekly instructional lessons (launches)								
	Collaborative & cross-curricular learning experiences as outlined in CSI plan.								
EMPOWER	College & Career portfolio items								
	Learner tools, work and progress toward future goals								
PROFESSIONALISM									

Scoring Rubric	4 **Demonstrating Exemplary Evidence**	3 **Demonstrating Proficient Evidence**	2 **Demonstrating Marginal Evidence**	1 **Not Demonstrating Evidence**

		4 **Demonstrating Exemplary Evidence**	3 **Demonstrating Proficient Evidence**	2 **Demonstrating Marginal Evidence**	1 **Not Demonstrating Evidence**
CONNECT	**Communication with learners**	• HAT (Honest, Actionable, Timely) feedback is provided to learners based on course data as frequently as daily when necessary • Class announcements are regularly sent via Hangouts and/or other methods • Proactively schedules Zoom meetings regularly for small group workshops based on current and previous year's data	• HAT (Honest, Actionable, Timely) feedback is provided to learners based on course data every 1-2 weeks • Class announcements are occasionally sent via Hangouts and/or other methods • Schedules Zoom meetings for small group workshops based on current data	• HAT (Honest, Actionable, Timely) feedback is provided to learners based on course data at checkpoints only • Class announcements are rarely sent via Hangouts and/or other methods • Workshops or meeting w/learners is occasionally based on course data or by request of learner	• Feedback provided to learners is absent and/or not HAT(Honest, Actionable, Timely). • Class announcements are not utilized. • Small group workshops or targeted lessons based on data are not evident
	Help Desk participation (part-time instructors)	• Consistently signs up for and fulfills required hours, and • Actively 'recruits' learners to his/her scheduled time slots as evidenced by learner participation • Hosts at least one hour of virtual "office hours" per week	• Consistently signs up for and fulfills required hours • Hosts at least one hour of virtual "office hours" per week	• Usually signs up for required hours but requires reminders; fulfills duties • Has to be reminded to host virtual office hour each week	• Consistently forgets to sign up for required hours and/or does not answer Help chats • Does not host virtual office hour weekly
	Course delivery (Weekly Instructional	• Weekly instructional lessons (launches) are posted by Monday;	• Weekly instructional lessons (launches) are posted by Mondays;	• Weekly instructional lessons (launches)	• Weekly instructional lesson⌐ ⌐aunches)

Scoring Rubric		4 Demonstrating Exemplary Evidence	3 Demonstrating Proficient Evidence	2 Demonstrating Marginal Evidence	1 Not Demonstrating Evidence
ENGAGE	**Lessons/Launches; personalization to learner needs)**	Submitted to principal by the preceding Thursday for feedback/review • Course-level data is checked daily to ensure timely feedback to learners and plan instruction; • IEP learners' SDI is implemented consistently with feedback given to IEP team	Submitted to principal by the preceding Friday for feedback/review • Course-level data is checked weekly to provide feedback to learners and plan instruction; • IEP learners' SDI is implemented consistently	are posted by Mondays; not submitted to principal ahead of time for feedback/review • Course-level data is checked occasionally to provide feedback to learners; does not drive instruction • IEP learners' SDI is implemented inconsistently	are not consistently posted by Monday; not submitted to principal ahead of time for feedback/review • No evidence that instruction or feedback are informed by data • IEP learners' SDI is not implemented
	Collaborative and cross-curricular learning experiences as outlined in CSI plan.	• Instructors actively foster a sense of community and belonging in their classes by leading and/or actively participating in a collaborative/cross-curricular learning experience per CSI plan (or in the PD leading toward this goal)	• Instructor regularly participates in a collaborative/cross-curricular learning experience per CSI plan (or in the PD leading toward this goal)	• Instructor occasionally participates in a collaborative/cross-curricular learning experience per CSI plan (or in the PD leading toward this goal)	• Instructor does not participate in a collaborative/cross-curricular learning experience or the requisite PD
EMPOWER	**College & Career portfolio items**	• Instructor enthusiastically creates learning experiences that support and fulfill relevant 339 plan goals and artifacts. • Instructor relates 339 plan and course-related artifacts to learner's overall learning plan/future goals	• Instructor is knowledgeable about and tracks required artifacts that are generated in his/her courses for each learner	• Instructor is aware of required artifacts that are generated in his/her courses but does not consistently communicate with LGs so that artifacts are collected	• Instructor is not aware of required artifacts that are generated in his/her courses
	Learner tools, work and progress toward future goals	• Instructor's expectations are scaffolded, clear, and accurate and consistently connect	• Instructor's expectations are scaffolded, clear, and accurate, and	• Instructor's expectations are clear but not scaffolded;	• Instructor's expectations are not scaffolded,

Scoring Rubric		4 Demonstrating Exemplary Evidence	3 Demonstrating Proficient Evidence	2 Demonstrating Marginal Evidence	1 Not Demonstrating Evidence
		with the learner's knowledge, experience, and needs. • Engages all learners to develop cognitive skills by consistently & effectively asking and responding to a variety of questions or prompts to elicit and advance high-level thinking and discourse. • Learner collaboration is planned for, encouraged, with at least 25% of learners actively participating. • IEP Learners: provides input for IEPs ahead of deadlines as requested; attends IEP meetings as able • Special Ed Instructors- IEP processes & procedures: Demonstrates understanding of IEP processes and procedures by being ahead of deadlines, writing compliant and effective IEPs, and follows CPDLF special education processes. • Special Ed Instructors: Provides and documents effective Progress monitoring and DI based on well-written, personalized and meaningful learner goals	address learner needs. Usually connects instruction with prior knowledge & experience. • Engages all learners to develop cognitive skills by regularly asking and responding to a variety of questions or prompts to elicit and advance high-level thinking. • Learner collaboration is implemented when planned for and encouraged. 10-24% of learners participate. • IEP Learners: provides input for IEPs as requested; attends IEP meetings as able • Special Ed Instructors- IEP processes & procedures: Demonstrates understanding of IEP processes and procedures by meeting deadlines, writing compliant and effective IEPs, and follows CPDLF special education processes. • Special Ed Instructors: Provides and documents	occasionally connect with the learner's knowledge, experience, and needs. • Development of cognitive skills is addressed in some instructional lessons but not consistently fostered. • Learner collaboration is rarely implemented and/or less than 10% of learners participate. • IEP Learners: needs reminders to provide input for IEPs as requested; occasionally attends IEP meetings if able • Special Ed Instructors-IEP processes & procedures: Demonstrates a developing understanding of IEP processes and procedures, occasionally misses deadlines; writes compliant IEPs;	clear, or accurate and do not connect with the learner's knowledge, experience, and needs. • Development of cognitive skills is not addressed • Learner collaboration is not evident. • IEP Learners: does not provide input for IEPs as requested; does not attend IEP meetings • Special Ed Instructors- IEP processes & procedures: misses deadlines and/or does not write compliant or effective IEPs; does not follow CPDLF special ed guidelines • Special Ed Instructors: does not provide and/or document Progress monitoring and DI • Less than 26% of learners attend DI sessions and/or are showing growth—

Scoring Rubric		4 Demonstrating Exemplary Evidence	3 Demonstrating Proficient Evidence	2 Demonstrating Marginal Evidence	1 Not Demonstrating Evidence
		• 76-100% of learners attend DI sessions and/or are showing growth	effective Progress monitoring and DI based on well-written, personalized learner goals • 51-75% of learners attend DI sessions and/or are showing growth	usually follows CPDLF special ed processes • **Special Ed Instructors**: Provides and documents effective Progress monitoring and DI based on IEP goals • 26-50% of learners attend DI sessions and/or are showing growth	
PROFESSION ALISM	• **Punctuality** • **Work ethic** • **Communications** • **Record-keeping** • **Commitment to mission/vision** • **Ethics** • **Professional development**	• Always on time or early for work commitments • Effectively manages unstructured work time, duties, and responsibilities; is ahead of deadlines • All methods of communication with stakeholders are professional, relevant, and proactive • Maintains accurate and organized electronic learner records while maintaining privacy and confidentiality. • Consistently contributes to the growth and culture of the organization while supporting the mission and vision of CPDLF. • Consistently models, guides, and actively encourages legal, ethical, and safe behavior including the use of	• On time for work commitments • Effectively manages unstructured work time, duties, and responsibilities; meets deadlines • All methods of communication with stakeholders are professional and relevant • Maintains accurate electronic learner records while maintaining privacy and confidentiality. • Contributes to the growth and culture of the organization while supporting the mission and vision of CPDLF. • Models and teaches legal, ethical, and safe behavior including the use of technology. • Grows and develops	• Occasionally late for work commitments • Needs reminders or assistance to manage unstructured work time; meets most deadlines • Communication with stakeholders is usually professional and relevant; tends to be reactive only • Learner records are usually accurate; may have some inconsistencies w/organization;; maintains privacy and confidentiality • Is aware of the mission and vision of CPDLF but does not relate own work to the larger culture	• Consistently late for work commitments • Does not effectively manage unstructured work time; misses deadlines • Communication with stakeholders is missing, unprofessional or irrelevant • Learner records are inaccurate, unorganized; and/or privacy and confidentiality are not maintained • Does not contribute to or support the culture, mission or vision of CPDLF • Does not model or encourage legal, ethical, and safe

Scoring Rubric		4 **Demonstrating Exemplary Evidence**	3 **Demonstrating Proficient Evidence**	2 **Demonstrating Marginal Evidence**	1 **Not Demonstrating Evidence**
		technology. • Grows and develops professionally as an individual and as part of the CPDLF Team; takes initiative to share and encourage team growth	professionally as an individual and as part of the CPDLF Team.	• Models legal, ethical, and safe behavior including the use of technology. • Participates in CPDLF-sponsored PD only; needs reminders about personal Act 48/certification requirements	behavior including the use of technology. • Misses or does not participate in CPDLF-sponsored PD; does not maintain personal certification requirements

Attachment 22

2019-20 Admin Team Check-In and Performance Review Tool

DRAFT 2019-20 Admin Team Performance Review

Name

Quarter 1 Date: _____   Quarter 2 Date: _____

Quarter 3 Date: _____   Quarter 4 Date: _____

Evidence of commitment to Admin Team Values

1. Commitment to the Mission and Vision   (Focus on the learner and the learning - Connect)
Q1 -
Q2 -
Q3 -
Q4 -
2. Commitment to on-the-job excellence   (Be passionate about what you do - Engage)
Q1 -
Q2 -
Q3 -
Q4 -
3. Commitment to working as a team   (Be supportive of one another - Empower)
Q1 -
Q2 -
Q3 -
Q4 -

DRAFT 2019-20 Admin Team Performance Review
Name

2019-20 Department Goals - goals that require contribution and participation of other staff members. List which teams, groups, or individuals will contribute to the meeting of the goal.
2019-20 Job Responsibility Goals - goals that you will achieve. How do you plan to achieve them?
Which Habits of Success do you feel you are strongest and why?
Which Habits of Success (one or more than one) will you focus on in the first quarter of 2019-20. What action steps will you take to grow?
Reflection on Habits of Success - to be completed before each quarterly Check-in
Q1 -   Q2 -   Q3 -   Q4 -

The following are to be completed before each Quarterly Check-in:

Areas of Responsibility - Please copy and paste the table below for each area of responsibility that you have.

Area of Responsibility

DRAFT 2019-20 Admin Team Performance Review
Name

Reported Goal or Personal Growth Goal (One block per goal or focus)
Report on progress toward goal or focus. Attach or include artifacts for evidence.
Q1 -
Q2 -
Q3 -
Q4 -
Glows
Q1 -
Q2 -
Q3 -
Q4 -
Grows
Q1 -
Q2 -
Q3 -
Q4 -

DRAFT 2019-20 Admin Team Performance Review

Name

Professionalism Scoring Rubric			
- Punctuality - Work ethic - Communications - Record-keeping		- Commitment to mission/vision - Ethics - Professional development	
Demonstrating Exemplary Evidence Q1 ___/7 Q2 ___/7 Q3 ___/7 Q4 ___/7	**Demonstrating Proficient Evidence** Q1 ___/7 Q2 ___/7 Q3 ___/7 Q4 ___/7	**Demonstrating Minimal Evidence** Q1 ___/7 Q2 ___/7 Q3 ___/7 Q4 ___/7	**Not Demonstrating Evidence** Q1 ___/7 Q2 ___/7 Q3 ___/7 Q4 ___/7
- Always on time or early for work commitments - Effectively manages unstructured work time, duties, and responsibilities; is ahead of deadlines - All methods of communication with stakeholders are professional, relevant, and proactive - Consistently strives to protect the privacy and confidentiality of staff, families, and learners. - Consistently models the Habits of Success and contributes to the culture of the organization while supporting the mission and vision of CPDLF. - Consistently models, guides, and actively encourages legal, ethical, and safe behavior including the use of technology. - Grows and develops professionally as an individual and as part of the CPDLF Team; takes initiative to share and encourage team growth	- On time for work commitments - Effectively manages unstructured work time, duties, and responsibilities; meets deadlines - Most methods of communication with stakeholders are professional and relevant - Strives to protect the privacy and confidentiality of staff, families, and learners. - Models the Habits of Success and contributes to the culture of the organization while supporting the mission and vision of CPDLF. - Models and teaches legal, ethical, and safe behavior including the use of technology. - Grows and develops professionally as an individual and as part of the CPDLF Team.	- Occasionally late for work commitments - Needs reminders or assistance to manage unstructured work time; meets most deadlines - Communication with stakeholders is usually professional and relevant; tends to be reactive only - Generally protects the privacy and confidentiality of staff, families, and learners. - Is aware of the mission and vision of CPDLF but does not relate own work to the larger culture - Models legal, ethical, and safe behavior including the use of technology. - Participates in CPDLF-sponsored PD only; needs reminders about personal Act 48/certification requirements	- Consistently late for work commitments - Does not effectively manage unstructured work time; misses deadlines - Communication with stakeholders is missing, unprofessional or irrelevant - Privacy and confidentiality of staff, families, and learners is not maintained. - Does not contribute to or support the culture, mission or vision of CPDLF - Does not model or encourage legal, ethical, and safe behavior including the use of technology. - Misses or does not participate in CPDLF-sponsored PD; does not maintain personal certification requirements

DRAFT 2019-20 Admin Team Performance Review
Name

****

Reviewer Comments

Ratings:	Overall Rating
4 - Demonstrating Exemplary Evidence	Quarter 1:
3 - Demonstrating Proficient Evidence	Quarter 2:
2 - Developing Evidence	Quarter 3:
1 - Demonstrating Minimal Evidence	Quarter 4:
0 - Not Demonstrating Evidence	

Quarter 1 Acknowledgements   Date: _____

Supervisor Signature _____

Employee Signature

Quarter 2 Acknowledgements   Date: _____

Supervisor Signature _____

Employee Signature

Quarter 3 Acknowledgements   Date: _____

Supervisor Signature _____

Employee Signature

Quarter 4 Acknowledgements   Date: _____

Supervisor Signature _____

Employee Signature

DRAFT 2019-20 Admin Team Performance Review
Name

Attachment 23

2017-18 Support Staff Performance Review

CPDLF SUPPORT STAFF PERFORMANCE REVIEW

Employee Name: _____

Reviewer: _____

Date of Review: _____

Please use the following rating system to rate each factor

1 – Needs significant improvement   2 – Needs some improvement

3 – Meets minimum requirements   4 – Meets expectations

5 – Exceeds Expectations

Rating Factor	Self Rate	Rev. Rate	Comments
1. **Daily Performance** a. Completes job tasks and responsibilities as required and requested b. Produces work that is accurate, complete, professional, and professional			
2. **Work Ethic** a. Creates ways to work more efficiently b. Meets deadlines c. Self-motivated d. Punctual e. Attends work daily f. Conscientious g. Demonstrates initiative h. Willingness to go above and beyond			
3. **Resource Management** a. Uses time productively b. Utilizes organizational skills c. Creative effective use of resources d. Demonstrates problem solving skills			
4. **Professionalism** a. Professional appearance at all times b. Exemplary communication skills – oral, written, listening c. Takes pride in excellent work d. Knowledge of skills necessary to complete job tasks e. Looks for ways to expand job skills knowledge f. Demonstrates ability to get along with public, parents, learners, and fellow co-workers			

CPDLF SUPPORT STAFF PERFORMANCE REVIEW

Employee Name: _____

Reviewer: _____

Date of Review: _____

Personal and Professional Qualities	Self Rate	Rev. Rate	Comments

1. **Integrity/Honesty/Fidelity**
  a. Chooses to do things right at all times
  b. Upholds policies, procedures at the local, state, and federal levels			

2. **Trustworthy** a. Responsible, dependable, and confidential			

3. **Authentic**
  a. Honestly represents and recognizes own strengths and challenges with transparency
  b. Accepts constructive criticism			

4. **Attitude**
  a. Demonstrates growth mindset
  b. Presents positive attitude even when under stress			

5. **Excellence** a. Strives to improve quality of work and self			
6. **Team Oriented** a. Demonstrates the ability and willingness to operate as a team member			

Goals – What goals did you work toward this year in each of these three categories?

Personal(Growing)	
Professional(Growing)	
Maintenance(Maintaining)	

CPDLF SUPPORT STAFF PERFORMANCE REVIEW

Employee Name: _____

Reviewer: _____

Date of Review: _____

*******************Do NOT complete below this line******************************

Reviewer Comments:

Reviewer Signature: _____ Date: _____

I acknowledge that I have read this report and I have been given the opportunity to discuss it with my Reviewer. My signature does not necessarily mean that I agree with the contents of the review.

Employee Signature: _____ Date: _____

Attachment 24

2018-19 Support Staff Performance Review

Performance Review Cycle Tool
with Self Reflection

no evidence-0 | minimal evidence-1 | developing evidence-2 | strong evidence-3 | exemplary
vidence-4]

KILL 1 | Empowering Environment

Look Fors	Evidence	Reviewer comments
1.1 High expectations Holds high expectations for all tasks		
1.2 Inclusive and Equitable Ensures that all feel included, ected, empowered, and able ake meaningful progress in the work environment.		
1.3 Ownership Provides structures and feedback that enable all to practice and develop skills for empowerment.		
1.4 Relationships Builds strong personal relationships that demonstrate genuine care for all and promptly responds to relationships in need of repair through restorative practices.		

Skill 1 Rating ____

no evidence | minimal evidence | developing evidence | strong evidence | exemplary evidence]
KILL 2 | Professional Responsibilities

Teacher Look Fors	Evidence	Reviewer comments
5.1 Work Ethic Effectively manages unstructured work time, duties, and responsibilities.		
5.2 Records Maintains accurate and organized electronic records while maintaining privacy and confidentiality.		
5.3 Professional Development Grows and develops professionally as an individual and as part of the CPDLF Team.		
5.5 Interactions Interactions are professional and effective with respect to colleagues, parents, and other members of the community to support students' success.		
5.6 Communication Communicates learner progress with families and CPDLF administration.		
5.7 Mission/Vision Contributes to the growth and culture of the organization while supporting the mission and vision of CPDLF.		
5.8 Ethics Models, guides, and encourages legal, ethical, and safe behavior including the use of technology.		
5.9 Technology Understands and is able to use a range of technologies, both existing and emerging, that effectively support learning and engagement in the online environment.		

Skill 5 Rating _____

Overall Rating _____

Evidences supporting our Mantra	
Connect	
Engage	
Empower	

Glows - What accomplishment(s) are you most proud of this year?

Grows - In what areas do you want to grow? Why?

Goals

	Previous Goals	Reflection
Personal		
Professional		
Maintenance		

	2019-20 Goals
Personal	
Professional	
Maintenance	

stop here, do not complete below at this time

Reviewer Comments

Supervisor Signature _____   Date: _____

Employee Signature _____   Date: _____

Date of Next Review _____

Attachment 25

2019-20 Support Staff Performance Review Confidential Administrator

DRAFT 2019-20 Support Staff Performance Review

Name

Quarter 1 Date: _____   Quarter 2 Date: _____

Quarter 3 Date: _____   Quarter 4 Date: _____

The following are to be completed before each Quarterly Check-in:

Areas of Responsibility - Please copy and paste the table below for each area of responsibility that you have.

Area of Responsibility
Reported Goal or Personal Growth Goal (One block per goal or focus)
Report on progress toward goal or focus. Attach or include artifacts for evidence.
Q1 -
Q2 -
Q3 -
Q4 -
Glows
Q1 -
Q2 -
Q3 -
Q4 -
Grows
Q1 -
Q2 -

DRAFT 2019-20 Support Staff Performance Review

Name

Q3 -	
Q4 -	

Which <u>Habits of Success</u> do you feel you are strongest and why?
Which Habits of Success (one or more than one) will you focus on in the first quarter of 2019-20. What action steps will you take to grow?
Reflection on Habits of Success - to be completed before each quarterly Check-in
Q1 -
Q2 -
Q3 -
Q4 -

DRAFT 2019-20 Support Staff Performance Review
Name

Professionalism Scoring Rubric			
• Punctuality • Work ethic • Communications • Record-keeping		• Commitment to mission/vision • Ethics • Professional development	
Demonstrating Exemplary Evidence Q1 ___/7 Q2 ___/7 Q3 ___/7 Q4 ___/7	**Demonstrating Proficient Evidence** Q1 ___/7 Q2 ___/7 Q3 ___/7 Q4 ___/7	**Demonstrating Minimal Evidence** Q1 ___/7 Q2 ___/7 Q3 ___/7 Q4 ___/7	**Not Demonstrating Evidence** Q1 ___/7 Q2 ___/7 Q3 ___/7 Q4 ___/7
• Always on time or early for work commitments • Effectively manages unstructured work time, duties, and responsibilities; is ahead of deadlines • All methods of communication with stakeholders are professional, relevant, and proactive • Consistently strives to protect the privacy and confidentiality of staff, families, and learners. • Consistently models the Habits of Success and contributes to the culture of the organization while supporting the mission and vision of CPDLF. • Consistently models, guides, and actively encourages legal, ethical, and safe behavior including the use of technology. • Grows and develops professionally as an individual and as part of the CPDLF Team; takes initiative to share and encourage team growth	• On time for work commitments • Effectively manages unstructured work time, duties, and responsibilities; meets deadlines • Most methods of communication with stakeholders are professional and relevant • Strives to protect the privacy and confidentiality of staff, families, and learners. • Models the Habits of Success and contributes to the culture of the organization while supporting the mission and vision of CPDLF. • Models and teaches legal, ethical, and safe behavior including the use of technology. • Grows and develops professionally as an individual and as part of the CPDLF Team.	• Occasionally late for work commitments • Needs reminders or assistance to manage unstructured work time; meets most deadlines • Communication with stakeholders is usually professional and relevant; tends to be reactive only • Generally protects the privacy and confidentiality of staff, families, and learners. • Is aware of the mission and vision of CPDLF but does not relate own work to the larger culture • Models legal, ethical, and safe behavior including the use of technology. • Participates in CPDLF-sponsored PD only; needs reminders about personal Act 48/certification requirements	• Consistently late for work commitments • Does not effectively manage unstructured work time; misses deadlines • Communication with stakeholders is missing, unprofessional or irrelevant • Privacy and confidentiality of staff, families, and learners is not maintained. • Does not contribute to or support the culture, mission or vision of CPDLF • Does not model or encourage legal, ethical, and safe behavior including the use of technology. • Misses or does not participate in CPDLF-sponsored PD; does not maintain personal certification requirements

DRAFT 2019-20 Support Staff Performance Review

Name

****

Reviewer Comments

Ratings:	Overall Rating
4 - Demonstrating Exemplary Evidence	Quarter 1:
3 - Demonstrating Proficient Evidence	Quarter 2:
2 - Developing Evidence	Quarter 3:
1 - Demonstrating Minimal Evidence	Quarter 4:
0 - Not Demonstrating Evidence	

Quarter 1 Acknowledgements   Date: _____

Supervisor Signature _____

Employee Signature

Quarter 2 Acknowledgements   Date: _____

Supervisor Signature _____

Employee Signature

Quarter 3 Acknowledgements   Date: _____

Supervisor Signature _____

Employee Signature

Quarter 4 Acknowledgements   Date: _____

Supervisor Signature _____

Employee Signature

Attachment 26

2019-20 Support Staff
Performance Review
Student Records

DRAFT 2019-20 Support Staff Performance Review

Name_____

Quarter 2 Date: _____

Quarter 4 Date: _____

Which Habits of Success do you feel you are strongest and why?
Which Habits of Success (one or more than one) will you focus on in this school year? What action steps will you take to grow?
Reflection on Habits of Success - to be completed before each Check-in
Q2 -   Q4 -

DRAFT 2019-20 Support Staff Performance Review
Name

Professionalism Scoring Rubric			
• Punctuality • Work ethic • Communications • Record-keeping		• Commitment to mission/vision • Ethics • Professional development	
Demonstrating Exemplary Evidence Q1 ___/7 Q2 ___/7 Q3 ___/7 Q4 ___/7	**Demonstrating Proficient Evidence** Q1 ___/7 Q2 ___/7 Q3 ___/7 Q4 ___/7	**Demonstrating Minimal Evidence** Q1 ___/7 Q2 ___/7 Q3 ___/7 Q4 ___/7	**Not Demonstrating Evidence** Q1 ___/7 Q2 ___/7 Q3 ___/7 Q4 ___/7
• Always on time or early for work commitments • Effectively manages unstructured work time, duties, and responsibilities; is ahead of deadlines • All methods of communication with stakeholders are professional, relevant, and proactive • Consistently strives to protect the privacy and confidentiality of staff, families, and learners. • Maintains accurate and organized electronic learner records while maintaining privacy and confidentiality. • Consistently models the Habits of Success and contributes to the culture of the organization while supporting the mission and vision of CPDLF. • Consistently models, guides, and actively encourages legal, ethical, and safe behavior including the use of technology. • Grows and develops professionally as an individual and as part of the CPDLF Team; takes initiative to share and encourage team growth	• On time for work commitments • Effectively manages unstructured work time, duties, and responsibilities; meets deadlines • Most methods of communication with stakeholders are professional and relevant • Strives to protect the privacy and confidentiality of staff, families, and learners. • Maintains accurate and organized electronic learner records while maintaining privacy and confidentiality. • Models the Habits of Success and contributes to the culture of the organization while supporting the mission and vision of CPDLF. • Models and teaches legal, ethical, and safe behavior including the use of technology. • Grows and develops professionally as an individual and as part of the CPDLF Team.	• Occasionally late for work commitments • Needs reminders or assistance to manage unstructured work time; meets most deadlines • Communication with stakeholders is usually professional and relevant; tends to be reactive only • Generally protects the privacy and confidentiality of staff, families, and learners. • Learner records are usually accurate; may have some inconsistencies w/organization;; maintains privacy and confidentiality • Is aware of the mission and vision of CPDLF but does not relate own work to the larger culture • Models legal, ethical, and safe behavior including the use of technology. • Participates in CPDLF-sponsored PD only; needs reminders about personal Act 48/certification requirements	• Consistently late for work commitments • Does not effectively manage unstructured work time; misses deadlines • Communication with stakeholders is missing, unprofessional or irrelevant • Privacy and confidentiality of staff, families, and learners is not maintained. • Learner records are inaccurate, unorganized; and/or privacy and confidentiality are not maintained • Does not contribute to or support the culture, mission or vision of CPDLF • Does not model or encourage legal, ethical, and safe behavior including the use of technology. • Misses or does not participate in CPDLF-sponsored PD; does not maintain personal certification requirements

DRAFT 2019-20 Support Staff Performance Review
Name

****

Reviewer Comments

Ratings: 4 - Demonstrating Exemplary Evidence 3 - Demonstrating Proficient Evidence 2 - Developing Evidence 1 - Demonstrating Minimal Evidence 0 - Not Demonstrating Evidence	**Overall Rating** Quarter 2: Quarter 4:

Quarter 2 Acknowledgements	Date: _____
Supervisor Signature _____	
Employee Signature	

Quarter 4 Acknowledgements	Date: _____
Supervisor Signature _____	
Employee Signature	

Attachment 27

Performance Review Results:

2016-17

2017-18

2018-19

Performance Review Cycle 2016-2017

Date of Review	Scores in each Category					Overall	Goals Set	Signed	Additional Comments
	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5				
12/15/16	4	3	3	4	4	3	Yes	Yes	printed and in file
1/10/17	4	3	3	4	4	4	Yes	Yes	printed and in file
1/9/17	4	3	3	4	4	4	Yes	Yes	printed and in file
1/4/17	3	3	3	4	4	3	Yes	Yes	printed and in file
1/6/17	3	3	3	4	4	3	Yes	Yes	printed and in file
12/9/16	3	3	3	4	4	3	Yes	Yes	printed and in file
1/3/17	3	3	3	4	4	3	Yes	Yes	printed and in file
1/12/17	3	3	4	4	4	4	Yes	Yes	printed and in file
1/9/17	4	3	3	4	4	4	Yes	Yes	printed and in file
12/16/16	3	4	3	4	4	4	Yes	Yes	printed and in file
1/4/17	3	2	3	3	3	3	Yes	Yes	printed and in file
1/15/17	3	3	3	4	4	3	Yes	Yes	printed and in file

Skill 1	Empowering Environment
Skill 2	Planning Learning Experiences
Skill 3	Facilitating Learning
Skill 4	Assessing Learner Needs
Skill 5	Professional Responsibilities

Performance Review Cycle 2017-2018

Date of Mid-Yr Review	Mid-Yr Review Signed	Date(s) of Mid-Yr Summit Look-fors (Level II)	Date of EOY Review	Scores in each Category					Overall	Goals Set	Signed	Additional Comments
				Skill 1	Skill 2	Skill 3	Skill 4	Skill 5				
1/27/18		n/a	7/11/18	3.5	3.5	3	3	3	3.2	8/14/18		
N/A (Level II)		January 2018	7/12/18	3	3	3	3.5	4	3.3	n/a	7/16/18	emailed 7/16/18
'A start date 3/2018		n/a	7/16/2018	3	2.5	3	2.5	3.5	2.9	7/27/18	8/17/18	
N/A (Level II)		January 2018		3	4	4	4	3.5	3.7	8/17/18		
1/28/18		n/a	7/10/18	3	3	4	2.5	3	3.1			
not completed; last day 12/15/17			n/a; last day 12/15/	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
N/A (Level II)		January 2018	7/16/18	3.5	3	3.5	3	3.5	3.3	8/9/18	8/16/18	
N/A (Level II)		January 2018	7/16/18	4	3	3.5	4	4	3.7	7/25/18	8/15/18	
1/28/18		n/a	7/11/18	2	2	2	2	2	2	8/17/18	8/17/18	
1/30/18		n/a	n/a; last day 3/2/	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	
N/A (Level II)		January 2018	7/22/18	3	3	2.5	3	3	2.9	7/26/18	7/29/18	
'A start date 1/2018		n/a	7/24/18	3.5	3.5	3.5	4	3	3.5	8/13/18	8/20/18	
1/30/18	7/16/18	n/a	7/16/18	4	3	4	3.5	3.5	3.6	7/16/18	7/18/18	
N/A (Level II)		January 2018	7/24/18	3.5	3.5	4	4	4	3.8	8/15/18		
N/A (Level II)		January 2018	7/24/18	3.5	3	3	2.5	3.5	3.1	8/17/17	8/18/18	
1/28/18	7/16/18	n/a	7/11/18	2.5	2	2	2.5	3	2.4	7/26/18	8/17/18	

Skill 1	Empowering Environment
Skill 2	Planning Learning Experiences
Skill 3	Facilitating Learning
Skill 4	Assessing Learner Needs
Skill 5	Professional Responsibilities

Performance Review Cycle 2018-2019

Date of Mid-Yr Review	Mid-Yr Review Signed	Date of EOY Review	Date(s) of Mid-Yr Summit Look-fors (Level II)	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Overall	Goals Set	Signed	Additional Comments
						Scores in each Category						
1/29/19	shared 2/2/19	5/21/19		3.5	2.5	3	2.5	2.5	2.8	5/21/19		
1/23/19	2/8/19	5/22/19		3	2.5	3	3	3.5	3			
n/a not certified		5/15/19	1/16/19	3.5	3	2.5	3	3	3			
n/a Level II		5/14/19	1/16/19	3.5	4	4	4	3.5	3.8	5/23/19	5/24/19	
n/a Level II		5/21/19	1/18/19	3.5	3.5	3	3	3	3.2	5/28/19	5/31/19	
1/31/19	1/31/19	resigned							#DIV/0!			
n/a Level II		5/22/19	1/16/19	3.5	3	3	3	3.5	3.2			
n/a Level II		5/22/19	1/31/19	4	3.5	3	3.5	4	3.6			
1/23/19	2/15/19	5/31/19		1.5	2	2	2	2.5	2			
n/a Level II		5/14/19	1/23/19	3	3	2.5	2.5	3	2.8	5/19/19	5/31/19	
1/28/18	2/6/19	resigned							#DIV/0!			
1/16/19	2/12/19	5/17/19		3.5	3	2.5	3	3.5	3.1	5/17/19	5/17/19	
n/a Level II		5/14/19	1/17/19	3.5	3.5	3.5	4	4	3.7	5/15/19	5/17/19	
n/a Level II		5/15/19	1/16/19	3.5	2.5	3	2.5	3.5	3	5/16/19	5/16/19	
2/4/19	2/13/19	5/22/19		2.5	2.5	2.5	2.5	3	2.6	5/28/19	5/29/19	
n/a started 2/11	n/a	5/21/19	n/a started 2/11	4	3	4	4	3	3.6	5/27/19	5/28/19	
		5/22/19		3				3	3	5/23/19	5/23/19	

Skill 1	Empowering Environment
Skill 2	Planning Learning Experiences
Skill 3	Facilitating Learning
Skill 4	Assessing Learner Needs
Skill 5	Professional Responsibilities