



INSIGHT PA
CYBER CHARTER SCHOOL

350 Eagleview Boulevard, Suite #350Exton, Pa 19341
484.713.4353 | jeicannistraci@insightpa.org

September 27, 2019

Secretary Pedro Rivera
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Dear Secretary Rivera,

On behalf of the Board of Trustees, staff, students and parents of Insight PA Cyber Charter School (Insight PA), it is with great pride and enthusiasm that I submit to the Charter School office at the Pennsylvania Department of Education the application and accompanying materials for the renewal of Insight PA Cyber Charter School's charter. This is our first renewal application since the school's opening in the 2017-2018 school year. I am grateful for the opportunity to provide you with a summary of our accomplishments to date as well as information on the direction the school is headed.

Insight PA has just completed the second year of operation and has grown in a variety of ways. The student enrollment at the end of the first year of operation was 1200, with total of 64 employees. While this was tremendous growth for a school in its first year, the second year ended with an enrollment of 2,000 students and 145 employees. Insight PA has also grown the programming and resources provided to students.

Career and Technical Education is a significant focus of Insight PA's Charter. In the first two years of operation, there has been much accomplished in the planning, developing, and implementing of this programming for our High School students. Insight PA has submitted to PDE our CTE program approval application. As required by PDE Chapter 339 vocational education standards, Insight PA has established a General Advisory Board that meets annually, as well as three Occupational Advisory Councils (OAC) that meet twice a year. Insight PA has OACs for Health Professions, Computer Programming and Gaming, and Business/Accounting. We will be adding Marketing and Cyber Security to our Business and Computer programming pathways. In addition to the three career pathways currently offered to our 10th and 11th grade students, which include Health Professions, Computer Programming and Gaming, and Business/Accounting we are in the process of developing Auto Technology and Hospitality/Culinary Arts pathways. We established partnerships for pre-apprenticeship opportunities for our students with Associated Builders and Contractors (ABC), Orleans Technical College, and Penn College of Technology. Insight PA has also partnered with post-secondary schools including Community Colleges in Philadelphia, Beaver County, Allegheny County and Harrisburg University to provide our students access to coursework in their fields of interest.

Insight PA completed its three-year Comprehensive Plan during the 2017-2018 school year which has received PDE approval for the time period of: 7/01/2019-6/30/2022. We are in the process of implementing the Comprehensive Plan that includes a focus on hiring practices, student orientation, data reporting and analysis, and developing the Multi-Tiered Systems of Support (MTSS) framework all



in effort to create a strong foundation for Insight PA to meet its goals for student growth and continuous school improvement.

Insight PA has a contractual relationship with its educational management organization (EMO), K¹². K¹² provides Insight PA with a variety of services which include enrollment, technology, finance, human resources, marketing, and educational services along with use of the K¹² curriculum, Destination Career Academy, and Learning Management System. However, the Insight PA Board of Trustees employs Insight PA's CEO, CFO, teachers, and guidance counselors. In addition, beginning July of 2019 the Elementary, Middle, and High School Principals transferred from K¹² to Insight PA employment. Over the next 18 months, the registration, attendance and truancy, and student support services employees will also transfer from K¹² to become Insight PA employees. Insight PA Board of Trustees along with Insight PA's CEO and CFO work attentively to closely to monitor the services provided by K¹² to ensure the EMO services are effective in meeting the needs of the Insight PA students and staff as well as helping the school meet its goals and all PDE guidelines and standards.

Insight PA's Board of Trustees and employees are committed the mission of Insight PA which is to enable, inspire, and prepare students to achieve the highest levels of academic standards so they make a powerful contribution in their communities. Insight PA provides each student with an individualized learning program that strives to be innovative in its approach. Insight PA embraces collaborative partnerships with parents, learning coaches, and local communities.

Insight PA parents and students have reported high satisfaction through parent and student surveys provided during the school year. Insight PA received a 15% increased overall satisfaction rating from the 2018-2019 parent survey, and high school parents reported a 30% increased satisfaction rating from 2017-2018 school year to the 2018-2019 school year.

I am so far very satisfied with the attentiveness of the faculty and staff and the K12 support team.

I have seen great improvement in his schoolwork as well as his attitude towards everyday routine.

If I knew sooner about Insight PA, my daughter would have been enrolled earlier. The best decision of our life. We are very excited.

I feel that Insight PA is an excellent program, both of my kids really enjoy it. I also would like to say that all the staff do an outstanding job with the students and with communication to the learning coaches.

Insight PA began as a K-10 school during the 2017-2018 school year and expanded to add 11th grade during the 2018-2019 school year. Insight PA is now a full K-12 program; eagerly anticipating our first graduating class in June 2020. We have worked diligently over the last two years to identify the needs of our growing student population and feel strongly that our charter and the three-year comprehensive plan will serve as a vital framework to develop a strong foundation for our program.



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Many of the families we serve at Insight PA are desperate for support to reengage their child in the learning process as they have not had success at their previous schools. We fully appreciate that we and our students need work to improve the academic results of the school as measured by the Future Ready Index indicators. We are fully committed to improving our students' school experience and academic growth by providing them with an exceptional public school education that meets their learning style and needs. To do this, the Insight PA Board of Trustees, CEO and CFO will ensure funds are allocated effectively to provide students with equitable access to quality teachers, guidance counselors and student support services as well as curriculum content and supplemental resources that provide students with an opportunity to succeed.

Insight PA commits to working with PDE during this charter renewal process to ensure we continue to provide students and their families with innovative, best practices that offer opportunities for academic growth and success after graduation from Insight PA. We began the Charter Renewal application process in the Spring of 2019 and have worked diligently to ensure we address all areas of this application. The Department of Education made changes to the application in June and again in July, so we have made every effort to align our responses with the final application version. Please notify us if there are any omissions or questions that don't align to the final version. Please feel free to contact me with any questions as the Insight PA Board of Trustees and leadership team look forward to working with PDE during the renewal process.

Thank you for your consideration of the Insight PA Cyber Charter School Charter Renewal Application.

Sincerely,

Eileen Cannistraci, M.Ed.
Chief Executive Officer

Section	Attachment	Attached (Y/N)	Notes
Instructions	Cover letter from CEO		
Application Fact Sheet	Enrollment Charts by Grade (chart provided) – only if the school is requesting to increase the number of grades served.	N	Not Requesting Additional Grades
Application Fact Sheet	Current and Projected Student Enrollment Chart (chart provided)	Y See Fact Sheet	
Application Fact Sheet	Current and Projected Professional Staffing Levels (chart provided)	Y See Fact Sheet	
Student Achievement/ Progress Toward Initial Goals & Objectives	Keystone and PSSA Report for Previous Years (chart provided) ** Table 1	Y See Attachment 0.3	
Student Achievement/ Progress Toward Initial Goals & Objectives	List of Formative and Summative Assessments	Y Within Section	
Student Achievement/ Progress Toward Initial Goals & Objectives	Assessment Calendar	Y Within Section	
Student Achievement/ Educational Programs	Hours of Instruction, Teacher Availability for Assistance, and Method of Instructional Delivery	Y Middle School: Attachment 1.1-1 High School: Attachment 1.1-2	
Student Achievement/ Educational Programs	School Calendar	Y See Attachment 1.1-3	
Student Achievement/ Educational Programs	School Improvement Plan (if applicable)	N	ISPA has not been issued Improvement plan
Student Achievement/ Educational Programs	Curriculum Framework/Maps and/or Scope and Sequences	Y See Attachment 1.1-4	
Student Achievement/ Educational Programs	Course Offerings, Course Descriptions and Objectives	Y High School Objectives: Attachment 1.1-5H Elementary & Middle Objectives: Attachment 1.1-5M Elementary Objectives: Attachment 1.1-5E Course Descriptions: Attachment 1.1-6	

Section	Attachment	Attached (Y/N)	Notes
Student Achievement/Future Goals and Objectives	Measurable Outcomes and Goals Chart (chart provided) Table 2	Y Within Section	
School Operations and Management/Teacher Evaluation & Professional Development	Teacher Induction Plan	Y See Attachment 2.1-1	
School Operations and Management/Teacher Evaluation & Professional Development	Professional Staff Retention and Turnover Chart (chart provided) Table 3	Y Within Section	
School Operations and Management/Teacher Evaluation & Professional Development	Teacher Evaluation Protocol	Y See Attachment 2.1-2	
School Operations and Management/Teacher Evaluation & Professional Development	Act 48 Plan	Y See Attachment 2.1-3	
School Operations and Management/Teacher Evaluation & Professional Development	Certification Level Chart Addendum A PDE 414	Y See Attachment 2.1-4	
School Operations and Management/Teacher Evaluation & Professional Development	Professional Development Calendar	Y See Attachment 2.1-5	
School Operations and Management/Teacher Evaluation & Professional Development	Union Contracts with Professional Employees, if applicable	N	ISPA has no union contracts.
School Operations and Management/Financial Solvency	Annual Audits for Each Year of the Charter – Addendum B	Y See Attachment 2.2-1	
School Operations and Management/Financial Solvency	Most Recent Financial Statements	Y See Attachment 2.2-2	
School Operations and Management/Financial Solvency	Current insurance policies	Y See Attachment 2.2-3	

Section	Attachment	Attached (Y/N)	Notes
School Operations and Management/Financial Solvency	Management contract(s) and benefits packages	Y See Attachment 2.2-4	No Management Contracts
School Operations and Management/Financial Solvency	Leases, Deeds or Real Estate Agreements not previously submitted to the Department	Y See Attachment 2.2-5	
School Operations and Management/Financial Solvency	Lease agreements and invoices/statements for equipment and services.	Y See Attachment 2.2-6	
School Operations and Management/Financial Solvency	Investments Chart (chart provided) Table 5 Resource Expenditures	Y Within Section	
School Operations and Management/Student Services	Student Services Table Addendum C	Y See Attachment 2.3-1	
School Operations and Management/Student Services	Policy and procedure manuals regarding instruction provided to students with IEPs	Y See Attachment 2.3-2	
School Operations and Management/Student Services	Most recent program evaluation	Y See Attachment 2.3-3	
School Operations and Management/Student Services	Agendas & records of staff & parent special education trainings	Y See Attachment 2.3-4	
School Operations and Management/Student Services	Special education teacher certifications	Y See Attachment 2.3-5	
School Operations and Management/Student Services	Special education caseloads	Y 17/18- Attachment 2.3-6 18/19- Attachment 2.3-7	
School Operations and Management/Student Services	Total numbers of students receiving special services & services received	Y See Addendum C	
School Operations and Management/Student Services	Federal child counting sample	Y See Attachment 2.3-8	
School Operations and Management/Student Services	Existing statewide service providers under contract	Y See Attachment 2.3-9	
School Operations and Management/Student Services	Anticipated or tentative service providers to support enrollment increases	Y See Attachment 2.3-10	
School Operations and Management/Student Services	Policy and procedure manuals regarding English Language Learners (ELL) instruction/programming	Y See Attachment 2.3-11	

Section	Attachment	Attached (Y/N)	Notes
School Operations and Management/Student Services	Most recent English Language Learners program evaluation	Y See Attachment 2.3-12	
School Operations and Management/Student Services	Most recent English Language Learners Program Evaluation	Y See Attachment 2.3-13	
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 Within Section	
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 Board Minutes, Agendas, Calendar: Attachment 2.4-1 Board Policies and Procedures: Attachment 2.4-2	
School Operations and Management/School Governance	Staff Organizational chart	Y See Attachment 2.4-3	
School Operations and Management/School Governance	Signed Ethics Forms (as required by the State Ethics Commission) for each Board member currently serving	Y See Attachment 2.4-4	
School Operations and Management/School Governance	Evaluations of the External Management Organization (EMO), if applicable	Y See Attachment 2.4-5	
School Operations and Management/School Governance	Explanations and evidence that the Board of Trustees complied with regulations of a governing entity.	N	See Sunshine Act Sampling
School Operations and Management/School Governance	Sample Sunshine Notice for public meeting(s)	Y See Attachment 2.4-6	
Overall School Design/ Communications to Parents & Community	Examples of Communication, Outreach and Marketing to the Community and Parents	Y See Attachment 3.1-1	
Overall School Design/ Communications to Parents & Community	Board Meeting Minutes	Y See Attachment 3.1-2	
Overall School Design/ Communications to Parents & Community	Satisfaction surveys from stakeholders	Y See Attachment 3.1-3	
Overall School Design/ Communications to Parents & Community	Dates, times, and agendas for parent meetings and sign-in sheets.	Y See Attachment 3.1-4	

Section	Attachment	Attached (Y/N)	Note
Overall School Design/Communications to Parents & Community	Examples of formal parental and/or community complaints and resolutions	N	No complaints have been submitted
Overall School Design/ Student Enrollment	Enrollment Chart (chart provided) Table 6	Y Within Section	
Overall School Design/ Student Enrollment	Waiting list data for each year	N	No waitlist utilized at ISPA
Overall School Design/Policies and Procedures/Technology and Support	Technology plan	N	No Technology Plan Needed at ISPA
Overall School Design/Policies and Procedures/Technology and Support	Children Internet Protection Act (CIPA) policy	Y See Attachment 3.3-1	
Overall School Design/Policies and Procedures/Technology and Support	Policies and procedures concerning appropriate use curriculum and training materials.	Y See Attachment 3.3-2	
Overall School Design/ Policies & Procedures/ Technology and Support	Three months of help desk reports	Y Within Section	
Overall School Design/ Policies & Procedures/ Technology and Support	Cyber Bullying Policy	Y See Attachment 3.3-3	
Overall School Design/ Policies & Procedures/ Truancy Policies	Attendance, Truancy and Withdrawal Policy	Y See Attachment 3.3-4	
Overall School Design/ Policies & Procedures/ Truancy Policies	All forms used for Truancy Communications to parents, resident school district, etc.	Y See Attachment 3.3-5	
Overall School Design/ Policies & Procedures/ School Safety	School Safety Plan	Y See Attachment 3.3-6	
Overall School Design/ Policies & Procedures/ School Safety	Student Handbook	Y See Attachment 3.3-7	
Overall School Design/ Policies & Procedures/ School Safety	Staff clearance protocols, Act 4, Act 126, Act 168, Act 82 and Act 24	Y See Attachment 3.3-8	
Overall School Design/ Policies & Procedures/ School Safety	Suicide Awareness and Prevention Policy and Act 71	Y See Attachment 3.3-9	

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: Insight PA Cyber Charter School

School Address(es): 350 Eagleview Blvd. Suite #350 Exton, PA 19341

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

County: Chester

Charter Start Date: July 1, 2017

Intermediate Unit: Chester County (#24)

Date Current Charter Expires: June 30, 2020

Federal Employer Identification Number: 46-1166314

AUN #: 124152637

Vendor Identification Number: 803094

Chief Executive Officer (CEO):

First: Eileen

Last: Cannistraci

Address: 350 Eagleview Blvd. Suite #350 Exton, PA 19341

Telephone: 484-713-4353 ext. 2001

Email: eicannistraci@insightpa.org

Grades and Age Ranges

Group	Grade Range
Elementary	K-5
Middle School	6-8
High School	9-12
Grades Educated	K-12

Current and Projected Student Enrollment:

Year	Enrollment
2019-2020	2533
2020-2021	2633
2021-2022	2733
2022-2023	2833
2023-2024	2933

1 Enrollment numbers align with the current budget submitted to PDE and the 5-year budget plan provided in Addendum B. Enrollment will vary based on interest in the school as demonstrated by parents/guardians exercising their right to public school choice.



Current and Projected Professional Staffing Levels:

Year	Number of Professional Staff
2019-2020	163
2020-2021	171
2021-2022	179
2022-2023	185
2023-2024	191

2 Staffing numbers align with the current budget submitted to PDE and the 5-year budget plan provided in Addendum B. Staffing numbers will vary to meet the needs of our students as enrollment numbers increase/decrease.

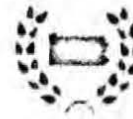
If there is an increase from one year to another, is the increase due to addition of grade levels?

The increase is a projection based on interest in the school. It is not due to the addition of grade levels as Insight PA currently educates students in grades K-12.

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

Insight PA provides a 403b retirement plan for all employees hired on and after July 1, 2018. Employees hired prior to that date participate in PSERS.

Provide, in Excel format, a list of all staff by title; detail professional certification(s) (if any) for each employee listed. Please see attachment titled Employee Staff List.



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.

Eileen Conrath

Chief Executive Officer

9/27/19

Date

Michael Hill

President, Board of Trustees

9/27/2019

Date

Anna Bloss

Secretary, Board of Trustees

9/27/19

Date

Full Name	Status	Term Reason	Type	Title	Certification(s)	Comments
Abdul-Aziz, Inshirah	Active		Employee	Advisor		
Altland, Karen	Active	Mutual agreement	Temp	Long-Term Substitute CTE		Terminated
Ardiff, Lauren	Active		Non K12	Mentor & MS Science Teacher	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Science 6-9 (2880)	
Arnold, Jenniffer	Active		Non K12	High School Math Teacher	Instructional I Math 7-12 (6800)	
Baskwill, Nicole	Active		Non K12	Teacher	Instructional I English 7-12 (3230), Instructional II English 7-12 (3230)	
Berger, Lisa	Active		Non K12	Teacher	Instructional II Social Studies 7-12 (8875)	
Best, Johanna	Active		Employee	State Reporting/Federal Programs Manager		
Birckbichler, Lisa	Active		Non K12	Teacher	Instructional II Elementary K-6 (2810)	
Bogart, Megan	Active		Non K12	Teacher	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810), Instructional I Mid-Level English 6-9 (2850), Instructional I English 7-12 (3230), Instructional II Early Childhood N-3 (2840)	
Bowers, Mary	Active		Non K12	MS Special Education Teacher	Switched to K12	K12 Employee
Boyer, Megan	Active		Non K12	Middle School Math Teacher	Instructional II Math 7-12 (6800)	
Brady, Jeanne	Terminated	Personal/family	Temp	Registrant Assistant		Terminated
Breiner, Matthew	Active		Employee	Family Academic Support Liaison (FASL)		
Briggs, Shawna	Active		Employee	Spec Ed/ Related Services Coordinator		
Brown, Amy	Active		Non K12	HS Math Teacher	Instructional II Math 7-12 (6800)	
Bryner, Amanda	Active		Non K12	MS Special Education Teacher	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	
Bryniarski, Kelly	Active		Employee	Elementary Principal	Administrative I Principal PK-12 (1115)	
Cannistraci, Eileen	Active		Non K12	CEO	Administrative II Principal PK-12 (1115)	
Capone, Megan	Active		Non K12	HS English Teacher	Instructional I English 7-12 (3230)	
Carr, Stephanie	Active		Non K12	Special Education Teacher	Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Math 6-9 (2860), Instructional II Special Education PK-12 (9225)	
Chacanas, Samantha	Active		Non K12	Project Manager		
Chandler, Tracy	Active		Non K12	HS Special Education Teacher	Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Grades PK-4 (2825)	
Chapman, Katrina	Active		Non K12	MS Math Teacher	Instructional I Grades PK-4 (2825), Instructional I Grades 4-8 (All subjects 4-6, Math 7-8) (3100), Instructional I Grades 5-6 (2826), Instructional I Reading Specialist PK-12 (7650)	
Christ, Dawn	Active		Non K12	HS Special Education Teacher	Instructional I Special Education PK-12 (9225)	
Ciamarella, Vincent	Active		Non K12	HS Social Studies Teacher	Instructional II Social Studies 7-12 (8875)	
Cohen, Beryl	Active		Employee	HS Principal	Administrative I Principal PK-12 (1115)	
Conto-miller, Danielle	Active		Non K12	Business and IT	Instructional I Bus-Computer-Info Tech PK-12 (1603), Instructional I Marketing (Distributive) Ed PK-12 (1666)	
Copulos, Amanda	Active		Non K12	First Grade Teacher	Instructional I Elementary K-6 (2810)	
Council, Dorticia	Active	RESIGNATION WITH NOTICE	Employee	Family Resource Coordinator		Terminated
Cressman, Brayden	Active		Non K12	HS Spanish Teacher	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Spanish PK-12 (4490)	
Curtis, Jessica	Active		Non K12	HS Special Education Teacher	Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115)	
Darmo, Danielle	Active		Non K12	6th Grade Science Teacher	Instructional I Elementary K-6 (2810)	
Davis, Christina	Active		Non K12	HS Math Teacher	Instructional II Elementary K-6 (2810), Instructional II French PK-12 (4410), Instructional I Math 7-12 (6800)	
Decker, Angela	Active		Employee	Testing Coordinator		
Deimling, Jamie	Active		Non K12	Special Education Transition Coordinator	Instructional I Special Education PK-12 (9225), Instructional I Elementary K-6 (2810)	
Detruf, Jennifer	Active		Employee	Reading Interventionist	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810), Instructional II Mid-Level English 6-9 (2850)	
DilPaolo, Nathalie	Active		Employee	Operations Specialist		
Doan, Daniel	Active		Non K12	MS Science Teacher	Instructional I Grades 4-8 (All subjects 4-6, Science 7-8) (3100), Instructional I Grades 4-8 (All subjects 4-6, Math 7-8) (3100)	
Doman, Marlowe	Active		Employee	Director of Operations		
Dominick, Maggie	Active		Non K12	MS Math Teacher	Instructional II Elementary K-6 (2810), Administrative I Principal PK-12 (1115)	
Drennan, Jamie	Active		Employee	Attendance Processing Clerk 6-11		
Eller, Lisa	Active		Employee	Advisor - Floater/Strong Start		
Emery, Sarah	Active		Non K12	Middle School English Teacher	Instructional I Mid-Level English 6-9 (2850), Instructional I Special Education PK-12 (9225), Instructional I Mid-Level Citiz. Ed 6-9 (2870), Instructional I Mid-Level Science 6-9 (2880), Instructional I Mid-Level Math 6-9 (2860)	
Fox-Ritson, Amy	Active		Temp	ESL Coordinator (Contractor)		Contractor
Frost, Michael	Active		Employee	Director of Educational Data Systems	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Science 6-9 (2880), Instructional II Mid-Level Citiz. Ed 6-9 (2870), Instructional II Mid-Level English 6-9 (2850)	
Gaines, Tia	Active		Non K12	HS ELA Teacher/Mentor	Administrative I Principal PK-12 (1115)	
Gery, Cassandra	Active		Employee	MTSS Math Coordinator	Instructional I English 7-12 (3230)	
Glennon, Christan	Active		Non K12	ES Special Education Teacher	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	
Graham- Logan, Syieda	Active		Non K12	Middle School Special Education Teacher	Educational Specialist I Inst Technology Specialist PK-12 (1825), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	
Grande, Anthony	Active		Employee	School Psychologist/Admin		
Gray, Danielle	Active		Employee	Attendance Processing Clerk K-5		
Greenlea, Cordie	Terminated	Personal/family	Employee	Advisor - Grade 6		Terminated
Gruneberg, Janice	Terminated		Employee			Terminated
Handy, Courtland	Active		Employee	FASL		
Haney, Leah	Active		Non K12	MS Math Teacher	Instructional I Math 7-12 (6800), Instructional I Grades 4-8 (All subjects 4-6, Math 7-8) (3100)	
Hannon, Nikia	Terminated		Employee	Director of Academics		Terminated
Hargrove, Marquise	Active		Employee	Family Compliance Coordinator		
Harper, Erin	Active		Non K12	Elementary Special Education Teacher	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	
Hartley, Ranelle	Active		Temp	School Psychologist-Contractor		Contractor but will be K12 8/12 Contractor for K12 (w. insight temporarily)
Higgins, Jill	Terminated			Long-Term Substitute (Fuel Ed employee)		
Hockenberry, Tracy	Active		Employee	CTE Coordinator		
Hopkins, Anne	Active		Non K12	Middle School History Teacher	Instructional I Social Studies 7-12 (8875)	
Humphreys, Andrew	Active		Non K12	MS Social Studies Teacher	Instructional I Grades 4-8 (All subjects 4-6, Social Studies 7-8) (3100)	
Hunsberger, Landon	Terminated					Terminated
Jennings, Jennifer	Active		Employee	Director of Special Education		
Johnson, Christina	Active		Employee	Family Academic Support Liaison		
Johnson, Randall	Active		Employee	Family Academic Support Liaison		
Jones, Elizabeth	Active		Non K12	Chief Financial Officer	Administrative I Principal PK-12 (1115), Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	

Jones, Tia			Employee	Advisor		
Joseph, Emmanuel	Active		Employee	Regional Technology Administrator		
Kamau, Jermaine	Active		Employee	Director of Student Support Services		
Kiehn, Rebecca				Long-Term Substitute (Fuel Ed employee)		Contractor for K12 (w. insight temporarily)
King, Barry	Active		Employee	CTE Academic Administrator	Administrative II Secondary Principal 7-12 (1105) Instructional II Elementary K-6 (2810) Instructional II Cooperative Ed. 7-12 (2361) Letter of Equivalency Master's Equivalency (1185)	
Kluchurosky, Natalee	Active		Non K12	HS Spec Ed Teacher (Contractor)	Instructional I English 7-12 (3230), Instructional I Social Studies 7-12 (8875), Instructional I Special Education 7-12 (9227)	
Kohler, Kimberly	Active		Non K12	Elem Spec Ed Teacher (Contractor)	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-8 (9226)	
Kovall, Tricia	Active		Non K12	MS English Teacher	Instructional II English 7-12 (3230)	
Krasevic, Sally	Terminated	Other job		FEC/Fast Supervisor		Terminated
Kreider, Kasey	Active		Non K12	MS Health/PE Teacher	Instructional I Health & Physical Educ PK-12 (4805)	
Labricciosa, Marco	Active		Non K12	MS Social Studies Teacher	Instructional I Grades 4-8 (All subjects 4-6, Social Studies 7-8) (3100)	
Lacy, Reuben	Active		Non K12	PE Teacher	Instructional I Health & Physical Educ PK-12 (4805)	
Laskey, Nichol	Active		Non K12	Middle School Math Interventionist	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Science 6-9 (2880), Instructional II Mid-Level Mathematics 6-9 (2860)	
Latore, Rachel	Active		Non K12	Elementary Special Education Teacher	Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Grades PK-4 (2825)	
Lavia, Nicole	Active		Non K12	MS Special Education Teacher	Instructional I Elementary K-6 (2810), Instructional I Mid-Level Math 6-9 (2860), Instructional I Special Education PK-12 (9225)	
Leskovansky, Benjamin	Active		Non K12	HS IT/Computer Programming Teacher	Vocational Intern Computer Technology 7-12 (2121)	
Love, Lauren	Active		Non K12	Elementary Teacher	Instructional I Grades PK-4 (2825)	
Lundy, Bobbi-jo	Active		Non K12	Kindergarten Teacher/Curriculum Chair	Instructional I Grades PK-4 (2825)	
Manley, Mary	Active		Employee	School Nurse/CSN		
Manley, Nicole	Active		Non K12	K-5 Math Interventionist	Instructional I Elementary K-6 (2810)	
Mansberger, Valerie	Active		Non K12	HS Science Teacher	Instructional II Environmental Educ PK-12 (4820), Instructional II Biology 7-12 (8405), Instructional I Chemistry 7-12 (8420)	
Mays, Lisa	Active		Employee	Special Education Administrative Assistant		
McAllister, Ellen	Active		Temp	Temporary Records Clerk		Temp
McConnell, Chelsea	Active		Non K12	HS ELA Teacher	Instructional I English 7-12 (3230)	
McDonald, Tracy	Active		Employee	Special Ed Admin Asst		
McElwain, Shannon	Terminated	RESIGNATION WITH NOTICE		Executive Director		Terminated
McGourney, Corinne	Active		Employee	MS Guidance Counselor	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839) Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	
McQuillan, Catherine	Active		Non K12	HS Guidance Counselor	Instructional I Health PK-12 (4810), Instructional I Health & Physical Educ PK-12 (4805)	
Melcher, Zachary	Active		Non K12	PE Teacher	Instructional II Communications 7-12 (3200), Instructional II English 7-12 (3230)	
Michalak, Nadine	Active		Non K12	MS English Teacher	Instructional I Social Studies 7-12 (8875), Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230)	
Miller, Megan	Active		Non K12	HS English Teacher		
Moretti, Kathleen	Active		Employee	Office Administrator		
Mourar, Shannon	Active		Employee	Human Resource Coordinator		
Moyer, Katina	Active		Temp	Special Education Teacher (Contractor)	Instructional I Special Education PK-12 (9225), Instructional I Elementary K-6 (2810), Endorsement Autism PK-12 (1180)	Contractor
Munstersteiger, Elizabeth	Active		Non K12	MS Teacher Social Studies	Instructional I Elementary K-6 (2810)	
Myers, Andrea	Active		Employee	Registrar Coordinator		
Nowell, Justin	Terminated	Other job	Non K12	HS Math Teacher		Terminated
Olyphant, Samara	Active		Non K12	MS Science Teacher	Instructional I Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100), Instructional I Reading Specialist PK-12 (7650), Instructional I Grades 4-8 (All subjects 4-6, Science 7-8) (3100), Instructional II Grades PK-4 (2825)	
Onyeador, Uche	Active		Employee	FASL		
Osborne, Desireah	Active			Special Education Instructional Coordinator		
Outten, Kimberly	Active		Employee	Child Accounting Coordinator		
Owad, Megan	Active		Non K12	1st Grade Teacher	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	
Pugliese, Tiffany	Active		Non K12	Kindergarten Teacher	Instructional I Grades PK-4 (2825), Instructional I Technology Education PK-12 (6075)	
Quarino, Daniele	Active		Non K12	HS Math Teacher	Instructional II Math 7-12 (6800)	
Rabe, Michelle	Active		Non K12	HS Special Education Teacher	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	
Riley, Donna	Active		Non K12	HS CTE Health Teacher	Related Technology 7-12 (2214)	
Roberts, Desiree	Active		Non K12	MS English Teacher	Instructional I English 7-12 (3230)	
Roberts, Laurie	Terminated					
Rojas, Adriana	Active		Non K12	HS Spanish Teacher	Instructional I Spanish PK-12 (4490)	
Rothbard, Julie	Active		Non K12	6th Grade Teacher	Instructional I Grades 4-8 (All subjects 4-6, Math 7-8) (3100), Instructional I Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100), Instructional I Grades 4-8 (All subjects 4-6, Social Studies 7-8) (3100)	
Rothermel, Sarah	Active		Employee	HS MTSS Coordinator		
Rudy, Angela	Active		Employee	Advisor - 7th Grade		
Russell, Jennifer	Active		Non K12	Life Skills Teacher ES	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	
Ruth, Christy	Active		Employee	Academic PD Coordinator		
Rutkowski, Marissa	Active		Non K12	Elementary Teacher - 3rd Grade	Instructional I Elementary K-6 (2810)	
Rutten, Logan				Long-Term Substitute (Fuel Ed employee)		Contractor for K12 (w. insight temporarily)
Salindong, Jaime	Active		Employee	Sr. Finance Manager		
Schleifer, Allie	Active		Non K12	High School School Counselor	Educational Specialist I Secondary School Counselor 7-12 (1837)	
Septak, Kristen	Active		Non K12	MS Special Education Teacher	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	
Shifflett, Nancy	Active		Non K12	MS Special Education Teacher	Instructional I Special Education PK-12 (9225), Instructional I Elementary K-6 (2810), Instructional I Mid-Level Math 6-9 (2860)	
Silverman, Laurie	Active		Temp	Contract - Academic Administrative Assistant		Temp
Simon, Anneliese	Active		Temp	Life Skills K-8 Teacher	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	Contractor
Smith, Sevien	Active		Employee	Advisor - 8th Grade		
Smith, Wendy	Active		Employee	School Nurse/CSN		
Snyder, Allison	Active		Non K12	6th Grade ELA Teacher	Instructional I Reading Specialist PK-12 (7650), Instructional I Elementary K-6 (2810)	
Snyder, Jaclyn	Active		Non K12	Elementary School Counselor	Educational Specialist I Elementary School Counselor K-6 (1836), Educational Specialist I Secondary School Counselor 7-12 (1837)	
Spurgeon, Kimberly	Active		Non K12	High School Science Teacher	Instructional I Biology 7-12 (8405), Instructional I General Science 7-12 (8450)	

Stetser, Rebecca	Active		Employee	Advisor		
Stine, Tara	Active		Non K12	Life Skills Teacher HS	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	
Stogsdill, Bobbi Jo	Active		Non K12	Middle School Social Studies Teacher	Instructional II Citizenship 7-12 (8825), Instructional II Social Science 7-12 (8865)	
Surrec, Shannon	Active		Non K12	4th Grade Teacher	Instructional I Elementary K-6 (2810)	
Taylor, Katelynn	Active		Non K12	Teacher	Instructional II Chemistry 7-12 (8420)	
Tetkoski, Carly	Active		Non K12	3rd Grade Teacher	Instructional II Grades PK-4 (2825)	
Thomas, Amanda	Active		Non K12	Elementary Teacher	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Reading Specialist PK-12 (7650), Instructional II Early Childhood N-3 (2840)	
Trout, Dawn	Active		Employee	Registrar		
Tucholski, Lisa	Terminated	Mutual agreement	Employee	Attendance Processing Clerk		Terminated
Turkelson, Kathleen	Active		Non K12	HS Science Teacher	Instructional I General Science 7-12 (8450), Instructional I Special Education PK-12 (9225), Instructional I English 7-12 (3230), Instructional I Health PK-12 (4810), Instructional II English 7-12 (3230)	
VanEmbarg, Lucas	Active		Non K12	HS Social Studies Teacher	Instructional I Social Studies 7-12 (8875), Instructional I Bus-Computer-Info Tech PK-12 (1603)	
Varnado, Chelsea	Active		Non K12	Life Skills Teacher MS	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	
Vuksan, Suzanne	Active		Non K12	2nd Grade Elementary Teacher	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	
Wallace, Allison	Active		Employee	MTSS Coordinator		
Waltz, Pamela	Active		Non K12	Reading Intervention	Instructional I Elementary K-6 (2810), Instructional I Reading Specialist PK-12 (7650)	
Weber, Amanda	Active		Non K12	ES Special Education Teacher	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	
Weimer, Jennifer	Active		Non K12	Middle School Special Education Teacher	Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810)	
Wells, Heather	Active		Non K12	3rd Grade Elementary Teacher	Instructional I Elementary K-6 (2810)	
Wesleyan, Aithen	Active		Non K12	High School Science TEACHER	Instructional I General Science 7-12 (8450), Instructional I Biology 7-12 (8405), Instructional I Earth and Space Science 7-12 (8440), Instructional I Chemistry 7-12 (8420)	
Whalen, Carolyn	Active		Employee	K5 FASL		
White, Melissa	Active		Non K12	HS Social Studies Teacher	Instructional I Social Studies 7-12 (8875)	
Wilburne, Alicia	Active		Non K12	MS Social Studies Teacher	Instructional II Elementary K-6 (2810)	
Wilhelm, Deanna	Active		Non K12	Special Education Teacher	Instructional I Special Education PK-12 (9225)	
Winkowski, Beth	Active		Non K12	Middle School Math Teacher	Instructional II Math 7-12 (6800)	
Wise, Rachel	Terminated	RESIGNATION WITHOUT NOTICE	Temp	School Psychologist Contractor		Terminated
Woodlin, Peta-Gaye	Terminated	RESIGNATION WITH NOTICE	Non K12	High School English Teacher		Terminated
Woodward, Benjamin	Active		Temp	Long-Term Substitute (Fuel Ed employee)		Terminated
Wright, Jessica	Active		Employee	Middle School Principal	Administrative I Principal PK-12 (1115)	Contractor for K12 (w. insight temporarily)
Wrigley, Sandi	Active		Non K12	4th Grade Teacher	Instructional I Elementary K-6 (2810)	
Young, Lisa	Active		Non K12	HS Special Education Teacher	Instructional II English 7-12 (3230), Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Grades PK-4 (2825)	
Zona, Jamie	Active		Non K12	Elementary Teacher - 1st Grade	Instructional II Elementary K-6 (2810), Instructional II Early Childhood N-3 (2840)	

Attachment: 0.3

ISPA PSSA Results in Tables



INSIGHT PA
CYBER CHARTER SCHOOL

Grade: 3 Subject: Math

Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A-TSI designation: Yes or No
All Students	% Below Basic	70%	74%	No
	% Basic	23%	18%	No
	% Proficient	7%	6%	No
	% Advanced	0%	1%	No
IEP	% Below Basic	89%	86%	No
	% Basic	11%	14%	No
	% Proficient	0%	0%	No
	% Advanced	0%	0%	No
LEP	% Below Basic		100%	No
	% Basic			No
	% Proficient			No
	% Advanced			No
Economically Disadvantaged	% Below Basic	67%	77%	No
	% Basic	28%	19%	No
	% Proficient	5%	3%	No
	% Advanced	0%	2%	No
White or Caucasian	% Below Basic	70%	68%	No
	% Basic	17%	24%	No
	% Proficient	13%	6%	No
	% Advanced	0%	3%	No
Black or African American	% Below Basic	69%	88%	No
	% Basic	28%	6%	No
	% Proficient	3%	6%	No
	% Advanced	0%	0%	No

Grade: 4 Subject: Math

Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A-TSI designation: Yes or No
All Students	% Below Basic	73%	79%	No
	% Basic	20%	19%	No
	% Proficient	6%	2%	No
	% Advanced	0%	0%	No
IEP	% Below Basic	100%	77%	No
	% Basic	0%	23%	No
	% Proficient	0%	0%	No
	% Advanced	0%	0%	No
LEP	% Below Basic		100%	No
	% Basic			No
	% Proficient			No
	% Advanced			No
Economically Disadvantaged	% Below Basic	74%	84%	No
	% Basic	23%	14%	No
	% Proficient	3%	1%	No
	% Advanced	0%	0%	No
White or Caucasian	% Below Basic	73%	73%	No
	% Basic	15%	24%	No
	% Proficient	12%	2%	No
	% Advanced	0%	0%	No
Black or African American	% Below Basic	74%	87%	No
	% Basic	26%	13%	No
	% Proficient	0%	0%	No
	% Advanced	0%	0%	No

Grade: 5**Subject: Math**

Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A-TSI designation: Yes or No
All Students	% Below Basic	79%	75%	
	% Basic	16%	23%	
	% Proficient	4%	2%	
	% Advanced	1%	0%	
IEP	% Below Basic	81%	85%	
	% Basic	13%	15%	
	% Proficient	0%	0%	
	% Advanced	6%	0%	
LEP	% Below Basic			
	% Basic		100%	
	% Proficient			
	% Advanced			
Economically Disadvantaged	% Below Basic	86%	72%	
	% Basic	12%	26%	
	% Proficient	2%	1%	
	% Advanced	0%	0%	
White or Caucasian	% Below Basic	69%	71%	
	% Basic	19%	27%	
	% Proficient	8%	2%	
	% Advanced	3%	0%	
Black or African American	% Below Basic	88%	83%	
	% Basic	12%	15%	
	% Proficient	0%	2%	
	% Advanced	0%	0%	

Grade: 6**Subject: Math**

Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A-TSI designation: Yes or No
All Students	% Below Basic	69%	72%	
	% Basic	24%	24%	
	% Proficient	7%	3%	
	% Advanced	0%	0%	
IEP	% Below Basic	85%	100%	
	% Basic	8%		
	% Proficient	8%		
	% Advanced	0%		
LEP	% Below Basic		100%	
	% Basic			
	% Proficient			
	% Advanced			
Economically Disadvantaged	% Below Basic	63%	72%	
	% Basic	29%	24%	
	% Proficient	8%	3%	
	% Advanced	0%	0%	
White or Caucasian	% Below Basic	70%	71%	
	% Basic	20%	23%	
	% Proficient	9%	6%	
	% Advanced	1%	0%	
Black or African American	% Below Basic	70%	74%	
	% Basic	27%	25%	
	% Proficient	3%	1%	
	% Advanced	0%	0%	

Grade: 7**Subject: Math**

Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A-TSI designation: Yes or No
All Students	% Below Basic	68%	71%	
	% Basic	24%	20%	
	% Proficient	7%	8%	
	% Advanced	1%	0%	
IEP	% Below Basic	80%	87%	
	% Basic	15%	10%	
	% Proficient	5%	3%	
	% Advanced	0%	0%	
LEP	% Below Basic			
	% Basic			
	% Proficient			
	% Advanced			
Economically Disadvantaged	% Below Basic	70%	74%	
	% Basic	21%	20%	
	% Proficient	7%	6%	
	% Advanced	2%	0%	
White or Caucasian	% Below Basic	60%	70%	
	% Basic	28%	23%	
	% Proficient	10%	6%	
	% Advanced	2%	0%	
Black or African American	% Below Basic	88%	76%	
	% Basic	12%	12%	
	% Proficient	0%	12%	
	% Advanced	0%	0%	

Grade: 8 Subject: Math

Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A-TSI designation: Yes or No
All Students	% Below Basic	88%	80%	
	% Basic	12%	16%	
	% Proficient	0%	4%	
	% Advanced	0%	0%	
IEP	% Below Basic	96%	93%	
	% Basic	4%	5%	
	% Proficient	0%	2%	
	% Advanced	0%	0%	
LEP	% Below Basic		100%	
	% Basic			
	% Proficient			
	% Advanced			
Economically Disadvantaged	% Below Basic	98%	83%	
	% Basic	2%	14%	
	% Proficient	0%	3%	
	% Advanced	0%	0%	
White or Caucasian	% Below Basic	84%	76%	
	% Basic	16%	19%	
	% Proficient	0%	6%	
	% Advanced	0%	0%	
Black or African American	% Below Basic	90%	90%	
	% Basic	10%	8%	
	% Proficient	0%	2%	
	% Advanced	0%	0%	

Grade: 3 Subject: English Language Arts

Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A-TSI designation: Yes or No
All Students	% Below Basic	28%	30%	No
	% Basic	41%	42%	No
	% Proficient	28%	27%	No
	% Advanced	4%	1%	No
IEP	% Below Basic	67%	57%	No
	% Basic	33%	43%	No
	% Proficient	0%	0%	No
	% Advanced	0%	0%	No
LEP	% Below Basic			No
	% Basic			No
	% Proficient			No
	% Advanced			No
Economically Disadvantaged	% Below Basic	24%	30%	No
	% Basic	41%	44%	No
	% Proficient	29%	24%	No
	% Advanced	5%	2%	No
White or Caucasian	% Below Basic	32%	21%	No
	% Basic	27%	42%	No
	% Proficient	32%	33%	No
	% Advanced	9%	3%	No
Black or African American	% Below Basic	21%	41%	No
	% Basic	54%	38%	No
	% Proficient	25%	21%	No
	% Advanced	0%	0%	No

Grade: 4 Subject: English Language Arts

Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A-TSI designation: Yes or No
All Students	% Below Basic	18%	33%	No
	% Basic	49%	41%	No
	% Proficient	27%	25%	No
	% Advanced	6%	1%	No
IEP	% Below Basic	25%	50%	No
	% Basic	50%	30%	No
	% Proficient	25%	20%	No
	% Advanced	0%	0%	No
LEP	% Below Basic			No
	% Basic		100%	No
	% Proficient			No
	% Advanced			No
Economically Disadvantaged	% Below Basic	23%	34%	No
	% Basic	50%	46%	No
	% Proficient	23%	20%	No
	% Advanced	3%	0%	No
White or Caucasian	% Below Basic	12%	21%	No
	% Basic	54%	45%	No
	% Proficient	27%	34%	No
	% Advanced	8%	0%	No
Black or African American	% Below Basic	32%	46%	No
	% Basic	32%	43%	No
	% Proficient	32%	11%	No
	% Advanced	5%	0%	No

Grade: 5 Subject: English Language Arts

Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A-TSI designation: Yes or No
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	% Below Basic	20%	27%	No
All Students	% Basic	54%	55%	No
	% Proficient	26%	18%	No
	% Advanced	0%	0%	No
	% Below Basic	53%	44%	No
IEP	% Basic	40%	50%	No
	% Proficient	7%	6%	No
	% Advanced	0%	0%	No
	% Below Basic			No
LEP	% Basic			No
	% Proficient			No
	% Advanced			No
	% Below Basic	22%	29%	No
Economically Disadvantaged	% Basic	68%	59%	No
	% Proficient	10%	12%	No
	% Advanced	0%	0%	No
	% Below Basic	17%	20%	No
White or Caucasian	% Basic	50%	59%	No
	% Proficient	33%	22%	No
	% Advanced	0%	0%	No
	% Below Basic	31%	36%	No
Black or African American	% Basic	58%	49%	No
	% Proficient	12%	16%	No
	% Advanced	0%	0%	No

Grade: 6 Subject: English Language Arts

Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A-TSI designation: Yes or No
	% Below Basic	13%	17%	No
All Students	% Basic	54%	53%	No
	% Proficient	25%	29%	No
	% Advanced	8%	1%	No
	% Below Basic	29%	35%	No
IEP	% Basic	57%	56%	No
	% Proficient	14%	9%	No
	% Advanced	0%	0%	No
	% Below Basic			No
LEP	% Basic		100%	No
	% Proficient			No
	% Advanced			No
	% Below Basic	13%	16%	No
Economically Disadvantaged	% Basic	52%	53%	No
	% Proficient	24%	30%	No
	% Advanced	10%	1%	No
	% Below Basic	2%	13%	No
White or Caucasian	% Basic	62%	49%	No
	% Proficient	32%	35%	No
	% Advanced	4%	3%	No
	% Below Basic	25%	25%	No
Black or African American	% Basic	44%	54%	No
	% Proficient	17%	21%	No
	% Advanced	14%	0%	No

Grade: 7 Subject: English Language Arts

Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A-TSI designation: Yes or No
	% Below Basic	1%	4%	No
All Students	% Basic	60%	68%	No
	% Proficient	36%	26%	No
	% Advanced	3%	2%	No

	% Below Basic	0%	14%	No
IEP	% Basic	90%	79%	No
	% Proficient	10%	7%	No
	% Advanced	0%	0%	No
	% Below Basic		33%	No
LEP	% Basic		33%	No
	% Proficient		33%	No
	% Advanced		0%	No
	% Below Basic	2%	4%	No
Economically Disadvantaged	% Basic	60%	68%	No
	% Proficient	35%	27%	No
	% Advanced	3%	1%	No
	% Below Basic	2%	1%	No
White or Caucasian	% Basic	55%	76%	No
	% Proficient	40%	20%	No
	% Advanced	3%	2%	No
	% Below Basic	0%	9%	No
Black or African American	% Basic	77%	58%	No
	% Proficient	19%	32%	No
	% Advanced	3%	0%	No

Grade: 8 Subject: English Language Arts

Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A-TSI designation: Yes or No
	% Below Basic	13%	20%	No
All Students	% Basic	57%	50%	No
	% Proficient	28%	28%	No
	% Advanced	2%	2%	No
	% Below Basic	33%	48%	No
IEP	% Basic	54%	40%	No
	% Proficient	13%	12%	No
	% Advanced	0%	0%	No
	% Below Basic			No
LEP	% Basic		100%	No
	% Proficient			No
	% Advanced			No
	% Below Basic	14%	24%	No
Economically Disadvantaged	% Basic	65%	47%	No
	% Proficient	22%	28%	No
	% Advanced	0%	2%	No
	% Below Basic	16%	17%	No
White or Caucasian	% Basic	49%	44%	No
	% Proficient	31%	36%	No
	% Advanced	4%	3%	No
	% Below Basic	10%	31%	No
Black or African American	% Basic	63%	53%	No
	% Proficient	27%	14%	No
	% Advanced	0%	2%	No

Grade: 4 Subject: Science

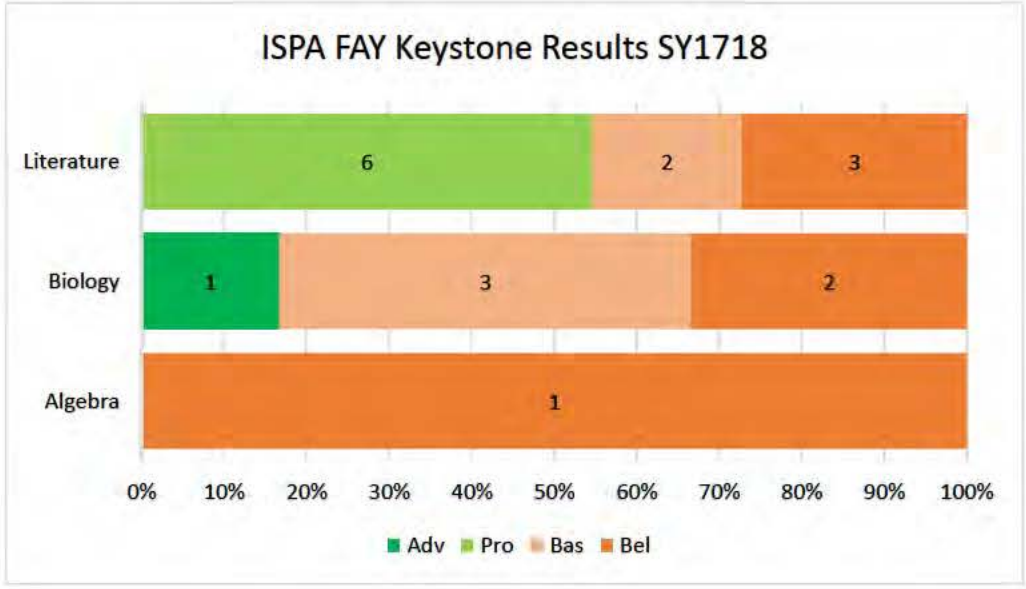
Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A TSI designation: Yes or No
All Students	% Below Basic	17%	24%	No
	% Basic	55%	43%	No
	% Proficient	26%	27%	No
	% Advanced	2%	5%	No
IEP	% Below Basic	38%	32%	No
	% Basic	50%	36%	No
	% Proficient	13%	32%	No
	% Advanced	0%	0%	No
LEP	% Below Basic			No
	% Basic			No
	% Proficient		100%	No
	% Advanced			No
Economically Disadvantaged	% Below Basic	12%	28%	No
	% Basic	65%	49%	No
	% Proficient	24%	21%	No
	% Advanced	0%	3%	No
White or Caucasian	% Below Basic	17%	20%	No
	% Basic	41%	39%	No
	% Proficient	38%	34%	No
	% Advanced	3%	7%	No
Black or African American	% Below Basic	21%	33%	No
	% Basic	63%	49%	No
	% Proficient	16%	16%	No
	% Advanced	0%	2%	No

Grade: 8 Subject: Science

Student Group	Proficiency	Year 1	Year 2	Results Indicated for CSI/A TSI designation: Yes or No
All Students	% Below Basic	50%	41%	No
	% Basic	27%	32%	No
	% Proficient	20%	22%	No
	% Advanced	3%	5%	No
IEP	% Below Basic	71%	68%	No
	% Basic	21%	25%	No
	% Proficient	8%	5%	No
	% Advanced	0%	2%	No
LEP	% Below Basic		60%	No
	% Basic		40%	No
	% Proficient			No
	% Advanced			No
Economically Disadvantaged	% Below Basic	56%	41%	No
	% Basic	25%	31%	No
	% Proficient	19%	25%	No
	% Advanced	0%	3%	No
White or Caucasian	% Below Basic	44%	34%	No
	% Basic	29%	31%	No
	% Proficient	23%	27%	No
	% Advanced	4%	8%	No
Black or African American	% Below Basic	59%	52%	No
	% Basic	28%	40%	No
	% Proficient	14%	8%	No
	% Advanced	0%	0%	No

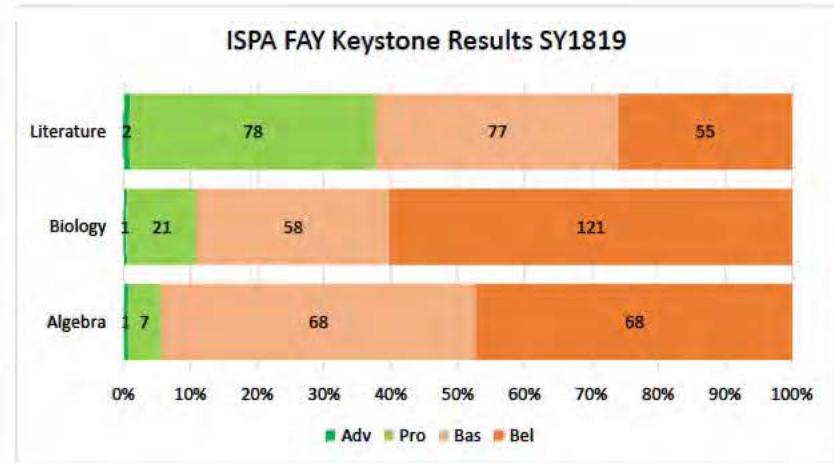
Tested School Name INSIGHT PA CYBER CS
 SED (Multiple Items)

Count of STUDENTID	Column Labels				
Row Labels	Adv	Pro	Bas	Bel	Grand Total
Algebra				1	1
Biology	1		3	2	6
Literature		6	2	3	11
Grand Total	1	6	5	6	18



Tested School Name	INSIGHT PA CYBER CS
SED	(All)
SpecialEd_Group	(All)
FAY	FAY

Count of STUDENTID	Column Labels				
Row Labels	Adv	Pro	Bas	Bel	Grand Total
Algebra	1	7	68	68	144
Biology	1	21	58	121	201
Literature	2	78	77	55	212
Grand Total	4	106	203	244	557



1.1 - Progress Toward Initial Goals

1. *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.*

Goals and objectives for Insight PA are derived from the original charter application and subsequent Comprehensive Planning process with the Chester County Intermediate Unit during the first year of operation. The original charter goals were divided into two categories: academic and non-academic goals. The Comprehensive Planning process provided a full analysis of the operationalized school to derive a focused set of goals and actions which has provided a framework for improving student outcomes.

At the time of the submission of this application, Insight PA has just completed the second year of operation. Many short-term goals have been met, while intermediate and longer-term goals, including making significant gains in student achievement, remain in progress. The school has grown considerably in the first two years opening with about 300 students Year One and ending with nearly 2,000 students at Year Two close. Student population size should be considered whenever percentages are compared year-to-year, as well as length of time enrolled with the school's program. Our economically disadvantaged student population has averaged 67%, more than 20% greater than the state average of 45%. Over 85% of our high school students came to Insight PA credit deficient during the 2018-2019 school year. Baseline overall PSSA achievement (advanced or proficient) for Math is about 7%, ELA is about 30%, and Science is about 29%. There were insufficient sample sizes to report on most subgroups for PVAAS. Where data is available, annual growth expectations fell below the statewide growth goal of 70.0 for all subjects. The PVAAS overall growth score for Math was 50.0 (statewide is 75.2), ELA was 69.0 (statewide was 74.9), and Science was 62.0 (statewide was 74.9).

Our student population requires significant supports across all groups to achieve academic growth. In addition, most of our teachers (during the two years of operations) have less than one full year of teaching at Insight PA. Two years has provided enough time to collect baseline data, but it is an insufficient amount of time to determine the impact of strategies that drive meaningful change for our students.

Insight PA's original charter academic goals were written prior to the authorization of ESSA in late 2015 and creation of the PA Future Ready Index (FRI) in 2018. They rely heavily on the PSSA and Keystone tests as measures of academic success. While PSSA and Keystone tests remain part of FRI, On-Track Measures and College and Career Readiness Measures are now part of the accountability systems. Insight PA has adapted to the FRI framework and incorporated goals and objectives around the two new categories of measurement. Components and strategies are outlined in the table below.

FRI Category	FRI Component	INSIGHT PA Strategy
State Assessment	Assessment Achievement	<ul style="list-style-type: none"> • MTSS and DDI Development (Data Driven Instruction) • Social-Emotional Learning: Stecher Group • Revised Advisor Model • Expand Instructional Coaching • Special Education Dept Expansion • Curriculum and Assessment Alignment Project with CCIU
	Assessment Growth	
On-Track	EL Growth & Attainment	<ul style="list-style-type: none"> • Full Time EL Coordinator/teacher hired
	Attendance	<ul style="list-style-type: none"> • Increase Resource & Attendance Specialists • Revised Attendance Policy • Increase Social Engagement Opportunities • Increase Learning Coach trainings
	Early Indicators of Success: Gr 3 ELA, Gr7 MTH	<ul style="list-style-type: none"> • CBM, Intervention Tools • Reading and Math Interventionists Added
College & Career	College Standards Benchmark	<ul style="list-style-type: none"> • Formal CTE Application Submitted • Pre-Apprenticeships Started • Expand Smart Futures • Industry Tours Scheduled • Expand CTE Pathways • Planning for First Graduating Class
	HS Graduation Rate	
	Rigorous Courses of Study Section	
	Post-Secondary Transition to School, Military, or Work	

The charter's fourteen non-academic goals remain relevant whether under NCLB or ESSA and PA FRI. These goals focus on student engagement, community development, family support, and best professional practice. **While some goals can be achieved and considered completed, most goals as described can expect to be in cycles of continuous improvement throughout the life of the school.**

Non-Academic Goal	Status and Commentary	INSIGHT PA Strategy
Parental engagement strategies including online parenting resources	Continual Progress Distributed quarterly parent newsletter which provided online parenting resources.	<ul style="list-style-type: none"> • Full time Family Engagement Specialist hired
Individualized Learning Plan (ILP)	Continual Progress During the 2018-2019 SY, the school created the Director of Educational Data Systems position. A task for this role is to design the ILP.	<ul style="list-style-type: none"> • Committee formed and pilot program in progress
Experienced Learning Coach mentor program	Continual Progress After the first year of school, work began to identify mentors within current parent populations. Next step is assigning mentors for new Learning Coaches.	<ul style="list-style-type: none"> • Full time Student Engagement Specialist hired



Monthly social outings	Continual Progress	<ul style="list-style-type: none"> • Full time Family Engagement Specialist hired • SY1920 calendar planned
Full time teachers conducting 9 field trips per year	Beginning Progress	<ul style="list-style-type: none"> • Committee formed • SY1920 calendar planned
Full time teachers leading monthly clubs	Continual Progress	<ul style="list-style-type: none"> • Clubs increased SY1920 • CTSO clubs beginning SY1920
Students with special education needs will be provided a fair and appropriate education (FAPE)	Always	<ul style="list-style-type: none"> • Special Education Dept expanded • Additional supplemental programs added
Students engaging in virtual and statewide engagement, educational, and community events	Continual Progress ISPA students participated in a mascot competition, ice skating and bowling events during the school year. Their work in the community included food bank volunteering events and participation in cradles and crowns.	<ul style="list-style-type: none"> • Full time Student Engagement Specialist hired • K¹² Service Learning Program
All new teachers complete the K ¹² National Teacher Training and the Insight PA Induction Program according to Insight PA's state approved Induction and Professional Development plan	Completed for current staff In Progress for new hires	<ul style="list-style-type: none"> • Partnership with Southern New Hampshire University stabled to provide online specific training and master's degree
Differentiated professional development based on instructional needs, instructional observations, Professional Development Plan, and mandated trainings	Continual Progress - Strong Professional Development Coordinator and K ¹² training and coaching resources have facilitated growth of program	<ul style="list-style-type: none"> • Continued program development as first staff cohorts move into years 2 and 3 • Partnership with Southern New Hampshire University to provide online specific training and master's degree
All teachers analyze student performance data in order to drive instruction	In Progress Second year for MTSS program Professional development plan includes DDI Department and PLC meetings held	<ul style="list-style-type: none"> • MTSS Coordinator hired for each grade band • Weekly, multidisciplinary data meetings held to review tiered services and research-based strategies • Single point of referral submission implemented
Multiple learning plans according to student needs including: Synchronous and Asynchronous	In Progress Targeted live session model in place	<ul style="list-style-type: none"> • Live class sessions targeting specific needs held K-12

instruction, face to face opportunities		<ul style="list-style-type: none"> • Curriculum and supplemental materials can be completed asynchronously • Face-to-face connection sessions held at libraries across the state weekly
Targeted Response to Instruction and Intervention (RTII) program in order to provide early intervention and evidenced based strategies to help all students exceed	In Progress Adopted Multi-Tiered System of Supports Model Second year for MTSS program	<ul style="list-style-type: none"> • MTSS Coordinator hired for each grade band • Weekly, multidisciplinary data meetings held to review tiered services and research-based strategies • Single point of referral submission implemented
Administrators implement a Data Driven Instruction model and framework in order to closely monitor student progress and performance, and leverage targeted facilitated Professional Learning Communities to improve instruction	In Progress Weekly rotating K ¹² Success Cycle and cross-functional team meetings held	<ul style="list-style-type: none"> • Supported DDI model through PD and regular cycles of review and accountability • Pilot programs implemented to determine most effective strategies

The Comprehensive Plan provides an overall goal and an action plan that strives to integrate related challenges based on document guidance and agreement of the Comprehensive Plan Committee. Members of the Committee included department leaders, teachers, student services, guidance counselors, and parents. The Plan was reviewed and approved by the Board of Trustees.

The Plan cited three early accomplishments.

1. The number of students referred to the Student Services program has increased over the course of the Year One.
2. The number of Back-on-Track plans created for students increased over the course of Year One which indicated staff is effectively monitoring student data to identify student needs.
3. Insight PA has seen continued community interest in enrollment.

Five significant concerns were cited.

1. The majority of incoming Insight PA students are scoring Basic or Below Basic on initial Benchmark Assessments.
2. Multiple sources of academic data indicate that enrollment later in the year is correlated with less successful academic outcomes.
3. The percentages of the Insight PA population classified as Economically Disadvantaged and/or Special Education are higher than the state averages.
4. At the Middle School and High School levels passing rates and completion of course work is lower than required.
5. Submission of student referrals and creation of Back-on-Track plans has not resulted in significant improvement to student academic outcomes.

After an analysis of systemic challenges, action planning focused the goal to ensuring that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement. Related challenges include:

- Ensure there is a system in the school that fully ensures each principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.
- Ensure there is a system within the school that fully ensures school-wide use of data focused on school improvement and the academic growth of all students
- Ensure there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Ensure there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.
- Ensure there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness for Action Plan

Type	Data Source	Specific Targets
Interim	Cohort Strong Start Metrics	Year over year increase in the following strong start areas: <ul style="list-style-type: none"> • Percentage of students and Learning Coaches logged in within the first five days of school start • Percentage of all students attend a live orientation session within the first ten days of school • Percentage of all students receive a connection call and complete On-Line Learning course within the first five days of school • Percentage of all students completing diagnostic assessment within the first ten days of school start
Interim	Attendance and Participation Data	Year over year increase in the following: <ul style="list-style-type: none"> • Daily Log In • Attendance at required class connect sessions
Interim	Proficiency and Growth	Year over year increase in Proficiency and Growth as measured by varied interim assessment tools: STAR 360, Easy CBM, USA Test Prep
Interim	Progress Monitoring Data	Year over year increase in Proficiency and Growth as measured by performance in varied supplemental programs: Reading A to Z, iXL, iReady CDT
Interim	MTSS Data	Review of referral data, tracking movement through MTSS tiers
Interim	Teacher Walk-Through Data	Trends in ratings on established Walk-Through focus areas
Interim	Credit Recovery Program	Semester over semester reduction in the percentage of students classified as credit deficient
Annual	PSSA Data – Proficiency and Growth	Year over year increase in Proficiency and Growth
Annual	Keystone Data	Year over year increase in Proficiency
Annual	Graduation Plan/Graduation Rate Data	Year over year growth in percentage of full time HS students with a Graduation Plan where credits needed equals zero by the start of the second semester of each school year
Annual	Teacher Evaluation Scores	Year over year growth in overall score on Act 82 teacher evaluation.

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.

No designation has been given at the time of this submission.

2. 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.

We have identified that a large majority of our students is highly at-risk. Seventy three percent of students are Economically Disadvantaged (state avg is 45%), 88% of students in high school enter as credit deficient, and 20% of students have Individualized Education Plans. Insight PA serves 33% black and 12% Hispanic or Latino students. Most of our student population falls into one or more categories of historically underserved students. Insight PA's strategies to help our students achieve academic goals fall broadly into the categories increasing engagement, expanding supplemental curricular resources, and investing in our teachers and support staff.

There is a strong association between students completing course work, attending live class sessions (one-on-one, targeted small group, whole group), and demonstrating academic achievement. Strategies such as increased social outings, class trips, and increased Learning Coach education supports students through relationship building. With strong relationships, students should be more likely to continuously engage with teachers, their course work, and demonstrate grit when challenged.

Strong Tier 1 supports include a rigorous and well-aligned curriculum. Baseline data of our students' performance indicates the need for additional resources to meet the needs of our students in Tiers 2 and 3. The need is particularly acute in math where average proficiency scores are under 10% for most populations, and as low as 0%-2% for other populations such as LEP, economically disadvantaged, and students with an IEP in mathematics at the fourth and fifth grade levels. While ELA scores are stronger than math overall, they still only sit around 25% proficiency on average, and underserved populations consistently trail the general average. Insight PA is investing in additional supplemental curriculum resources from Houghton Mifflin Harcourt such as Math and Read 180, evidence-based supplemental programs intended for use within a MTSS framework. Other supplemental resources include Reading A-Z and IXL.

Insight PA has made strong investments through general, Title, and IDEA funds in our staff and their professional development. We doubled the number of staff (Student Resource Specialists and Student Attendance Specialists) dedicated to curating and deploying community resources to support attendance and the whole student. The staff are attending professional development with the CCIU in September 2019 to better support our MKV population. A representative group of staff will also be training with the CCIU to support Social and Emotional Learning through the Tom Stecher Group. We hired and plan to hire additional math interventionists. These specialized teachers will focus intensely on closing the gaps and building foundational mathematics skills for our Tier 2 and 3 populations. For the 2019-2020 school year, student-teacher ratios were reduced by 15% across all grade bands and subjects.

Further details about strategies can be found in the Insight PA Comprehensive Plan. Two years has provided enough time to collect baseline data and begin operationalizing strategies, but it is an insufficient amount of time to determine the impact of strategies that drive meaningful change for our students.

3. 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.

Insight PA's original charter academic goals were written prior to the authorization of ESSA in late 2015 and creation of the PA Future Ready Index (FRI) in 2018. The school has grown considerably in the first two years opening with about 300 students Year One and ending with nearly 2,000 students at Year Two close. Eighty five percent of students have been enrolled with the school one or less years. Student population size should be considered whenever percentages are compared year-to-year, as well as length of time enrolled with the school's program.

The original charter goals rely heavily on the PSSA and Keystone tests as measures of academic success. Baseline overall PSSA achievement (advanced or proficient) for Math is about 5%, ELA is about 27%, and Science is about 29% across all grade levels. There were insufficient sample sizes to report on most subgroups for PVAAS. Where data is available, annual growth expectations fell below the statewide growth goal of 70.0 for all subjects. The PVAAS overall growth score for Math was 50.0 (statewide is 75.2), ELA was 69.0 (statewide was 74.9), and Science was 62.0 (statewide was 74.9).

Math average proficiency scores are about 5% for most populations, and as low as 0%-2% for some populations such as LEP, economically disadvantaged, and students with an IEP in mathematics at the fourth and fifth grade levels. While ELA scores are stronger than math overall, they still only sit around 27% proficiency on average, and underserved populations consistently trail the general average.

The initial scores from the first two years of the school fall well below the goal of proficiency for all students. Two years has provided enough time to collect baseline data and begin operationalizing strategies, but it is an insufficient amount of time to determine the impact of strategies that drive meaningful change for our students.

4. List formative and summative assessments.

Insight PA uses formative and summative assessments from a variety of sources. Formative assessments are embedded throughout all courses, K-12. In addition, teachers create their own informal, formative assessment using a variety of tools during synchronous and asynchronous instruction such as exit tickets. Summative assessments are embedded in courses at the close of each semester course. Further course specific details are available in curriculum maps.

In addition to course specific assessments, Insight PA uses other formal third-party tools. Major third-party tools include EasyCBM, USA Test Prep, and Star360. Star360 is a universal screening tool from Renaissance Learning. Students take math and reading (or early literacy K-2) tests at the beginning (or upon enrollment), middle, and end of the school year. USA Test Prep provides subject specific, interim data for grades 6-12, and Easy CBM provides reading and math benchmark and progress monitoring for grades K-5. The third-party assessment calendar and subject specific list is detailed below.

Students participate in state mandated PSSA and Keystone assessments during assigned windows. Insight PA has offered Keystone testing opportunities during the winter and spring windows each year of operation. PSSAs are given to students in grades 3-8 during the testing window each spring.

Please see below for chart of formative and summative assessments:

USA Test Prep Interim Assessments
Algebra I Keystone (PA Core)
Biology Keystone (PA Core)
Geometry (PA Core)
Grade 10 English Language Arts (PA Core)
Grade 9 English Language Arts (PA Core)
Literature Keystone (PA Core)
US History (1890-Present) (PA Academic Standards)
World History (1450-Present) (PA Academic Standards)
Grade 6 ELA PSSA (PA Core)
Grade 6 Mathematics PSSA (PA Core)
Grade 7 ELA PSSA (PA Core)
Grade 7 Mathematics PSSA (PA Core)
Grade 8 ELA PSSA (PA Core)
Grade 8 Mathematics PSSA (PA Core)
Grade 8 Science
Grade 6 History (PA Core)
Middle School World Geography (PAAS)
Middle School World History to 1500 (PAAS)
Middle School Earth and Space Science (NGSS)
Middle School US History to 1877 (PAAS)
Middle School Life Science (NGSS)
Economics (PA Academic Standards)
Chemistry (PA Academic Standards)
Grade 11 English Language Arts (PA Core)
Algebra II (PA Core)
Pre-Calculus (PA Academic Standards)
Economics (PA Academic Standards)
Physical Science (PA Academic Standards)
Civics and Government (PA Academic Standards)

SY 19/20 Assessment Plan - K-12	Kindergarten -2nd		Grades 3-5		Grades 6-8		HS	
(BOY) - Math/Reading - enter tool by grade band	STAR 360		STAR 360		STAR 360		STAR 360	
List a 1-2 week window you will be assessing the majority of Students your BOY Test Window (all student to test upon enrollment)	9/3/2019	9/13/2019	9/3/2019	9/13/2019	9/3/2019	9/13/2019	9/3/2019	9/13/2019
Interim/Benchmark 1	Easy CBM		Easy CBM		USA Test Prep		USA Test Prep	
Reading/ELA (list tool by grade band)								
Math (list tool by grade band)								
Grade band test window (Start date EndDate)	11/12/2019	11/22/2019	11/12/2019	11/22/2019	11/12/2019	11/22/2019	11/12/2019	11/22/2019
(MOY) - Math/Reading	STAR 360		STAR 360		STAR 360		STAR 360	
List a 1-2 week window you will be assessing the majority of Students your MOY Test Window (all student to test upon enrollment)	1/27/2020	2/7/2020	1/27/2020	2/7/2020	1/27/2020	2/7/2020	1/27/2020	2/7/2020
Interim/Benchmark 2	Easy CBM		Easy CBM		USA Test Prep		USA Test Prep	
Reading/ELA (list tool by grade band)								
Math (list tool by grade band)								
Grade band test window (Start date EndDate)	3/30/2020	4/10/2020	3/31/2020	4/10/2020	3/31/2020	4/10/2020	3/31/2020	4/10/2020
(EOY) - Math/Reading	STAR 360		STAR 360		STAR 360		STAR 360	
List a 1-2 week window you will be assessing the majority of Students your EOY Test Window (all student to test upon enrollment)	6/1/2020	6/11/2020	6/1/2020	6/11/2020	6/1/2020	6/11/2020	6/1/2020	6/11/2020

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

Elementary

Data is collected throughout the year from a variety of sources. We utilize a universal screener (STAR 360), progress monitoring tool (EasyCBM), formative, and summative assessments. The data is compiled and shared with teachers through our data team meeting process. During a data team meeting week, the teachers are given a focus for the week. In this focus, we investigate different data measures to determine where our students are placing. Those students are then grouped accordingly into targeted live sessions with our teachers.

Reading and Math interventionists also provide instruction to our Tier 2 and Tier 3 student population. This instruction is provided in either a small group or one-to-one framework. The interventionists provide the students with instruction in the areas of need based on the assessment data. This is what drives their instruction and makes it student focused.

As data is analyzed on a daily, weekly, and monthly basis, instructional decisions are made. Specifically, we use a leveled learning target system for instruction. We unpack our power standards and create lessons to include varying levels of rigor to engage all learnings. As we analyze student performance data, the levels of rigor are differentiated and individualized for upcoming sessions.

We also utilize a monthly data conferencing schedule for teachers to work with Learning Coaches on increasing course progress through a learning plan.

We employ a comprehensive assessment cycle throughout the year. As students enroll, they complete a norm-referenced screener assessment. The same program is used for mid-year and end-of-year benchmarks. Interim assessments occur quarterly. Both assessments provide baseline and growth data that is analyzed during our data team meeting cycle.

Middle School and High School

Ongoing data collection and analysis helps teachers plan their instruction as well as gives us the opportunity to look for trends. We hold weekly meetings to review qualitative and quantitative data points from multiple sources (universal

screeener, summative assessments, progress monitoring, etc.) and create action plans of next steps and goals for the teachers to support students. MTSS Coordinators assess the effectiveness of strategies and provide feedback for improvement. Staff is provided training on how to properly implement research-based instructional strategies.

Additionally, we have math and reading interventionists to support students designated as at-risk. The math and reading interventionists facilitate additional small group or one-on-one sessions with their students. During these sessions, instruction occurs around gap skills and extensive interventions are provided. Data on progress is tracked daily and reviewed weekly during our Data Team Meetings, as well as in our Academic Tracker.

As data is analyzed on a daily, weekly, and monthly basis, instructional decisions are made. Specifically, we use a leveled learning target system for instruction. We unpack our power standards and create lessons to include varying levels of rigor to engage all learners. As we analyze student performance data, the levels of rigor are differentiated and individualized for upcoming sessions.

We employ a comprehensive assessment cycle throughout the year (see embedded). As students enroll, they complete a norm-referenced screener assessment. The same program is used for mid-year and end-of-year benchmarks. Interim assessments occur quarterly. Both assessments provide baseline and growth data that is analyzed during our data team meeting cycle.

Data Team Meeting Calendar is attachment #1.1-1.

7. Provide a high-level summary of achievement and other outcomes to include trend information and results by student group, what do these data suggest in terms of the school's short- and long-term goals? How do these goals relate to the school improvement plan, if any?

a. Elementary School:

Reference the attachment 1.1-Data for while reading this section. We firmly believe in data driven instruction at the elementary level. We began a data conferencing cycle in the 2018-2019 school year. This data conferencing cycle allowed teachers to check course progress and have meaningful conversations with learning coaches to increase our overall progress rate. Prior to implementation, our elementary progress rate was at 27%. After incorporating this new initiative, our students reached 87% progress completion in math and ELA. We will continue moving forward with this initiative for the 2019-2020 school year and beyond.

We also looked at the promotion and retention rates of our students. In the 2018-2019 school year 83% of students were promoted to the next grade level. A total of 62 students were retained. In the 2019-2020 school year we are creating a better student focused environment within the elementary program. With the addition of several Advisors, our students will be supported more quickly than we were able to do in the past. The Advisors will assist teachers in a student-centered approach to learning. We will be focusing on engagement, progress monitoring participation, and progress rates.

These items above also helped us as an elementary program to form school wide goals for the 2019-2020 school year in which we focus on participation of assessments, progress rates, and targeted session attendance.

The above-mentioned items align with the comprehensive plan. Specifically, the creation of a data driven instructional cycle that aligns to the school assessment plan and includes regular data meetings facilitated through established data protocols. Refinement of MTSS framework to include: identification of Tier 1 best practices in supporting student engagement and learning, administrative implementation/monitoring plan to ensure consistent use of best practices, referral process aligned to DDI cycle, identification of increasingly targeted engagement and academic interventions,

administrative implementation/monitoring plan to ensure consistent use of targeted interventions at Tier 2 and 3, creation of data driven instructional cycle that includes regular data meetings facilitated through established data protocol for the purposes of analyzing interim and summative data and using data, to inform provision of differentiated instruction within structured groups.

b. Middle School:

Reference the attachment 1.1-Data for while reading this section. As outlined in the prior section, student achievement and academic outcomes are measured and analyzed on a regular basis. The promotion and retention rates are long-term goals. In the 2018-2019 school, at the middle school level, 86% (534) of students were promoted. Of the 14% (88) who were retained, 50 of the students earned promotions after successfully completing our summer school program.

To reach our long-term goal of promotion, we focus on short-term goals that include attendance, engagement, benchmark/interim participation, and quarterly passing rates. These goals, as well as the lead and lag measures used, are included in the attachment Middle School WIGs (Wildly Important Goals).

c. High School:

Reference the attachment 1.1-Data for while reading this section. Student achievement is measured through a variety of outcomes at the high school level. We begin the year with a universal screener (STAR360) to assess reading and math levels. This allows us to ensure students are placed in the appropriate math and reading courses and receiving appropriate supports such as targeted instruction, and when necessary, specialist support. The STAR360 assessment also provides us a baseline for measuring growth. We have two additional administrations throughout the year; one at the midway point, and one at the end of the year.

Last year, nearly 75% of our students demonstrated basic or below basic proficiency on the end of year math assessment. Reading numbers were stronger with 49% of our students demonstrating proficiency. One encouraging trend was that returning students from the 2017-2018 SY scored consistently higher than newly enrolled students. Last year we experienced low participation among the Special Education subgroup, with an only of 20% participating in the EOY star assessment (33 of 163 students). This year, we have significantly increased our staffing for SE support, increasing our SE team at the high school level from 9 to 14, improving our staff-to-pupil ratio from 18:1 to 11:1. Our model for providing instructional support for students with special needs has been redesigned to allow for targeted small group support focused on IEP goals and smaller case-loads. This trend aligns with our school comprehensive plan goal of ensuring our organizational structure, processes, and human resources are sufficient to support student growth.

Progress towards mastery of grade level standards is measured both through local assessments, and quarterly subject-specific benchmark assessments administered through USA Test Prep. The data is then used to inform classroom instruction with a focus towards standards in areas of struggle. This specifically helps our teachers prepare students for the state Keystone Exams in literature, algebra, and biology.

Local assessment data and course progress is a primary focal point for us this school year, as well as student engagement. The high school has set a goal of raising overall course passing rates to 65%. Last year, data revealed that on whole our overall passing rates were 42%, our passing rates among students who were actively engaging in our instructional program rose to 72%. We have increased capacity around early interventions for disengaged students through our referral and student tracking process, student support services, and a restructured schedule allowing for more teacher capacity to make phone calls and enduring connections with students. Our goal surrounding engagement for the '19-20 SY is for no more than 25% of our total student population to have 4 consecutive days without logging in to their courses at any given time.

All data and associated action plans align with the strategies outlined in our school comprehensive plan. Specifically, implementation of data-driven instructional protocols, implementation of multi-tiered system of supports, and ensuring there is a system within the school that fully ensures school-wide use of data focused on school improvement and the academic growth of all students.

1.2 - Educational Programs

1. *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).*

Our primary curriculum vendor, K¹², offers a comprehensive catalog of courses for students from pre-kindergarten through 12th grade. The K¹² curriculum is aligned with both Pennsylvania Core Standards (PCS) and Common Core State Standards. Each course follows a carefully organized scope and sequence articulating measurable unit-level goals and lesson-level objectives that clearly state what students should know and be able to do at the end of the course. To help students master the objectives, K¹² creates and assembles a wide variety of learning components and Insight PA teachers work to satisfy the diverse needs of students in multiple learning environments.

Lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. The online and offline curriculum is designed in a rich, multimedia format to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.

Online and offline activities within the curriculum can be adapted in ways to accommodate student needs, and new tools allow teachers to adjust and augment curriculum for individual students.

The curriculum includes several types of activities to enhance students' critical thinking skills. As students develop factual knowledge, problem-solving skills, and conceptual understanding, they practice critical thinking through a variety of tasks that require them to reflect on what they've learned and how it applies to new tasks and situations.

Insight PA is committed to delivering a curriculum that is multicultural, pluralistic, and inclusive. As such, K¹² curriculum developers are trained to guard against demographic, geographic, political, racial, and intellectual bias.

Elementary and Middle School Core Curriculum

From kindergarten through 8th grade, courses are categorized into six core subject areas: Language Arts/English, Mathematics, Science, History, Art, and Music. (See K-8 courses descriptions and objectives in Appendix.) In addition, K¹² provides multiple levels of World Languages. The proprietary curriculum includes all courses that students need to complete their core kindergarten through 8th grade education—embodied in the hundreds of engaging lessons in each content area. All courses develop fundamental skills and teach the key knowledge building blocks or schemas that each student will need to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum for K-8 is mastery-based, with assessments built into every lesson to evaluate mastery and point the way to remediation or enrichment where appropriate.

High School Core Curriculum

Whether targeting a top-tier, four-year university, technical/vocational education, a local community college, or an immediate career, Insight PA high school students choose from an array of appropriately paced course offerings in order to maximize their post-high school success.

K¹² courses when combined with the additional resources mandated by the Insight PA Board of Trustees meet all PA graduation requirements, and the diversity of electives (from Anthropology to World Languages to Web Design and a new broad array of vocational and STEM courses) is designed both to help students earn their high school diploma and find their own path to post-high school success.

Math, English, Science, and History courses are offered in a range of levels (Core, Comprehensive, Honors, and plan to offer Advanced Placement classes in the 2020-2021 SY; see details below). Unlike other programs, where a student must be in a particular “academic path”, the program allows a student and their Learning Coach to chart a specific and individual path, choosing from among the levels of courses to match a student’s aptitude and goals. So, if a student excels in Math and Science, they may take all Honors courses in those subjects, while choosing from among Core or Comprehensive versions of English and History courses. Or that pattern can be reversed, and mixed and matched. These multiple course levels prevent students from being “locked in” to one level of a subject and reflect and support the natural progress and growth of each student.

Foundational and credit recovery courses are offered to meet the needs of diverse learners.

2. 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.

Insight PA’s certified teachers are key to engaging students in the coursework, motivating them, monitoring their progress, evaluating their efforts, and providing instructional feedback.

Communication tools integrated with the learning management systems (including e-mail and Class Connect synchronous instructional sessions), as well as frequent telephone conversations, help develop constructive working relationships between the teacher, student, and learning coach. Teachers are available for direct assistance during school operating hours.

The method of instructional delivery is through direct instruction in Class Connect synchronous sessions. Instructional hours built into the school master schedule are structured for 900 instructional hours at grades K-5 and 990 instructional hours at grades 6-12.

Each K-8 student is instructed by a team of Pennsylvania certified and highly qualified teachers. A healthy working relationship between the student and the assigned teacher(s) and between the learning coach and the teacher(s) is essential. The K-8 student’s assigned certified teacher(s) will communicate with the parent and student through e-mail, telephone, online web meetings, and direct instruction sessions. Middle school students have content specific teachers who communicate with students and parents by subject matter. It is the teacher’s professional responsibility to provide for the academic success of each individual student in his/her class. The teacher engages students in the coursework and continually motivates them, monitors student progress in the course, as well as grading assignments and providing instructional feedback. Students learn from this feedback and then revise their efforts for future assignments. Each student in grades 6 through 8 will also have a homeroom teacher who addresses non-curricular questions.

The K-8 curriculum can be self-paced. Lesson plans appear daily for each K-8 student in the learning management system called the Online School (OLS) . Lesson plans update daily as students progress and master the content in each course. Teachers provide both synchronous and asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing. The teacher leads academic conferences with the learning coach but also are available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher also provides direct instruction based on the students’ identified needs.

Teachers of K-5 students monitor individual student progress by setting goals, reviewing/grading assignments, giving support and advice, and direct instruction through synchronous sessions. This approach, integrated with assessments and a comprehensive learning system, provides learning coaches and teachers with the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in “real time” through the Learning Management System. Students who master lessons

ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until the lesson objectives are mastered.

In the middle school program (grades 6-8), students have one subject-specific teacher for each subject studied, and these teachers are responsible for reviewing all student work and providing instructional feedback. The teachers work together on a teaching team and employ a cooperative team-teaching approach. Middle school subject area teachers share the same students. During team planning and meeting time they may collaborate on lesson planning, review Multi-Tiered System of Supports (MTSS) status, etc. This approach allows the parent to focus on serving as a learning coach and guide to her/his student to help them achieve academic excellence. Students are regularly involved in a course-by-course basis in threaded, teacher-monitored discussions with each other about key topics and ideas being covered.

In the high school program, students have one subject-specific teacher for each subject studied, and these teachers are responsible for reviewing all student work and providing instructional feedback. Each high school student also has an advisor who fills many roles: initially welcomes the student; sends out progress reports and other school communications; monitors attendance; etc. The homeroom teacher may also be one of the student's subject area teachers. Students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions with each other about key topics and ideas being covered.

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

Assessment and instruction are inseparable, and assessment is the first core principle of data-driven instruction. Asking students to demonstrate their understanding of the subject matter is critical to the learning process. At the beginning of each school year and upon enrollment, a universal screener is administered to all students in both Math and ELA using STAR360. As a norm-referenced readiness assessment, student knowledge and skills are measured in a nationally representative norm group and is used to measure growth over the course of the school year. Interim assessments are used quarterly to evaluate where students are in their learning progression on state standards and objectives taught throughout each instructional cycle. Formative assessments are used regularly during the learning process to guide instruction. Teachers collect evidence of mastery through a variety of strategies used to improve instructional techniques and student learning while it is happening.

Additionally, the curriculum is embedded with multiple assessment tools and strategies to improve student achievement and attain learning objectives. Assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored multiple-choice tests to extended performance tasks evaluated by the teacher. Assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment. With 24/7 access to course progress tracking tools, students and their learning coaches can monitor their progress and make informed decisions on whether to review content or advance in the course. The program/course structure includes adequate and appropriate methods and procedures to assess students' mastery of content. The program makes use of a variety of formative and summative assessment instruments:

- Lesson Assessments are used to verify mastery of the objectives for that lesson, and to determine whether a review of some or all, of the lesson is advisable.
- Unit Assessments show whether the student has retained key learning objectives for the unit and identify specific objectives students may need to review before moving on.
- Semester Assessments verify student mastery of key learning objectives for the semester.

Students perform a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussion questions, group and individual projects, formative assessments, objective tests, and written exams.

Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content beyond letter grades. Self-checks and checkpoints are present to provide immediate feedback on whether a student has mastered the skill or if the student needs additional practice or needs to repeat the instructional section of the course.

Assessment materials provide the teacher with the flexibility to assess students in a variety of ways. Some assessment items are presented, answered, and scored online, and others are short and extended constructed responses that are evaluated by the teacher. Item types included multiple choice, matching, short answer, and constructed response items. Multiple choice, matching, and short answer items are most frequently used to assess recall of information and understanding of concepts, although some have been designed to address higher knowledge levels. Extended response items are generally used to assess strategic application of concepts and skills, and metacognitive knowledge.

4. Describe instructional strategies used to support student learning.

Each course follows a carefully organized scope and sequence articulating measurable unit-level goals and lesson-level objectives that clearly state what students should know and be able to do at the end of the course. To help students master the objectives, curriculum developers create and assemble a wide variety of learning components to satisfy the diverse needs of students in multiple learning environments.

Lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. The online curriculum is designed in a rich, multimedia format to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.

Online and offline activities within the curriculum can be adapted in ways to accommodate student needs, and new tools allow teachers to adjust and augment curriculum for individual students. Online and offline activities within the curriculum can be adapted in ways to accommodate student needs. At the most basic level, teachers can assist students in customizing the timeline based on the students' progress. Many activities are constructed in ways that have multiple paths and can be used and re-used for additional practice, for re-teaching or remediation. Lessons contain optional activities that give teachers opportunities to reach students in new ways.

The curriculum features additional activity suggestions (outside of the standard lesson) for the teachers to use at their discretion. Teachers can (and do) provide teacher led activities to support and accommodate the needs of individual students and/or student cohorts. K¹² Product Developers have provided whiteboard files, presentations, activities and activity ideas for use on collaboration tools. These additional curricula activities further empower teachers to conduct live teaching sessions with students. These teacher-led activities have been helpful for students who need more structure or routine, for students needing remedial work or more challenging work. The teacher uses his/her own experience and creativity to implement the curriculum in ways that facilitate the most successful outcome for their student(s).

Teachers regularly review data from school based and state assessments to determine a student's need for differentiated instruction. Based on data, teachers may direct students to attend one-on-one tutoring sessions, complete additional assignments in the online school or through supplemental programs like Stride or USA Test Prep. Teachers can access data immediately and at any time. This allows teachers to provide point in time assistance to

students. Data are a tremendous resource that allows true differentiated instruction to occur at the point that will have the most impact for students.

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

Insight PA professional development opportunities consist of the following opportunities and cited examples:

- **Personal Learning Communities-** *Social Emotional Learning Connection Team*
- **Whole and Small Group Training Sessions-** *Power Standards and Targeted Instruction*
- **Mentoring-** *Monthly Mentoring PLC's*
- **Instructional Coaching-** *Monthly one on one meetings and observations*
- **Virtual New Staff Training-** *Completed in first 90 days of employment*
- **Virtual Conferences-** *K¹² Promising Practices*
- **State and National Conferences-** *PETE&C*
- **K¹² Partnership with Southern New Hampshire University-** *M.Ed. in Online Instruction*

Aligned with PDE's Standards Aligned System and K¹²'s Academic Excellence Framework, Insight PA professional development's mission is to train our staff to interpret data to drive instruction, differentiate and target instruction to meet the needs of all students, and to foster an inclusive school culture and community that always considers the social and emotional learning needs of our students.

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

Please see attachment 1.1-3

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

This is not applicable for Insight PA Cyber Charter School.

8. *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.*

The expectation set by the PA Department of Education (PDE) is that 95% of students in grades 3-8 will take the PSSA exam each year and 95% of 11th graders will have attempted each of the Biology, Algebra I, and Literature Keystone exams at least once. Along with participation requirements, PDE requires that schools ensure proper test security by training staff to appropriately handle and administer the tests.

At Insight PA, we are working to achieve the 95% participation goal in many ways. For the PSSA exam, we host 35-40 sites across the state of Pennsylvania over the three-week window to administer the exams to students. For the Keystone exams, we host 10-20 sites across the state in both the winter and spring windows. By having sites across the state, it ensures that each student has a testing location within a reasonable distance from his/her home. In the 2019-2020 school year, we will be hosting sites in urban areas for multiple weeks of the testing windows to ensure we can appropriately accommodate all students in areas with a dense student population. In addition to having sites in a reasonable distance from each student, we are working to have strong and frequent communications with families regarding state testing. We plan to give families multiple notices starting two to three months prior to testing so they have sufficient time to make arrangements to attend their assigned state testing location.

In addition to striving to reach the 95% state testing participation goal, we train all staff to ensure tests are always appropriately secure. All staff complete the required PSTAT training each year before administering any exams. In addition to the PSTAT state training, the Testing Coordinator attends trainings administered by DRC each year regarding PASA, Keystone, and PSSA exam updates. The Testing Coordinator then has multiple virtual and face to face trainings for all staff prior to each testing window to ensure proper test security at each testing location.

For the PASA exam, Insight PA staff complete the mandatory training provided by PASA. The computer-based exam is administered one-on-one at a location close to the student's home. It is recorded and submitted to the PASA website. Insight PA staff communicate with families to determine the best local location that is both convenient for the family and provides ample privacy to ensure test security.

9. Attach the curriculum framework, maps, or scope and sequence for English Language Arts, mathematics, science, and social studies.

Please see attachment 1.1-4 for curriculum maps.

10. Attach descriptions and objectives for all courses.

Please see attachment 1.1-5 for descriptions of all courses.

Please see attachment 1.1-6 for objectives for all courses.

1.3 - Future Goals and Objectives

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

Insight PA's Charter was written in 2014, when school accountability measures were based on NCLB. Therefore, future goals and objectives for Insight PA have been developed to account for the new ESSA regulations and accountability measures within the PA Future Ready Index.

Insight PA has just completed the second year of operation and in that time has experienced tremendous enrollment growth. The school began in 2017-2018 as a K-10 program and added 11th grade in 2018-2019 school year. We will begin the 2019-2020 school year as a K-12 school with our first graduating class. During this time of exponential growth, we have been working to identifying baseline data about our students in order to ensure our program will meet student needs. Due to increased enrollment over the last two years, determining accurate baseline data has been challenging. Our first year Future Ready Index indicators were primarily grayed out due to an insufficient sample and a lack of baseline data to determine school targets. As a result, many of Insight PA future goals note the need for additional baseline data in order to determine specific outcomes. We have identified a large amount of our students are highly at-risk. As of June 2019, 73% of students are Economically Disadvantaged (state avg is 45%), 88% of students in High School enter as credit deficient, and 20% of students have Individualized Education Plans. Insight PA does have a PDE approved three-year Comprehensive Plan that will serve as an important operational strategic plan through the 2021-2022 school year. In addition, the school identified many opportunities for the 2019-2020 school year which include: increasing community engagement, continued staff professional development, increased instructional resources, expansion of the Special Education department, Student Support Services improvements to the advisor model, and the formal establishment and expansion of Career and Technical Education program. Implementation of these identified opportunities began as the 2019-2020 school year commenced.

Insight PA has established several academic and non-academic future goals. The details of the goals are presented first, followed by the future goals chart which shows the goal targets for a five-year period.

Goal 1: Insight PA will demonstrate proficiency in PA Core Standards at each grade level on statewide assessment measures (PSSA/Keystones).

- In all grades, students will demonstrate proficiency through interim assessments with the school's curriculum which is aligned to the Pennsylvania Core Standards. Students will attain the knowledge and skills that Pennsylvania has identified students should acquire in each subject area and at each grade level.
- Through participation in the statewide assessment measures (PSSA/Keystones) students will demonstrate their proficiency in English Language Arts/Literature, Mathematics/Algebra I, and Science/Biology.

Goal 2: Insight PA students will meet the PA academic growth expectations

- Insight PA will meet the state-wide interim targets defined by the Pennsylvania Department of Education in the areas of PSSA English Language Arts and Keystone Literature; Math: PSSA Math and Keystone Algebra I; Science: PSSA Science and Keystone Biology.

Goal 3: Insight PA students will meet the on-target measures for English Language growth and attainment, regular attendance, and early indicators of success in grade three reading, and grade seven math.

- Once Insight PA’s individual school target for English Language growth is established by the Pennsylvania Department of Education, the school will then create a specific goal for this indicator.
- Insight PA will increase the percentage of students with regular school attendance.
- Insight PA will utilize the STAR 360 benchmark assessment as the tool to measure early indicators of success for grade three reading.
- Insight PA will utilize STAR 360 benchmark assessment as the tool to measure early indicators of success for seventh grade math.

Goal 4: Insight PA students will meet the College and Career Measures as indicated by meeting the career standards benchmark and graduation rate.

- Once Insight PA graduation rate baseline is determined the school will then create a specific goal for this indicator
- Insight PA will increase the percentage of students meeting Career Standards Benchmarks.

Non-Academic Goals

Goal 5: Student Retention (*retention = students remaining, not students retained due to failure*)

- Students will be engaged with their teachers and course content as evidenced by increased retention rates during the school year, which will be measured by the percentage of students remaining enrolled at the end of the school year compared to total enrollment.

Goal 6: Parents Satisfaction

- Parents of Insight PA students will be satisfied with their students’ academic growth as indicated by the students first pulse check survey data.

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.

Goal	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
PSSA/Keystone Exam goals for all grades tested						
-English Language Arts	35.8% Proficient/Advanced	39.0%	42.3%	45.5%	48.7%	51.9%
-Mathematics	7.3% Proficient/Advanced	10.5%	13.8%	17.0%	20.2%	23.4%
-Science	29.6% Proficient/Advanced	32.8%	36.1%	39.3%	42.5%	45.7%
Regular Attendance	Insufficient Sample	35%	40%	45%	50%	55%
Graduation Rate	Insufficient Sample	N/A	N/A	N/A	45%	55%
Career Readiness Skills	0%	15%	30%	45%	60%	75%
Goal 1-Interim Assessment-STAR 360 Grades 3-5 Math	35% Proficient	38%	41%	44%	47%	51%
Goal 1-Interim Assessments-STAR 360 Grades 3-5 Reading	57% Proficient	60%	63%	66%	69%	72%

Goal 1-Interim Assessment-STAR 360-Grades 6-8-Math	20% Proficient	23%	26%	29%	32%	35%
Goal 1-Interim Assessment-STAR 360-Grades 6-8 Reading	45% Proficient	47%	50%	53%	56%	59%
Goal 1-Interim Assessment STAR 360- HS- Math	30% Proficient	33%	36%	39%	42%	45%
Goal 1-Interim Assessment STAR 360- HS- Reading	55% Proficient	58%	61%	64%	67%	70%
Goal 2- PVAAS ELA academic growth score	69%	72%	75%	78%	81%	84%
Goal 2- PVAAS Math academic growth score	50%	53%	55%	58%	61%	64%
Goal 2- PVAAS Science academic growth score	62%	65%	68%	71%	74%	77%
Goal 3- English Language Growth and Attainment	Insufficient Sample	28%	31%	34%	37%	40%
Goal 3- Grade 3 Reading STAR 360	70% Proficient/Advanced	73%	76%	79%	82%	85%
Goal 3- Grade 7- Math STAR 360	20% Proficient/Advanced	23%	25%	28%	32%	35%
Goal 6- Student Retention	73%	75%	77%	79%	81%	83%
Goal 7- Parent Satisfaction	75%	77%	79%	81%	83%	85%

2.1 - Staff Evaluation and Professional Development

1. *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.*

Teacher and Administrator Evaluation

The Chief Executive Officer is designated by the Board to be responsible for ensuring that evaluations for instructional personnel are conducted with fidelity to the evaluation system. Insight PA trains evaluators to use the Danielson protocol for teacher evaluations and participate in technical assistance opportunities offered by the Pennsylvania Department of Education. Insight PA hosts professional development sessions for teachers to learn about the protocol and teaching practices aligned with the Danielson framework.

Insight PA uses the Teacher Effectiveness System in Act 82 of 2012 following PDE's overarching vision for effective instruction in the Commonwealth. Insight PA closely aligns teacher and staff evaluation to the Charlotte Danielson Rubric and four domains for teachers following the Framework for Teaching focused on:

1. Planning and Preparation
2. Classroom Instruction
3. Instruction
4. Professional Responsibilities

Prior to the 2019-2020 school year, Principals were K¹² employees and utilized the K¹² Performance Review Framework outlined in the non-professional evaluation section below. As the Principals have now migrated to employment directly with Insight PA, the school will follow the Framework for Principal Effectiveness and evaluation rubric that identifies the following four domains:

1. Strategic Cultural Leadership
2. System Leadership
3. Leadership for Learning
4. Professional and Community Leadership

(See Framework for Leadership http://static.pdesas.org/content/documents/Principal_Rubric.pdf)

Insight PA utilizes the resources in the SAS portal <http://www.pdesas.org/Instruction/Frameworks/>.

Insight PA chose to use this process because it is recommended by the Pennsylvania Department of Education and to reach maximum effectiveness with our teachers. The Danielson Framework gives us the opportunity to provide support and professional development for our teachers using universal materials designed by PDE. Over the next two years, Insight PA will begin utilizing software applications from Frontline Professional Growth system to house and manage walk-throughs, observations, and evaluations for teachers, principals, and other staff.

Insight PA teacher evaluations include components of student performance. Three types of student performance data will be factored into this part of the evaluation:

1. building level data/School Performance Profile (e.g., indicators of academic achievement, indicators of closing the achievement gap among all students, indicators of closing the achievement gap among subgroups, academic growth on the PVAAS, credit for advanced achievement);
2. teacher specific class data (e.g., PVAAS/Growth 3 year rolling average); and

3. elective data, examples are school-designed assessments, nationally recognized standardized tests, industry certification exams, student projects or portfolios.

Using the Electronic Worksheet for the Classroom Teacher Rating Tool Form and the Classroom Teacher Rating Tool Form or adaptations of these tools, a weighted combination of teachers' instructional practice scores (50%) combined with their student performance score (50%) will yield a final performance rating of Distinguished, Proficient, Needs Improvement, or Failing. Once the Frontline Professional Growth system is fully implemented, all forms will match the PDE rating tool cited above. A performance rating of Distinguished or Proficient will result in a final rating of Satisfactory. A performance rating of Needs Improvement could result in a final rating of Satisfactory or Unsatisfactory depending on the performance of the teacher. A performance rating of Failing is considered Unsatisfactory.

The school provides all employees with training sessions, so they are fully informed of the criteria and procedures associated with the evaluation process before the evaluations takes place. As a part of the process for retaining highly effective teachers, Insight PA has developed and implemented a teacher induction and mentoring program to provide new teachers with peer assistance and the resources and training needed to be successful.

Observation and Practice

Insight PA utilizes K¹² products and services including several online and offline tools that allow for meaningful and contemporaneous observation of teachers (scheduled or unscheduled) by the Academic Director and Principals. The Data Driven Instruction (DDI) framework, requires frequent (Weekly or bi-weekly) "walk- throughs" where the Principal or Academic Director logs into a classroom to conduct informal observations. The observer follows up with the teacher and discusses instructional strategies and data associated with student performance. This type of conference occurs bi-weekly at a minimum. Teachers who are new or struggling have weekly observations and conferences.

Formal Observations are conducted two to three times per year depending on the expertise of the instructor. More senior and distinguished teachers have the option to reduce the number of formal observations to two. The principals use a collection of online "dashboards", along with various reporting and data collection tools, to monitor and evaluate performance elements, including: course level progress; synchronous (i.e., real- time) instruction; teacher-student & teacher-parent communications; student attendance and performance; teacher professional development; and individual teacher training, development and/or improvement goals. Principals can review a class session by simply listening to a recording of the lesson. Some of the tools include automatic data collection with warning indicators and alerts if standards are not met, while other tools, such as observation of synchronous instruction, are similar to observation in a traditional classroom.

Our teachers also receive feedback via Instructional Coaches from our management service provider, K¹². They use a rating scale aligned with the Charlette Danielson model and provide bi-weekly feedback on teacher progress. The K¹² Instructional Coaching Program is centered around a strengths-based improvement model, focusing on strengths and potential rather than deficits. The Instructional Coaches are non-evaluative peers who provide teachers with ongoing professional development through observation and support. Instructional Coaches encourage teachers to reflect on their professional practice while providing support and resources based on their current professional needs.

Insight PA teachers are supported by Instructional Coaches in three unique ways:

1. **Bi-Weekly, One-on-One Observations/GROW sessions** - Individualized support based upon the needs and goals of each teacher. During this time, coaches do not simply provide knowledge regarding best practices, they assist each teacher in applying those best practices within their own classes. Additionally, they focus on student data with the teacher, and work together to adjust instruction based upon the needs of their students, in order to support growth in student outcomes.

2. **Professional Learning Communities (PLCs)**- Grade band/content specific with a focus on current instructional best practices and how to implement them. Collaboration with teachers in other K¹² managed schools also takes place during this time.

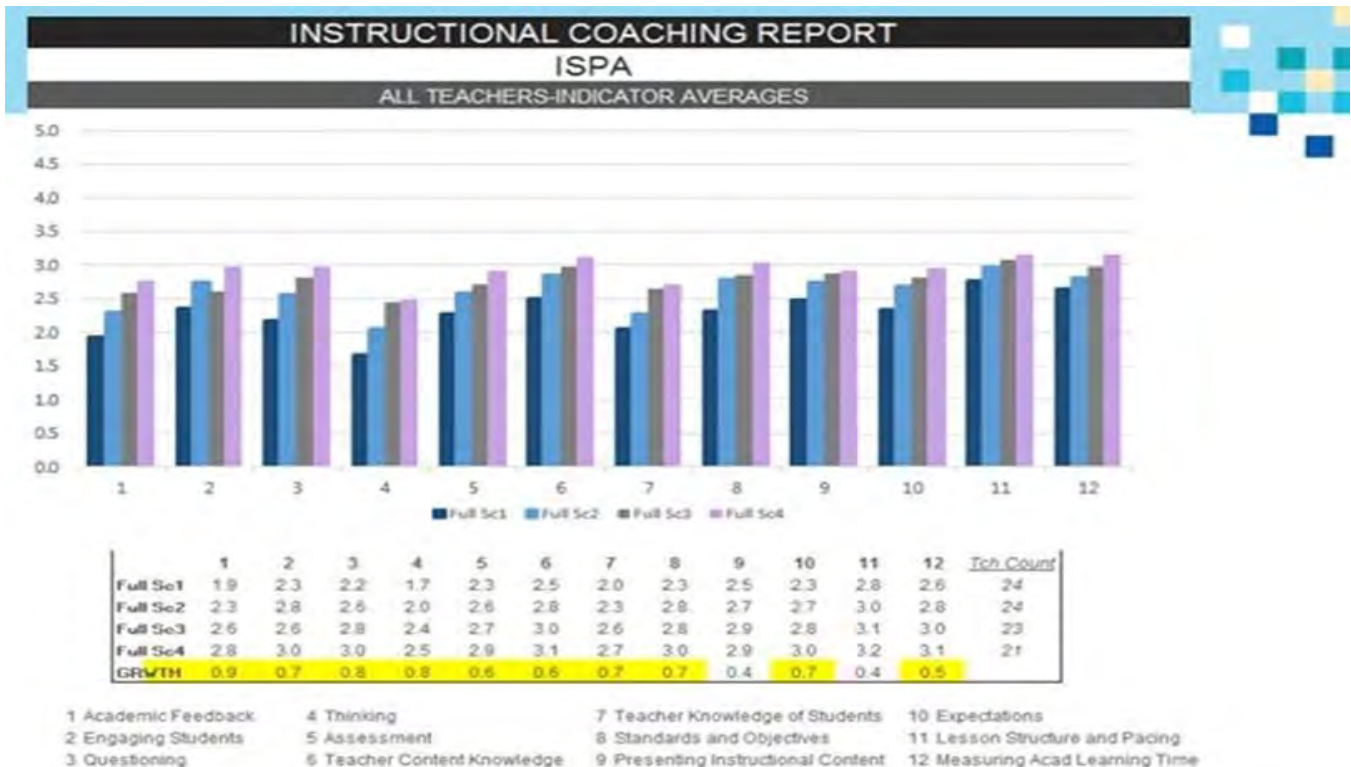
3. **In-Person and Virtual Professional Development** - Instructional Coaches work directly with Insight PA leadership to review student data and determine professional development that is timely and supportive of current instructional needs.

With support from Instructional Coaches, teachers focus on:

- Using data to drive instruction
- Evidence of mastery
- Differentiation
- Setting instructional outcomes
- Setting and working toward teacher professional goals that support the school’s goals

The table below displays summative data for all teachers for SY2018-2019. The areas in which Insight PA teachers demonstrated the most growth includes; Differentiated Instruction, Student Inquiry, Teaching Thinking, Written Tasks (Assessment) and Subject Specific Strategies.

The Full Scores are benchmarks where Instructional Coaches score all the sub-indicators outlined below. The benchmarks are compared to show growth throughout the year. During the year, the Instructional Coaches focus on 4 specific areas during an observation and evaluate data points between the benchmark Full Scores.





AVERAGE OF FULL SCORES FOR ALL TEACHERS

	Full Score 1	Full Score 2	Full Score 3	Full Score 4	Avg Score	Growth
1 Academic Feedback						
1.1 Quality	2.2	2.5	2.9	3.0	2.6	0.7
1.2 Guided Practice	2.3	2.6	2.8	3.0	2.7	0.7
1.3 The Teacher Monitoring	2.4	2.6	2.9	3.1	2.7	0.7
1.4 1.4 Differentiated Instruction	1.5	2.0	2.5	2.7	2.3	1.2
1.5 Student Peer Feedback	1.3	1.8	2.0	2.0	1.7	0.8
2 Engaging Students						
2.1 Adapting Instructional Content	2.3	2.8	2.4	2.9	2.6	0.6
2.2 Learning Experiences	2.0	2.5	2.7	2.7	2.5	0.7
2.3 Reinforces and Rewards Effort	2.7	3.0	2.7	3.3	2.9	0.6
3 Questioning						
3.1 Quality	2.1	2.8	2.9	3.0	2.7	0.8
3.4 Sequenced	2.5	3.0	3.0	3.2	2.9	0.7
3.5 Active Responses	2.6	2.8	3.1	3.3	2.9	0.7
3.6 Wait Time	2.5	2.8	3.0	3.1	2.8	0.6
3.8 Student Inquiry	1.2	1.6	2.0	2.3	1.7	1.1
4 Thinking						
4.1 Teaching Thinking	1.8	2.2	2.6	2.7	2.4	0.9
4.2 Student Opportunities	1.5	1.9	2.3	2.2	2.1	0.7
5 Assessment						
5.1 State Content Standards	2.5	2.9	3.0	3.1	2.9	0.6
5.2 Student Current Progress	2.7	3.0	3.0	3.2	3.0	0.5
5.3 Additional Attempts	2.3	2.6	2.7	2.9	2.6	0.6
5.5 Multiple Performance Measures	2.0	2.3	2.4	2.8	2.4	0.8
5.7 Written Tasks	1.6	2.0	2.2	2.5	2.1	0.9
5.8 Performance Checks	2.5	2.7	3.0	3.0	2.7	0.5
6 Teacher Content Knowledge						
6.1 Content Knowledge	2.8	3.0	3.2	3.1	3.0	0.4
6.2 Subject Specific Instructional Strategies	2.5	2.9	2.9	3.3	2.8	0.9
6.3 Key Concepts and Ideas	2.4	2.9	3.0	3.0	2.8	0.7
6.4 Content Depth	2.4	2.6	2.8	3.0	2.7	0.5
7 Teacher Knowledge of Students						
7.1 Learning Difficulties	2.2	2.5	2.8	2.9	2.5	0.7
7.2 Interests and Cultural Heritage	1.9	2.4	2.6	2.5	2.2	0.6
7.3 Differentiated Instruction	2.0	2.0	2.5	2.7	2.2	0.7
8 Standards and Objectives						
8.1 Learning Objectives and State Content Standards	2.3	2.9	2.7	3.0	2.6	0.7
8.3 Student's Previous Knowledge	2.5	3.0	3.0	3.0	2.8	0.5
8.5 Evidence of Mastery	2.1	2.4	2.8	3.0	2.6	0.9
9 Presenting Instructional Content						
9.1 Modeling Performance Expectations	2.7	2.8	3.0	2.9	2.8	0.2
9.2 Visuals	2.3	2.5	2.4	2.6	2.4	0.3
9.4 New Concepts and Ideas	2.3	2.7	2.8	2.9	2.7	0.7
9.5 Concise Communication	2.6	2.9	3.0	3.0	2.8	0.4
9.6 Logical Sequencing and Segmenting	2.6	2.8	3.0	3.0	2.8	0.4
9.7 Essential Information	2.5	2.8	3.0	3.0	2.8	0.5
10 Expectations						
10.1 High Expectations	2.2	2.6	2.7	3.0	2.6	0.8
10.2 Mistakes	2.4	2.7	2.7	2.9	2.7	0.5
10.3 Student Initiative	2.4	2.7	3.0	3.0	2.8	0.5
11 Lesson Structure and Pacing						
11.1 Start Time	3.0	3.0	3.3	3.4	3.2	0.3
11.2 Lesson Structure	2.8	2.9	3.1	3.1	3.0	0.3
11.3 Pacing	2.6	2.9	2.9	3.0	2.9	0.5
11.4 Routines & Transitions	2.7	3.0	3.0	3.1	2.9	0.4
12 Measuring Academic Learning Time						
12.1 Time	2.7	3.0	3.1	3.3	3.1	0.6
12.2 Relevance	2.8	3.0	3.1	3.1	3.0	0.4
12.3 Rigor	2.5	2.8	2.8	3.0	2.8	0.5
12.4 Success	2.6	2.6	2.8	3.1	2.8	0.5

1-Tchr Centered/Directed(1-1.8) 2-(1.8-2.6) 3-Moving to Stndt Centered(2.6-3.4) 4-(3.4-4.2) 5-Stndt Centered, Tchr Facilitated Learning (4.2-5)

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

Non-professional staff are currently evaluated using the K¹² Performance Review Framework, as all non-professional staff are K¹² employees, rather than Insight PA employees. Hiring is focused on a value of aggressive achievement, and we expect the best from all our colleagues. There are three major areas of performance:

- Accomplishment
 - Achievement of goals
 - Enhancing the business
- Reliability
 - Keeping commitments
 - Meeting deadlines
- Culture Contribution
 - Living the values
 - Positive effect on others

To ensure that our expectations are communicated, and that feedback is provided fairly and consistently, K¹² always relies upon both managers and employees to understand their roles in the process and to keep the lines of communication open, including formal and informal feedback throughout the year. The Company's performance cycle is July 1st – June 30th. The cornerstone of this and any performance management program is open communication and regular feedback.

Supervisors and employees are required to discuss job performance and goals on an informal, routine basis. Timely and regular feedback is key to successful working relationships. Managers are expected to regularly communicate how well employees are meeting expectations in their current jobs, to clarify job responsibilities, and to review progress on goals. If employees have questions or concerns about performance, they should take the initiative to ask their supervisors to discuss their concerns as they occur. We document performance annually via an employee-driven development process. This process provides employees and their supervisors with the tools to discuss, explore, and document plans for improvement and advancement.

Competency	Competency definition			
Works with Passion	Actively engages in supporting K12 and Insight PAs missions, visions, and goals; proactively resolves issues; creates novel approaches to solving old problems; seeks out new goals and exceeds them; demonstrates superior stewardship of resources; prioritizes work; shows energy and enthusiasm; acts on opportunities to improve our people, processes or technology; demonstrates and/or creates a sense of urgency with regard to constructive change; displays an ongoing commitment to learning and self-improvement; inspires co-workers to develop, grow and perform optimally; volunteers for special projects; celebrates strength of character and devotion to causes and ideas.			
	Exceeds Expectations	Meets Expectations	Meets Some Expectations	Needs Development and Coaching
	<ul style="list-style-type: none"> • Preserves and is sought out to educate others on mission, vision, values and commitments • Seeks out new goals and exceeds them. • Demonstrates superior stewardship of K12 resources • Proactively and enthusiastically seeks out opportunities to solve problems • Reflects best intentions in all work interactions; considered an ambassador for K12 • Inspires and supports others to exceed performance expectations 	<ul style="list-style-type: none"> • Is aware of mission, vision, values and commitments and considers them in daily work • Sets, accepts and achieves challenging goals • Demonstrates respect for K12 resources • Actively solves problems • Work activities support the goals and the community • Supports others in meeting their goals 	<ul style="list-style-type: none"> • Sometimes considers mission, vision, values and commitments in their daily work • Sets, accepts and achieves challenging goals sometimes • Demonstrates respect for K12 resources, sometimes • Actively solves some problems • Work activities sometimes support the goals and the community • Sometimes supports other in meeting their goals 	<ul style="list-style-type: none"> • Actions do not demonstrate that mission, vision, values and commitments are considered in daily work • Does not set, accept or achieve challenging goals • Does not demonstrate respect for K12 resources • Does not solve problems • Work activities do not support K12 goals • Does not support others in meeting their goals
Accountability	Takes responsibility for own actions and decisions; demonstrates commitment to accomplish work in an ethical, efficient and cost-effective manner; takes responsibility for personal and organizational success and failure; takes ownership of own areas of responsibility, as well as goals of team; takes personal responsibility for the quality and timeliness of work, and achieves results with little oversight; holds self and team members accountable to meet deadlines in a positive and constructive way.			
	Exceeds Expectations	Meets Expectations	Meets Some Expectations	Needs Development and Coaching
	<ul style="list-style-type: none"> • Takes calculated risks that achieve quality results • Remains effective in the face of significant or long-term obstacles • Encourages and supports others to take responsibility for results; is a role model for others 	<ul style="list-style-type: none"> • Makes realistic commitments and follows through • Asks questions needed to accomplish tasks • Effectively completes tasks even when obstacles arise 	<ul style="list-style-type: none"> • Makes realistic commitments and follows through some of the time • Asks questions needed to accomplish tasks some of the time • Effectively completes tasks even when 	<ul style="list-style-type: none"> • Makes incomplete or unrealistic commitments; needs frequent reminders to complete tasks • Demonstrates a lack of thoroughness or accuracy • Does not complete tasks when problems arise; gives up at first obstacle

3. 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.

To ensure we are meeting the highest quality of standards, our principals use the online rubric assessment for our teachers, and they set a standard of proficient or higher. Currently, we are seeing an overall rating of proficiency in each Domain: Planning and Preparation, Classroom Environment, Instructional, and Professional Responsibilities.

Domain	Subdomain	Teacher Rating	Administrato	T ratingValue	A ratingValue
Domain 1: Planning and Preparation	1a: Demonstrating Knowledge of Content and Pedagogy	Distinguished	Distinguished	3	3
Domain 1: Planning and Preparation	1b: Demonstrating Knowledge of Students	Distinguished	Distinguished	3	3
Domain 1: Planning and Preparation	1c: Setting Instructional Outcomes	Proficient	Proficient	2	2
Domain 1: Planning and Preparation	1d: Demonstrating Knowledge of Resources	Distinguished	Distinguished	3	3
Domain 1: Planning and Preparation	1e: Designing Coherent Instruction	Proficient	Proficient	2	2
Domain 1: Planning and Preparation	1f: Designing Student Assessments	Proficient	Proficient	2	2
Domain 2: Classroom Environment	2a: Creating an Environment of Respect and Rapport	Proficient	Proficient	2	2
Domain 2: Classroom Environment	2b: Establishing a Culture for Learning	Proficient	Proficient	2	2
Domain 2: Classroom Environment	2c: Managing Classroom Procedures	Needs Improvement	Proficient	1	2
Domain 2: Classroom Environment	2d: Managing Student Behavior	Distinguished	Distinguished	3	3
Domain 2: Classroom Environment	2e: Organizing Virtual Space	Proficient	Proficient	2	2
Domain 3: Instruction	3a: Communicating with Students	Proficient	Distinguished	2	3
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	Proficient	Proficient	2	2
Domain 3: Instruction	3c: Engaging Students in Learning	Proficient	Proficient	2	2
Domain 3: Instruction	3d: Using Assessment in Instruction	Proficient	Proficient	2	2
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	Distinguished	Distinguished	3	3
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	Distinguished	Distinguished	3	3
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	Proficient	Proficient	2	2
Domain 4: Professional Responsibilities	4c: Communicating with Families	Proficient	Proficient	2	2
Domain 4: Professional Responsibilities	4d: Participating in the Professional Community	Distinguished	Distinguished	3	3
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	Distinguished	Distinguished	3	3
Domain 4: Professional Responsibilities	4f: Showing Professionalism	Proficient	Distinguished	2	3

4. 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.

Professional staff retention has been about 94% cumulative for the two years the school has been open. Nine of the 143 staff hired as of June 2019 have chosen to separate from the school on a voluntary basis, none have been involuntary terminated. Reasons for separations include seeking different employment, health-related reasons, and moving out of the area.

5. Table 3: Professional Staff Retention and Turnover

Table 3: Professional Staff Retention and Turnover

Professional Staff	Year 1 (2017-2018)	Year 2 (2018-2019)	Most Current Year (2019-2020)
Total Number of Professional Staff	60	135	163
Number of professional <u>staff</u> employed in September returning from end of <i>previous year</i>	NA ¹	57	127
Number of professional <u>staff</u> employed in June who completed a full school year of employment	29	87	NA ²

Non-Professional Staff	Year 1 (2017-2018)	Year 2 (2018-2019)	Most Current Year (2019-2020)
Total Number of Non-Professional Staff	3	8	11
Number of non-professional staff employed in September returning from end of <i>previous year</i>	NA ³	3	8
Number of non-professional staff employed in June who completed a full school year of employment	1	4	NA ⁴

¹ The 2017-2018 school year was the first year of operations for Insight PA. As such, we do not have any employees returning from the previous school year.

² The 2019-2020 school year is just underway as of the writing of this document. As such, we cannot provide this number.

³ The 2017-2018 school year was the first year of operations for Insight PA. As such, we do not have any employees returning from the previous school year.

⁴ The 2019-2020 school year is just underway as of the writing of this document. As such, we cannot provide this number.

6. *Complete Addendum A: PDE 414*

See attachment: PDE 414 2.1-4

7. *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.*

Insight PA's goal is to hire the most highly qualified and effective educators available. To ensure we are recruiting and retaining the best educators, recruiters begin by screening all candidates for years of experience teaching and appropriate certification. Preferred candidates have three or more years teaching experience with further preference given to the cyber environment, and no candidates without proper certification or, when necessary, eligibility for an emergency permit, are considered. In addition, geographic location is considered to ensure we have a variety of professionals from diverse backgrounds and regions of the state.

All but one educator was rated as "Proficient" and "Satisfactory" according to the Act 82 Educator Effectiveness Rating Tool for the 2018-2019 school year. All educators were "Proficient" and "Satisfactory" the prior year. The mean number of years teaching is nine, and the median number is five. We track specific years teaching in the cyber environment from one to four or more. Thirty-nine percent of our current teaching staff have taught in the cyber environment for four or more years, while forty percent are new to cyber schooling. While cyber education has been around for over 15 years, most candidates come from a traditional, brick and mortar teaching background. Specific credentials mapped to teaching assignments are outlined in Addendum A: PDE 414. All teachers are properly certified except for two recently hired Career and Technical Education teachers. These teachers have emergency permits and are currently enrolled and completing certification programs. Candidates without proper certification are only considered when no other quality candidates are available and eligibility for an emergency permit is evident.

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

Insight PA professional staff complete trainings during their initial onboarding process designed to support professional staff in a cyber environment. These trainings provide instruction and support to help staff better manage the learning process and focus on students’ and learning coaches’ needs in a cyber environment.

Professional staff are provided with opportunities during the school year to continue their training through virtual and face-to-face professional development. Specifically, virtual professional development modules, grounded in a peer review model, support professional staff throughout the year with instructional strategies and best practices around success in a cyber environment.

NEW TEACHER ONBOARDING: WEEKLY SCHEDULE EXAMPLE		
	Daily TOPICS (ATTEND live before start of ACTIVITY)	PROJECTS Selected for Peer Review
Mon	WELCOME TO K12 <ul style="list-style-type: none"> ATTEND: <i>Welcome to K12 (LIVE)</i> ACTIVITY: Unit 1 Welcome to K12 	No projects selected for peer review
Tues	DAY IN THE LIFE <ul style="list-style-type: none"> ATTEND: <i>Day in the Life of a Teacher (LIVE)</i> ACTIVITY: Unit 2 Day in the Life of a Teacher ACTIVITY: Unit 3 Day in the Life of a Student 	No projects selected for peer review
	THE OLS and OMHS <ul style="list-style-type: none"> ATTEND: <i>Introducing Your Teaching Platform (LIVE)</i> 	
Wed	PROFESSIONAL GROWTH AND SUPPORT <ul style="list-style-type: none"> ATTEND: <i>Your Professional Growth and Community (LIVE)</i> ACTIVITY: Unit 1 Professional Development and Growth Mindset ACTIVITY: Unit 2 Helpdesk and Support ACTIVITY: Unit 3 Mentor and Community 	
	SYNCHRONOUS INSTRUCTION FOR STUDENTS** <ul style="list-style-type: none"> ATTEND: <i>Class Connect Basics (LIVE)</i> ACTIVITY: Unit 1 Class Connect Basics 	PEER REVIEW PROJECT Competency Project: Unit 1 Class Connect Basics
Thur	CONNECTING WITH FAMILIES** <ul style="list-style-type: none"> ATTEND: <i>Welcoming Your Families (LIVE)</i> ACTIVITY: Unit 1 Supporting Learning Coaches 	PEER REVIEW PROJECT Competency Project: Unit 1 Supporting Learning Coaches
	SPECIAL EDUCATION IN THE VIRTUAL WORLD <ul style="list-style-type: none"> ATTEND: <i>Special Programs for New Virtual Educators (LIVE)*</i> ACTIVITY: <i>Special Education in the Virtual World</i> 	
	VIDEO FIRST CULTURE <ul style="list-style-type: none"> ATTEND: <i>Video First in the Classroom (LIVE)*</i> ACTIVITY: Unit 3 Video First 	PEER REVIEW PROJECT Competency Project: Unit 3 Video First
Fri	SYNCHRONOUS INSTRUCTION FOR STUDENTS <ul style="list-style-type: none"> ATTEND: <i>Class Connect Basics (LIVE)**</i> ACTIVITY: Unit 1 Class Connect Basics 	PEER REVIEW PROJECT Competency Project: Unit 1 Class Connect Basics
	CONNECTING WITH FAMILIES <ul style="list-style-type: none"> ATTEND: <i>Welcoming Your Families (LIVE)**</i> ACTIVITY: Unit 1 Supporting Learning Coaches 	PEER REVIEW PROJECT Competency Project: Unit 1 Supporting Learning Coaches

*Special Programs (LIVE) and Video First (LIVE) are presented in alternate weeks.
 ** Presented twice weekly (Wed and Fri). Attend the day that works best for you.



SESSION 1: AUG 5-SEPT 27 (8 WEEKS)

CURRICULUM TITLE	DESCRIPTION	SUGGESTED AUDIENCE
PLM 01: Build and Nurture Learning Coach Relationships Units in PLM 1 <ul style="list-style-type: none"> Unit 1: Supporting Learning Coaches Unit 2: Building Relationships Unit 3: Addressing Common Learning Coach Challenges 	[3 Units] Effective collaboration between teachers and learning coaches is critical to student success in the online learning environment. In this module, you will explore how the roles of teachers, learning coaches, and other student-focused K12 personnel work together to support a productive learning environment. You will also develop techniques to establish and nurture strong relationships with learning coaches and apply practical strategies to address common challenges that learning coaches face.	Teachers, Support
PLM 02: Using Data to Differentiate Instruction Units in PLM 2 <ul style="list-style-type: none"> Unit 1: Data for Student Success Unit 2: Student Performance Data Unit 3: Making Data Work for Your Students 	[3 Units] A teacher's ability to use data effectively to inform and differentiate instruction is essential to student success. In this module, K12 teachers examine how data can be used to meet the needs of a diverse student population. Teachers will also explore how data can be organized, interpreted, and used to differentiate instruction and personal student learning.	Teachers
PLM 04: Planning Intentional Instruction Units in PLM 4 <ul style="list-style-type: none"> Unit 1: Instructional Mapping Unit 2: Assess, Analyze, Act Unit 3: Student Feedback 	[3 Units] Intentional instruction produces higher achievement and engagement because it is student-centered and focused. Students receive the necessary support and guidance at the right time. In this module, we will look at instructional mapping, using data to differentiate instructional strategies, and providing student feedback as an instructional activity in the virtual classroom.	Teachers, Support
PLM 07: Student Connections & Learning Readiness Unit in PLM 7 <ul style="list-style-type: none"> Unit 1: Collaboration for Student Success 	[1 Unit] Educating students effectively is a team sport. Working with colleagues, learning coaches, and the students themselves to help build success is a vital part of an effective classroom. In this module, we will look at strategies for collaboration.	Teachers, Support
PLM 21: Targeted Instruction Level One Unit in PLM 21 <ul style="list-style-type: none"> Targeted Instruction Level 1 	[1 Unit] Targeted instruction provides an opportunity to focus on what students need to know to be successful. It is about intentionally teaching students in a sequential way based on demonstrated knowledge, while effectively differentiating instruction for a variety of skill and knowledge levels. This skill requires time to develop. In Level 1 we will look at the basics of the targeted instruction sequence and some session types that utilize this sequence.	Teachers

9. *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.*

Insight PA reports Act 48 hours to PDE for our teachers in the following ways:

1. Teachers attend an outside professional development opportunity such as a conference, seminar, etc. If that provider does not report Act 48 hours to PDE for the teacher, the teacher must provide their certificate of completion in order for Insight PA to report those hours to PDE.
2. Teachers attend trainings/seminars in K12training.com. A report is provided to Insight PA via the K12 training website, and Act 48 hours are reported by Insight PA.
3. Teachers attend in-person professional development with Insight PA. Attendance is tracked by the Insight PA Professional Development Coordinator, and Act 48 hours are reported for attended sessions only.
4. Teachers attend virtual professional development with Insight PA. Attendance tracking and reflection are evaluated using the Insight PA Professional Development Survey linked [HERE](#).

Please see the Act 48 plan from our Comprehensive Plan in the required attachments folder, attachment 2.1-3

10. *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.*

Insight PA's professional development plan's core foundation is to provide our staff with the knowledge and tools required to empower our students to achieve growth and meet PDE standards in a virtual environment. Our professional development plan is rooted in PDE's Standards Aligned System and K12's Academic Excellence Framework. All professional development seeks to train our staff to interpret data to drive instruction, differentiate and target instruction to meet the needs of all students, and to foster an inclusive school culture and community that always considers the social and emotional learning needs of our students.

Insight PA professional development opportunities consist of:

- Personal Learning Communities
- Whole and Small Group Training Sessions
- Mentoring
- Instructional Coaching
- K12 Virtual New Staff Training
- K12 Virtual Conferences
- PDE State Conferences
- Tuition Reimbursement Program for Employees
- K12 Partnership with Southern New Hampshire University for M.Ed. in Online Instruction

Professional development needs are determined by teacher survey, administrator observation, student data, PA Standards Aligned System, and the K12 Academic Excellence Framework. Staff are required to reflect upon and report all professional development activities.

In addition to the above outlined professional development opportunities, Insight PA requires the following from teachers:

- Completion of mandated reporter training consisting of 3 hours every 5 years as outlined in Act 126
- Completion of youth suicide awareness training every 5 years as outlined in Act 71
- Completion of an PDE approved Induction Program as outlined in CSPG 20.

Book 2: School Operations and Management
Chapter 1: Staff Evaluation and Professional Development



DATE	TIME	TYPE	BAND	TOPIC	PA Standards Aligned System	K12 Academic Excellence Framework
19-Aug	12:00	All Staff	New Staff	New Staff In-Service Meeting	Instruction	Professional Development
20-Aug	8:00	All Staff	New Staff/Mentors	New Staff/Mentor In-Service Meeting	Instruction	Professional Development
21-Aug	8:00	All Staff	ALL	In-Service Meeting	Instruction	Professional Development
22-Aug	8:00	All Staff	ALL	In-Service Meeting	Instruction	Professional Development
23-Aug	10:00	All Staff	ALL	In-Service Meeting	Instruction	Professional Development
25-Aug	8:30	All Staff	ALL	In-Service Meeting	Instruction	Professional Development
27-Aug	8:30	All Staff	ALL	In-Service Meeting	Instruction	Professional Development
28-Aug	3:00	All Staff	ALL	In-Service Meeting	Instruction	Culture
29-Aug	8:45	All Staff	ALL	In-Service Meeting	Instruction	Professional Development
6-Sep	8:15	All Staff	N/A	PA Legislative, New Academic Wing, Star 360, Upcoming In-Service, and Shared Links	Materials and Resources	Culture
18-Sep	3:00	Academic Staff	MS/HS	USATestPrep	Assessment	Professional Development
25-Sep	3:00	Academic Staff	K-5, and MS/HS Math, SE, and ELA	Star 360	Assessment	Professional Development
2-Oct	3:00	Academic Staff	ALL New Teachers/Advisors	Academic Tracker In-Depth	Instruction	Culture
9-Oct	3:00	Academic Staff	ALL	Curriculum Mapping Updates	Standards/Curriculum Framework	Professional Development
16-Oct	3:00	Academic Staff	ALL	Crisis Plan/Attendance Specialists TENTATIVE	Safe and Supportive Schools	Professional Development
23-Oct	3:00	Academic Staff	Nepris Account Invited Teachers	Nepris Training-TENTATIVE	Instruction	Professional Development
30-Oct	3:00	All Staff	Academic/Student Support	MKV/Foster Training	Safe and Supportive Schools	Professional Development
1-Nov	8:15	All Staff	N/A	All Staff Meeting	Safe and Supportive Schools	Culture
6-Nov	3:00	Academic Staff	ALL	Team Meeting		Culture
8-Nov	8:00	Academic Staff	ALL	In-Service Meeting		Professional Development
13-Nov	3:00	Academic Staff	ALL	Mapping Targeted Sessions PLC's		Professional Development
20-Nov	3:00	Academic Staff	ALL	Growth PD Deep Dive: DDI, Culture, AEF		Professional Development
27-Nov	3:00	Academic Staff	New Academic Staff	New Staff PD		Professional Development
4-Dec	3:00	Academic Staff	ALL	Learning Coach Engagement PLC		Culture
6-Dec	8:15	All Staff	N/A	All Staff Meeting		Culture
11-Dec	3:00	Academic Staff	ALL	Mapping Targeted Sessions PLC's		Professional Development
18-Dec	3:00	Academic Staff	ES	Learning Coach Engagement PLC		Professional Development
3-Jan	8:15	All Staff	N/A	All Staff Meeting		Culture
8-Jan	3:00	Academic Staff	MS	Learning Coach Engagement PLC		Culture
15-Jan	3:00	Academic Staff	ALL	Mapping Targeted Sessions PLC's		Professional Development
22-Jan	3:00	Academic Staff	ALL	Growth PD Deep Dive: DDI, Culture, AEF		Professional Development
29-Jan	3:00	Academic Staff	HS	Learning Coach Engagement PLC		Professional Development
31-Jan	8:00	Academic Staff	ALL	In-Service Meeting		Professional Development
5-Feb	3:00	Academic Staff	ES	Learning Coach Engagement PLC		Culture
7-Feb	8:15	All Staff	N/A	All Staff Meeting		Culture
12-Feb	3:00	Academic Staff	ALL	Mapping Targeted Sessions PLC's		Professional Development
19-Feb	3:00	Academic Staff	ALL	Growth PD Deep Dive: DDI, Culture, AEF		Professional Development
26-Feb	3:00	Academic Staff	MS	Learning Coach Engagement PLC		Professional Development
4-Mar	3:00	Academic Staff	HS	Learning Coach Engagement PLC		Culture
6-Mar	8:15	All Staff	N/A	All Staff Meeting		Culture
11-Mar	3:00	Academic Staff	ALL	Mapping Targeted Sessions PLC's		Professional Development
18-Mar	3:00	Academic Staff	ALL	Growth PD Deep Dive: DDI, Culture, AEF		Professional Development
25-Mar	3:00	Academic Staff	ALL	Learning Coach Engagement PLC		Professional Development
1-Apr	3:00	Academic Staff	ALL	Team Meeting		Culture
3-Apr	8:15	All Staff	N/A	All Staff Meeting		Culture
6-Apr	8:00	Academic Staff	ALL	In-Service Meeting		Professional Development
7-Apr	8:00	Academic Staff	ALL	In-Service Meeting		Professional Development
15-Apr	3:00	Academic Staff	ALL	Mapping Targeted Sessions PLC's		Professional Development
22-Apr	3:00	Academic Staff	ALL	Growth PD Deep Dive: DDI, Culture, AEF		Professional Development
29-Apr	3:00	Academic Staff	New Academic Staff	New Staff PD		Professional Development
1-May	8:15	All Staff	N/A	All Staff Meeting		Culture
6-May	3:00	Academic Staff	ALL	Team Meeting		Culture
13-May	3:00	Academic Staff	ALL	Mapping Targeted Sessions PLC's		Professional Development
20-May	3:00	Academic Staff	ALL	Growth PD Deep Dive: DDI, Culture, AEF		Professional Development
27-May	3:00	Academic Staff	New Academic Staff	New Staff PD		Professional Development
3-Jun	3:00	Academic Staff	ALL	Team Meeting		Culture
5-Jun	8:15	All Staff	N/A	All Staff Meeting		Culture
10-Jun	3:00	Academic Staff	ALL	Mapping Targeted Sessions PLC's		Professional Development
17-Jun	3:00	Academic Staff	ALL	Growth PD Deep Dive: DDI, Culture, AEF		Professional Development

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

The School does not have any collective bargaining agreements.

2.2 - Financial Solvency

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

The Insight PA Cyber Charter School Board of Trustees review monthly financial reports and comparisons to budget reports at each Board meeting. Board meetings are scheduled to meet monthly. At each meeting, a presentation of the current and projected financial status is given by the CFO. The Board provides approval for the monthly disbursement list and of the monthly financial reports.

2. Who is responsible for review of contracts, invoices, and receivables? Who has signature authority?

Contracts are initially reviewed by the Director initiating the contract with the vendor. Once the Director has reviewed, the contract is reviewed by the CEO and/or CFO. Depending on the type of contract and its complexity, the CEO/CFO may request a review of the proposed contract by the school solicitor. Contracts are presented to the Board of Trustees for their review and approval in a public Board meeting. The Senior Finance Manager reviews the contracts after Board approval to ensure that invoices received, and payments made align with the parameters of the contract.

Invoices are initially reviewed by the appropriate Director. Once the Director has reviewed and approved, the invoice is reviewed by the Senior Finance Manager to ensure accuracy and alignment with any contract or agreement. The invoices accompany the payment (check) when provided to the CFO for her signature. The CFO reviews the invoices and resolves questions prior to signing the checks. Payment over \$5,000 require dual signatures (CEO and CFO).

Insight PA uses the services of Charter Choices Inc. for receivables related to student enrollment. Charter Choices staff invoice individual PA school districts and track payment receipts by school districts. Insight PA staff (Child Accountant, Senior Finance Manager, and CFO) have access to review and verify data in Charter Choices VSIMS system as well as run receivables-related reports from that system. Invoices are calculated and samples are reviewed by Insight PA finance staff before invoices are mailed to school districts. A list of all districts that choose to pay through PDE (Unipay redirection system) is emailed to PDE for payment. The Senior Finance Manager and CFO review payments received and work directly with Charter Choices to resolve any inconsistencies and complete the annual reconciliation process.

The CFO is tasked with check signing responsibilities. A second signature, the CEO's, is required on checks over \$5,000. All disbursements are approved by the Board of Trustees at their monthly meeting. Also included as signatures on the checking account are the school's Executive Director and the President of the Board of Trustees. They are included as 'back-up' for emergency situations and do not sign checks on a regular basis.

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

The Board of Trustees is accountable for establishing and maintaining a system of internal controls. A Financial Policy and Procedures Manual and Uniform Grant Guidance Manual have been approved by the Board of Trustees and are attached. The regular and continuous execution of the policies and procedures will ensure the practice of sound fiscal management and prevent the embezzlement, corruption, and mismanagement of funds. These controls comply with Generally Accepted Accounting Principles (GAAP) for non-profit corporations and the regulations governing Pennsylvania public charter schools. Insight PA also ensures that staff duties are arranged, and procedures are designed as to make it possible to exercise effective accounting control over assets, liabilities, revenues, and expenditures.

Please see the Insight PA Financial Policy and Procedures Manual and Uniform Grant Guidance Manual for additional details regarding controls and procedures.

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

An independent audit was completed for the 2017-2018 school year, Insight PA's inaugural year. A copy of the audit report (containing zero findings) was submitted to the Department and is also, for ease of reference, provided with this reapplication. As of the date of this submission of reapplication, the 2018-2019 audit is underway, and a draft is expected in October 2019 with the final audit due in November 2019.

5. Attach a copy of the most recent financial statement.

Please see the attachment 2.2-2 for the June 2018 and July 31, 2019 Financial Reports.

6. Attach copies of all current insurance policies.

Please see the attachment 2.2-3 for the current insurance policies.

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

The school offers one benefits package to all its eligible employees. The Guide includes policy summaries and employee contribution costs. There are no management contracts with any school employees. Given that this specific request included "benefits packages", the request for *management* contracts was interpreted as *employment contracts with members of the school's leadership team*. If this request should be interpreted differently, please advise.

Please see the attachment 2.2-4 for the benefits packages.

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

Insight PA Cyber Charter School has two bank accounts. A general fund checking account and a savings account used by our financial institution as collateral on our corporate credit card. The savings account was a requirement by the bank as Insight PA, at the time of issuance, did not have a financial/credit history that could be used by the bank to determine the school's credit-worthiness.

TD Bank Checking Account 433-8336682

TD Bank Savings Account 677-1955863

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

Effective June 30, 2019, the preliminarily committed (via a June 17th Board resolution) fund balance for Innovation in Instructional Approaches, as included in our original charter application, is \$220,000. Other preliminarily committed fund balances (as of June 2019) are as follows: \$1,200,000 for future facilities and furniture expenditures; \$150,000 for future employee benefits expenditures; \$75,000 for future employee tuition reimbursement and professional development expenditures; and \$150,000 for future technology expenditures. The preliminary general fund (unrestricted) reserve balance as of June 30, 2019 is \$2,209,150.00.

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

Not applicable as the PA auditor general has not issued a report to the school.

11. Attach copies of leases, deeds, or real estate agreements.

Insight PA’s lease for office space and accompanying first amendment to that lease are provided. Insight PA does not have any deeds or other real estate agreements. The lease is attachment 2.2-5.

12. Attach lease agreements and invoices/statements for equipment and services.

The school has current lease agreements for copier equipment/services and for a mailing machine. Copies of these leases and their related invoices/statements are provided. This request was interpreted to be agreements and any invoices/statements related to the lease agreements for equipment and services. If this request should be more broadly interpreted, please advise. The documents mentioned here are attachment 2.2-6.

13. 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.

When committing financial resources to support the school’s mission, we determine students’ needs and how they align with the mission. Resources are then dedicated to meeting those needs. Teachers and other faculty members are key to the success of our students. Resources that support the hiring, retention, and continued development of professionals strong in the skills necessary to meet our students needs are prioritized. The school continues to prioritize resources to ensure the implementation and continued development and growth of our CTE Career Pathway programs. As a new school, there are no legacy costs that were previously committed and are now competing for the allocation of funds that the school has prioritized for students’ needs.

14. 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 2017-2018 audited	Year 2 2018-2019 projected final	Year 3 2019-2020 approved budget	Year 4¹	Year 5¹
Professional Development	\$48,911	\$279,323	\$731,044		
Technology	\$2,543,948	\$4,605,672	\$6,567,726		
Materials & Other Supplies ²	\$1,471,517	\$2,678,788	\$3,537,454		

¹ Insight PA Cyber Charter School was issued an initial three-year charter. As such, there are no Year 4 or Year 5 financial data to report.

² The costs for items that would typically be allocated to the *Other* investment area (ex. lab materials, instructional equipment, math manipulatives, etc.) are included in the *Books* investment area. As books and learning materials/supplies are provided to students directly from the management company (K12), the school is invoiced per student in the aggregate for instructional books, materials, and supplies. |

Each investment area supports the school’s priorities outlined in the initial charter. Specifically, Insight PA’s investment in professional development directly correlates to the school’s priority of having a professional learning community centered on results. Insight PA’s professional development focus on the sharpening of instructional practices, through

observation of instructional practices and regular review of student data, leads to adjustments in teaching and operational systems for improvement of student performance.

The investment in technology is pivotal to the success of our staff and students. As a cyber school, Insight PA is required to provide our students with laptops and hardware needed to access their curriculum and teachers, along with access to the internet or reimbursement for internet access.

The investment area “materials and other supplies”, as defined in footnote 2, supports Insight PA’s individualized learning priority. The staff at Insight PA works to identify and remove barriers that impede student growth, and engage students through effective, research-based practices. Therefore, access to content and effective resources are vital to this work.

15. 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.

As the school has only just completed its second year of operations, it is premature to be able to share *data* supporting the school’s design. While it is a reiteration from a response above, it is important to note that students’ needs and meeting those needs drive the allocation of financial resources.

16. Provide information on School Facilities:

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

The school current leases approximately 17,800 square feet of space in an office building located at 350 Eagleview Boulevard, Suite #350, Exton, PA 19341 in the Eagleview Corporate Center from SBH Associates, L.P. This location is the sole location of Insight PA Cyber Charter School and is used for school administration purposes and faculty teaching and collaboration.

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

No, there are no plans currently.

2.3 - Student Services

1. *Complete Addendum C and provide copies of policies and procedure manuals regarding instruction of students receiving special education services:*
 - a. *Most recent program evaluation:* Please see attachment 2.3-3.
 - b. *Redacted samples of agendas and records of staff and parent special education trainings:* Please see attachment 2.3-4.
 - c. *Copies of special education teacher certifications for current employees:* Please see attachment 2.3-5.
 - d. *Special education teacher caseloads for each year of the charter term:* Please see attachment 2.3-6 (17/18 SY) and 2.3-7 (18-19 SY).
 - e. *For each year of the charter term:* Please see attachment Addendum C.
 - i. *Total number of students receiving services*
 - ii. *Services received by disability type*
 - f. *Copy of federal child count sample:* Please see attachment 2.3-8.
 - g. *List of all existing statewide service providers currently under contract:* Please see attachment 2.3-9.
 - h. *List and description of current, anticipated or tentative service providers that may be needed:* Please see attachment 2.3-10.

2. *Provide copies of policies and procedure manuals regarding instruction of English language learners:*
 - a. *Document translation policy:* Please see attachment 2.3-13.
 - b. *Most recent program evaluation* Please see attachment 2.3-12.
 - c. *A description of the Language Instruction Educational Program (LIEP), including:* Please see attachment 2.3-11.
 - i. *supports and accommodations provided for ELs to learn content*
 - ii. *targeted language instruction to promote academic English development*
 - iii. *involvement of parents in their child's education and in important programmatic decision-making at the school*
 - iv. *how they resource their program appropriately with certified EL teachers*
 - v. *training for content area staff in working with ELs*
 - vi. *instructional resources provided for accommodating ELs in content classes and delivering targeted English language development instruction*
 - vii. *how they conduct on-going and annual evaluation of their program and make necessary changes to ensure that it is effective.*

2.4 - School Governance

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

Please see attachment 2.4-3.

2. *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.*

Name	Role	Founding Coalition	2017-2018	2018-2019	2019-2020
Diana Moninger	Board President until Sept 2017 Board Vice President January 2018	Yes	Yes	Yes	Yes
Edward Kelly, Esq.	Vice President/Treasurer	Yes	Resigned December 2017	No	No
Ajay Raju, Esq.	Trustee	Yes	Resigned August 2017	No	No
Maddi-Jane Sobel	Board Secretary	Yes	Yes	Resigned February 2019	No
Kelly Vidovich	Trustee	Yes	Resigned April 2017	No	No
Eileen Cannistraci	Trustee	Yes	Resigned August 2016	No	No
Dr. Joseph Jacobsen	Trustee	Yes	Resigned 2016	No	No
Michele McKeone	Trustee	No	Yes	Resigned March 2019	No
Michael Adler, Esq.	Board President Sept 2017	No	Yes	Yes	Yes
Aviva Moore	Treasurer January 2018/Secretary March 2019	No	Yes	Yes	Yes
Lowell Thomas, Esq.	Trustee	No	Yes	Yes	Yes
Christopher Rossi	Trustee	No	No	Yes	Yes
Alice Solomon	Trustee	No	No	Yes	Yes

Please see attachment 2.4-4 for the signed Board Member Ethics forms.

3. *Discuss leadership changes on the board and within school administration and reasons for these changes.*

Changes to Insight PA Board of Trustees leadership occurred with the Board President role on August 2017. Diana Moninger, an Insight PA founder, stepped down as Board President and began to serve as a Board Trustee in August 2017. Michael Adler was appointed the Insight PA Board President by the Board of Trustees in August 2017. Edward Kelly, an Insight PA founder, served the Board through December 2017. He held two board officer positions,

Treasurer and Vice President throughout his time on the Insight PA Board of Trustees. Mr. Kelly resigned from the Insight PA Board, after serving for three years, on December 2017. At that time Aviva Moore was appointed the Insight PA Board Treasurer by the Insight PA Board of Trustees on January 2018. Diana Moninger was appointed the Insight PA Vice President by the Insight PA Board of Trustees on January 2018. Maddi-Jane Sobel, an Insight PA founder, served as the Insight PA Board Secretary through her time on the Insight PA Board of Trustees. Mrs. Sobel resigned from the Insight PA Board of Trustees after serving for 5 years on February 2019. Aviva Moore began serving as the Board Secretary in March 2019.

Eileen Cannistraci served as Insight PA's CEO since the school opening in 2017. Beth Jones served as the Insight PA's CFO since February 2018. The Insight PA leadership team has remained consistent.

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

Insight PA Board of Trustees are appointed members. The Insight PA Bylaws outline the requirements for board appointment. Insight PA Board of Trustees are appointed following the Insight PA Bylaws. Nominations to the Board of Trustees shall be placed before the Board of Trustees as needed. Nominations to the Board of Trustees are made by a Nominating Committee of the Board of Trustees or by any Trustee. In electing Trustees, the Board of Trustees will cast an open, public ballot, and a simple majority of a quorum is required for a Trustee's election.

Insight PA has adequate representation on the board with 6 members from various backgrounds and professional experiences. Two board members are attorneys, two members are educators, one member has social work background, and another is an IT professional. One of the board members who is an educator is also a cyber school parent. Board members live in Southeastern PA and in the Pittsburgh area. Please see attachment Bylaws and Conflict of Interest policy, attachment 2.4-2.

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

Please see attachment 2.4-1.

6. Include copies of all current board policies and procedures.

Please see attachment 2.4-2.

7. 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.

A sample public notice is provided in the appendix numbered 2.4-6. Sunshine notices are provided for all board meetings on the school's website as well as through published legal notices in three newspapers in circulation in key areas of the Commonwealth. The legal notice that provides details of meeting dates and times, along with the location (virtual) via a Blackboard Collaborate link. Notices are published in the Philadelphia Inquirer, Pittsburgh Gazette, and the Harrisburg Patriot News.

The board meeting agendas are posted on the school website prior to the scheduled board meeting, and minutes from each meeting are posted to the school website once approved at the public board meeting.

Parents are invited to join Insight PA Board meetings, and at each meeting the board addresses the public comment requirements. The public can directly address the Board at meetings, and members of the public, including parents, are also able to attend Board meetings via Blackboard Collaborate. All Board members are provided training on compliance with the Open Meetings Act.

Please see attachment 2.4-6.

8. *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.*

Insight PA partners with K¹² to implement the educational program in service to the students of Insight PA and their families. Therefore, the Insight PA Board of Trustees holds K¹² accountable for providing the services, resources and support outlined in the services agreement to help achieve the mission and vision of Insight PA Cyber Charter School.

The Insight PA Board of Trustees, CEO, and CFO are independent from K¹² and have complete legal, fiduciary, and oversight authority of Insight PA Cyber Charter School. The Insight PA Board of Trustees and Insight PA's CEO are responsible for the oversight of the Service Agreement with K¹². The CEO of Insight PA regularly reviews the services received from K¹² and meets monthly with K¹²'s Regional Vice President to provide feedback about the successes and to address the challenges in partnering with K¹². to meet the needs of the school community. The Insight PA CEO works in daily collaboration with the K¹² Executive Director assigned to Insight PA. The CEO and CFO meet weekly with the K¹² Senior Manager of Finance assigned to Insight PA, K¹² Regional Finance Manager, and Executive Director to monitor school finances, HR responsibilities, and school operations. The CFO reviews and reconciles K¹² invoices on a monthly basis, consults daily with K¹² Senior Manager of Finance, and provides reports to the CEO of any concerns regarding the invoices.

There have not been any changes to the Service Management Agreement to date. The K¹² Service Management Agreement is current through June 2020. The Insight PA Board of Trustees, Insight PA CEO, and the K¹² Regional Vice President will begin to make any needed amendments and renegotiate the agreement to address the school's current needs during the 2019-2020 school year. The Insight PA Board of Trustees has the right to terminate its agreement with K¹² if it does not meet its performance obligations and is unable to cure such deficiency after being given reasonable notice.

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

The K¹² Educational Services team is responsible for reporting to the Board during monthly committee and board meetings. In addition to the monthly reports provided to the Insight PA Board of Trustees, the Executive Director provides school community survey data and analysis to the board twice a year.

This survey data (see attachment 3.1-3) serves as documentation of the work completed by the Board of Trustees to evaluate parents satisfaction of k¹²'s products and services. During Insight PA's Annual Board Retreat held in June, the K¹² team provides year-end reporting, which is utilized in addition to the survey data as an assessment of services provided by K¹² to Insight PA Cyber Charter School.

The Insight PA Board of Trustees evaluates K¹² on an annual basis. The evaluation includes a review of K¹² in the following areas: Educational Program, School Support Services, Technology, Finance, and Operations. The Insight PA Board of Trustees, Insight PA CEO, and CFO will continually assess the performance of K¹² through review of monthly reports from Board meetings, review of yearly academic progress data (Future Ready Index, PSSAs, PVAAS, review of compliance related information e.g., cyclical monitoring, Comprehensive Planning, Annual Report submission.), independent annual audits, strategic planning through Board retreats, among other assessment methods. Through the CEO and CFO's daily efforts on behalf of our students, efforts by K¹² staff are continually monitored for effectiveness. Concerns identified are brought to the attention of the K¹² Executive Director for remedy.

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

The Insight PA Board of Trustees completes an annual survey to evaluate K¹², as well as evaluating information provided in board reports during the school year. The results of this survey will be provided as documentation in the Appendix (see attachment 2.4-5).

The 2019 survey used by the Insight PA Board of Trustees to evaluate K¹² shows an overall approval of the services provided by K¹² to Insight PA. The survey indicates the weakest area, a score of 3.8 out of 5, is regarding technical services provided to parent and students. Board members indicated concerns about the number of withdrawals due to technological issues that families experienced. The highest scores went to K¹²'s academic leadership team and financial services, particularly in support provided with the school budget. The overall average score on the evaluation survey was 4.5 out of 5. K¹² has provided the school with good support and partnership in the school's first two years of operation.

Please see attachment 2.4-5 for the above mentioned survey.

11. 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.

Insight PA holds the school Charter and governs the school. Insight is incorporated as an independent, public, non-profit corporation and is not under the control of another entity. As public officials, members of the Insight Board of Trustees are subjected to the provisions of the Public Official and Employee Ethics Act, 65 P.S. §1101-1113 ("Ethics Act") and files Statements of Financial Interest and Code of Conduct by May 1st each year. The Insight Board of Trustees also complies with legal obligations under Charter School Law and Public School Code. The Insight Board of Trustees provides independent governance of the school as well as effective stewardship of public money.

The Insight PA Board of Trustees has demonstrated responsive and effective governing through various means. The Board members serve on Academic and Finance committees, which meet monthly to review specific academic programming, student achievement data, and HR and financial information. The Board President has attended several school events that have taken place in the Philadelphia area. This provided him with an opportunity to meet and greet staff, students, and parents within the school community. Board members have toured the Exton administrative offices in which they interacted with many of the administrative office personnel. In addition, board members hold officer positions to ensure the oversight required for school operations and state reporting requirements. All board members attend and participate in the monthly public board meetings and, those required to have completed their mandated Act 55 training. The board has also established a board of trustees' email address to provide the school community with direct access to the board to address questions and concerns. During Insight PA Board of Trustees meetings, the board provides time for public comment and reviews public comment guidelines at each meeting. To date there has not been governance issues in need of resolution.

3.1 - Communications to Parents and Community

1. Generally, discuss how formal parental and/or community complaints have been investigated and resolved.

Insight PA values parent and community feedback as we work to ensure we are effectively serving our students. Therefore, we have policies and procedures in place that provide parents and the community with information on how to handle grievances with the school. Insight PA will not only respond to complaints but also utilize information from the complaint to reflect on current policies and procedures and adjust as necessary.

2. 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.

Parents and the community are invited to join Insight PA Board meetings, and at each meeting the board addresses the public comment requirements. The public can directly address the Board at meetings, and members of the public, including parents, are able to attend Board meetings via Blackboard Collaborate.

The Insight Board of Trustees is accessible to parents through the public board meetings, and via email. Additionally, the Board President has attended several school events in the Philadelphia area, which provided him the opportunity to interact with staff, students, and parents. Insight PA conducts parent surveys during the school year, and the Board of Trustees reviews the analysis of those surveys during the December board meeting.

For examples of communications between school leadership and key stakeholders, please see the additional attachments 3.1-1.

3. 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.

Insight PA conducts regular Family Pulse Check surveys to identify families who may need additional support, gather data to improve the holistic experience for students, and to catalyze the development of relevant programming and resources for students, parents, and school staff.

Family Pulse Checks are short, scheduled surveys sent to Learning Coaches of students attending Insight PA. The surveys are emailed seven times over the course of the school year beginning one week prior to the school start date. The purpose of the Family Pulse Check program is to:

- Provide an easy and convenient method for families to request help
- Identify families who may need additional support
- Inform the development of relevant programming and resources for students, parents and school staff

The surveys include a scaled question about overall satisfaction and an open-ended question with the opportunity to provide a more detailed response. Scaled question include response options from 1 (least positive) to 7 (most positive). Primary points of differentiation across surveys include:

- Pulse Checks #1-2
 - Questions about the Learning Coach's level of preparedness
- Pulse Checks #3-5
 - Questions about how well the Learning Coach and student can keep up with the daily routine
- Pulse Checks #3-7

- Yes/no questions asking if the Learning Coach would like assistance Learning Coach can identify issue(s) from a menu as well as an open-text response field to provide more specific details.
- If the Learning Coach indicates he/she would like assistance, he/she will be asked to provide preferred contact phone number
- Pulse Checks #6-7
 - Scaled questions about likelihood of continuing enrollment for next year
- Pulse Check #7
 - Additional continuing enrollment questions about most important factors in decision to remain enrolled.

Data from the 7th survey from the SY2018-2019 demonstrates that overall the satisfaction has increased year over year. The entire school satisfaction has increased by 15% (60% to 75%). All grade bands experienced growth, most notable is the YoY satisfaction of the HS population with an increase of 30% (47% to 77%)



The table below highlights satisfaction with the overall Insight PA experience from each survey administered during SY2017-1018 and SY2018-2019. The All School data shows that Insight PA has increased satisfaction in each survey by at least 3% year over year.

Satisfaction Top 2 Box Scores - All Surveys Year over Year

	1	2	3	4	5	6	7	
All School	68%	65%	68%	61%	63%	78%	75%	SY1819
	65%	62%	56%	53%	59%	58%	60%	SY1718
New	68%	66%	70%	63%	63%	78%	77%	SY1819
	65%	62%	56%	53%	59%	58%	60%	SY1718
Returning	66%	61%	64%	55%	63%	78%	70%	SY1819
								SY1718
HS	70%	68%	62%	48%	54%	71%	77%	SY1819
	64%	58%	56%	31%	54%	50%	47%	SY1718
MS	64%	59%	73%	57%	57%	77%	75%	SY1819
	65%	59%	58%	69%	55%	57%	61%	SY1718
K5	70%	68%	67%	71%	76%	82%	75%	SY1819
	66%	68%	53%	54%	64%	62%	66%	SY1718

How satisfied are you currently with your overall ISPA experience?

For additional survey examples, please see the additional attachments 3.1-3.

3.2 - Student Enrollment

1. *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? Discuss trends in student turnover and retention data.*

Insight PA experienced rapid enrollment growth its first year of operation. Initial opening enrollment in September 2017 was about 400 students K-10, and the school grew to just over 1200 students by June 2018. During the second year, the school grew from about 1400 students K-11 in September 2018 to peaked just over 2000 students by June 2019. The withdrawal rate for each year was about 26% cumulative by school year’s end. The population did not decline by greater than 10% either year.

We have just under 1900 students at the time of this application, and there are 1900 different individual reasons why families choose cyber education and Insight PA. Related to the “churn rate” - for some families, cyber school is only ever meant to be a temporary situation providing stability and continuity of schooling until personal situations resolve. We find some of these families are in the process of moving, experiencing homelessness, or have experienced changes such as divorce or custody changes. Other students have been suspended or expelled from their home district and sent to alternative placements; these students often come to our school because parents are concerned about the atmosphere of those alternative schools. Still other students select Insight PA as a second choice because they are on waiting lists for their preferred school(s). Once space opens at the preferred school, they withdraw and attend their primary choice. Finally, some families believe this is the right choice for them only to determine it was not a good fit for their lifestyle. We strive to provide high quality education and supportive community to all families, and we respect the right of all parents to choose the best educational setting for their children.

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

Student Enrollment	Year 1	Year 2	Year 3	Year 4	This Year
Total student enrollment at the end of the school year	1244	1972	N/A	N/A	N/A
Number of students enrolled in June who were enrolled for the full school year (September)	177	889	N/A	N/A	N/A
Number of current students, excluding graduates, who were enrolled at the end of last school year	N/A	430	1551	N/A	N/A

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

All eligible students in the Commonwealth of PA are eligible to attend Insight PA Cyber Charter School. In education, one size does not fit all, and Insight PA provides students and families with an online learning environment that can meet the unique needs of each individual student.

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

Insight PA Cyber Charter School requires the state-mandated documentation for enrollment including;

- Copy of a Birth Certificate/Proof of Age
- Immunization Record
- Proof (2) of Residence (except for homeless students)
- Sworn Statement Regarding Discipline
- Home Language Survey

In addition, while not a condition of enrollment, the School requires parents/students to complete a Release of Records, Student Enrollment Information Form, Instructional Use of Property Form, Family Income Form, and PDE Charter School Enrollment Notification Form.

Withdrawal

For students to have a consistent education throughout the school year, it is important that they remain with one program for the duration of the school year. Unfortunately, there are circumstances that occur that will result in a student's withdrawal before the end of the school year. If those circumstances occur, the following policy and procedure will apply:

Notification of Withdrawal

A family may express their intent to withdraw a student by calling the main administrative office or communicating their desire to their teacher. In each case, the office administrator or teacher will be instructed to capture all pertinent information including student name, identification number, reason for withdrawal and effective withdrawal date. The school administrative staff or teacher will immediately send the family the School Withdrawal Form to be returned via mail, fax or email.

Insight PA Cyber Charter School provides a notification to school districts when a student withdraws.

Insight PA Cyber Charter School Withdrawal Procedure:

Each week the Registrar sends a notification letter to the school district of residence of any students who have withdrawn the previous week.

1. The Registrar pulls the "Withdraw Report" from the school standard reports on the first day of the current school week.
2. The Registrar filters the results to only include students who have withdrawn since the date of the last set of notification letters.
3. These results are exported to CSV format.

4. A Mail Merge is completed in Microsoft Word selecting the exported CSV as the recipient list.
5. The accompanying attachment to this guideline titled “Withdraw Letter with Fields” is pre-formatted with the merging field names and should be used as the “Existing Document” for the Mail Merge.
6. The withdrawal notification letters are either mailed or e-mailed to school districts according to the preferences of the receiving school districts.
7. A copy of the Withdraw Notification Letter is uploaded to the student’s cumulative record located in the eFile Cabinet digital repository.

For further information, please see provided withdrawal, enrollment, and truancy documents within the required attachment folder.

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

Insight PA has adopted the Multi-Tiered System of Supports (MTSS) Framework to provide targeted support to struggling students. MTSS was selected over RtII because it goes beyond academic supports to include behavior, social and emotional needs, and absenteeism. A common graphic representing MTSS is the pyramid or triangle, with all students receiving high quality curriculum and supports at the Tier 1 level. Our universal screening data indicates our population to be an inverted pyramid with most of our population in need of significant supports.

To address the significant needs of the majority of our student population and more equitably distribute resources, we have shifted our Student Services model to a single-point-of-contact framework resulting in reduced ratios advisor-to-student ratios, doubled the number of staff dedicated to providing families with resources to support attendance, reduced overall student-to-teacher ratios by 15%, almost doubled the number of special education teachers, adopted new supplemental curriculum, and are providing staff with social and emotional learning training through the CCIU. Our increase in Title I funds has been used to hire additional math and reading interventionists across grades K-12. Weekly MTSS meetings feature cross-functional members from academics, guidance, advisors, attendance and truancy specialists, and family resource specialists. Through the review of academic and behavioral data, differentiated, appropriate supports are distributed. Supports may include increased targeted instructional sessions, assignment of supplement resources, or assignment of reading/math interventionists to address academic needs. Students in need of emotional or behavioral needs may have increased time with guidance counselors, more frequent check-ins with advisors, and/or referral to local community supports.

5. 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.

Insight PA has not experienced the need for waiting lists to date.

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

When the original charter was written 2013-2014, an estimate of enrollment was submitted based on the best available information at the time. The original estimated total enrollment for year one was 1,380 and year two was 2,760. Insight PA’s charter was approved in late June 2017 with the school set to open in September 2017. A very short timeline reduced the amount of time for the public to become aware of the school, which resulted in a lower opening enrollment.

Ultimately, enrollment grew to 1244, just under the original target 1,380 written almost four years prior. Year two enrollment did not grow as quickly as originally predicted. The original estimates had Insight PA almost doubling in size each year, which is a pattern not likely to be seen given expanded choices offered by other cyber charters, Intermediate Units, and home districts. Year three appears to be on track to see enrollment in the low to mid 2,000s.

7. 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?

Families have the option to withdraw from our program at any time. Parents who wish to withdraw their student from Insight PA should contact the homeroom teacher or advisor as soon as possible. Reasons for voluntary withdrawal can include moving out of state, returning to brick and mortar, homeschooling, and other possible reasons. Sometimes Insight PA’s office is notified of the family’s intent to withdraw by the school the student will be attending after Insight PA. The withdraw date is the last day of attendance.

Once notified of a family’s intent to withdraw, the teacher or staff member (together referred to in this document as “staff member”) who received the communication attempts to contact the family by phone and email to conduct a brief phone interview with the family.

If the staff member reaches the family, she asks for information required on the Teacher Withdrawal Docusign Form which will be reported to PA Department of Education. The staff member captures the following information,

- Name, Grade Level, and Student ID (which can be found in TotalView).
- The reason(s) expressed by the family. The family can provide additional information via the during this conversation, and it is captured within the withdrawal form.
- The last date of attendance (i.e. the withdraw date from Insight PA).
- The type of school the student will be attending after Insight PA (public school in PA, private school in PA, home school in PA, school out of PA, school out of the country, enrolled but did not show, left school without transferring or dropped out, received GED, student deceased).
- If the student left school without transferring or dropped out, the reason for doing so (academic problems, behavior problems, disliked school, child, married, or pregnant, wanted to work, runaway or expelled, other).
- If the student is transferring to a public or private school, the name and state of the school.

The top withdrawal reasoning in the 2018-2019 school year was “Student not motivated to complete work.” The rest of the top five reasons include “Lack of Socialization” “Technical Issues” “Moving out of Area” and “Pace of Program too fast.” Withdrawal data is provided to leadership and board members and actions for correcting the issues are explored.

The exit interviews and tracking of reasons for withdrawal have not indicated any need for policy change; However, Insight PA has established initiatives for the 2019-2020 school year that address some of the withdrawal reasons provided by parents.

Withdrawal Reason	2019-2020 Initiatives
Lack of Socialization	Increased class trips and social events New Advisor model to decrease case load and increase relationship building
Technical Issues	Increase learning coach support sessions Improved Strong Start Orientation Learning Coach Mentor Program
Pace of the program to fast	MTSS targeted interventions Curriculum Alignment with CCIU supports Supplemental Curriculum

3.3 - Policies and Procedures

1. *How is technology used to deliver and support curriculum and instruction? Include copy of the technology plan.*

The primary instructional delivery mediums are the K¹² Online School and Blackboard Collaborate software.

K¹² lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. The online curriculum is designed in a rich, multimedia format to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.

Online and offline activities within the K¹² curriculum can be adapted in ways to accommodate student needs, and new tools allow teachers to adjust and augment curriculum for individual students.

Since Insight PA does not yet utilize e-Rate, we have not developed a technology plan.

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?*

Insight PA continually strives to improve student learning through new or improved tools. The tools are designed to create more engaging and interactive synchronous and asynchronous experiences for students. Some of the enhancements include improvements to existing tools, replacing old tools, and adding new tools.

Insight PA's management vendor, K¹², plans to release a completely new K-5 platform next year designed to appeal to and be easily navigable for elementary students. Teachers will be better able to re-organize lessons, emphasize or deemphasize content based on students' needs, and practice and assessment item pools will grow deeper and more responsive through improved AI.

Blackboard Collaborate is set to be retired at the end of this school year as the primary medium of synchronous instruction. Pilots are currently underway to determine the replacement system. The goal is to better integrate third party, interactive and supplemental tools into teachers' daily instruction. Zoom is currently being piloted because its design allows for better streaming video experiences without concern for limited bandwidth and throughput at students' homes. Particularly, economically disadvantaged and rural students tend to have slower speeds limiting the use of video. These new tools will allow all students, regardless of background or location, to better view their teacher in live time. Nearpod is also in pilot with our high school students. It is an interactive tool to improve live lesson engagement as well as to allow differentiated review and practice that can be accessed asynchronously based on individual student needs.

Other new tools have been released for use beginning this school year. Playposit was piloted last year by K¹² at some of its other schools and has been integrated for use this school year. It is web-based video platform with interactive questions, video branching, and rich media for synchronous or asynchronous instruction and formative assessment. Tallo is being introduced this year. It is a web-based networking platform allowing students to showcase their skills and get discovered by colleges and companies. Smart Futures is rolling out school-wide to support college and career readiness. This tool supports building and housing career planning and portfolio items. Nepris is another tool beginning use this year. It brings industry professionals right into classrooms. Students can participate in virtual tours, mock interviews, and share projects to professionals working in the field.

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

Please see the Children’s Internet Protection Act Policy within the attachments, labeled 3.3-1.

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

Please see Insight PA’s Technology Acceptable Use Policy within the attachments, labeled 3.3-2 and the parent student handbook within the attachments, labeled 3.3-7.

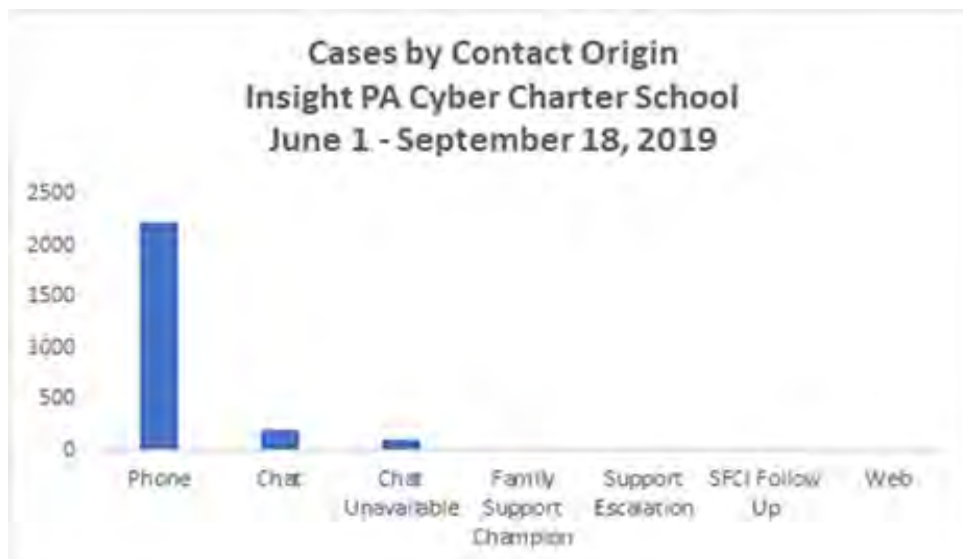
5. *Provide most recent three (3) months of help desk reports showing the number of tickets and average time to close ticket. What are the most common help desk questions?*

The most recent three months reflect dates when most students and teachers were off for the summer. Volume and types of requests reflect the closing and start-up of the school year. Enrollment inquiry cases are included.

Insight PA students and Learning Coaches contacted Customer Care and Tech Support 2,553 times during 6/1/19 – 9/18/19. The average time to close tickets was 37 minutes.

The top call drivers for this time frame are below:

1. Enrollment > Inquiry (227) Cases; families requested assistance in completing the enrollment process or finalizing provisional enrollment requirements.
2. Hardware > Replace Laptop (174) Cases; families requested assistance with their school-issued laptop but troubleshooting could not resolve the issue and a replacement was provided.
3. Account > Learning Coach (166) Cases; Learning Coaches needed assistance setting up their Online School account, accessing their online school account, or needed assistance with account navigation.
4. Hardware > Laptop (142) Cases; families requested assistance with their school-provided or personal computer and troubleshooting resolved their issue.
5. Materials > Order Status (119) Cases; families needed assistance tracking the delivery of Course Materials



Teacher help desk reports are handled by a different system. The most recent 30 days of teacher ticket report included the following items:

Average hours to resolution: 6.41 hrs.

SLA resolution: 119 met / 0 unmet

last 30 days ticket amount: 122

Ticket by category:

- Cell phone – 1
- Emails- 14
- Equipment order- 4
- Hardware- 5
- Informational-8
- New laptop setup- 1
- Office 365- 1
- Password help- 11
- Printers- 1
- Software- 61
- Staffing- 12

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

Available to families 24 hours a day, 7 days a week, 361 days a year

- Telephone at 866-K12-CARE (866-512-2273)
- Web Ticket (webform.K12.com)
- Online at K12.com/Support for Self-Help

Customer Support handles:

Customer Care
Materials – Replace missing, damaged or lost items
Online School Account Setup
Online School and 3 rd Party Software Login Assistance
Online School Navigation & Getting Started Inquiries
Reclamation Assistance for Materials and Hardware

Technical
Hardware – Troubleshoot students’ devices and replace K ¹² provided hardware as necessary
Software – Troubleshoot all K ¹² and 3 rd party software (Collaborate, QuickTime, Java, Adobe Flash Player and Reader, etc.)
Identify and troubleshoot software bugs and work with K ¹² IT teams to resolve
Connectivity – Troubleshoot home networking issues and refer to Internet Service Providers as necessary

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

For each student enrolled, Insight PA Cyber Charter School: (1) provides all instructional materials; (2) provides all equipment, including, but not limited to, a computer, computer monitor and printer; and (3) provides or reimburse for all technology and services necessary for the on-line delivery of the curriculum and instruction.

Student Laptop Technical Specs

- Speed: AMD A4-9125 dual core (2.3 GHz)
- RAM: 8 GB
- Disk space (hard drive): 256 GB SSD
- Screen Size
 - Laptop screen: 15.6-inch
- Audio: High Definition sound card
- Modem: Ethernet port and Nic card (wi-fi)
- Ports: 3 USB, 1 HDMI
- Peripherals
 - USB Headset Microphone
 - Ethernet cord
 - A/C Power Adapter (2 piece brick/cord)
 - USB Mouse (3-button optical with scroll)
- Operating system
 - Windows 10 Educational
- Office Suite
 - Microsoft Office 2016
- Email
 - Microsoft O365
- Internet Browsers
 - Latest version of Microsoft® Internet Explorer
 - Latest version of Google Chrome
 - Latest version of Mozilla Firefox
- Other Software
 - Adobe® Reader®
 - Adobe® Flash®
 - Adobe® Shockwave®
 - Latest version of Java
 - Real Player®
 - VLC media player
- Anti-virus
 - McAfee® Virus Protection
- Web Filtering
 - McAfee® Site Advisor
- Lock down (freeze)
 - Absolute Computrace

Consistent Internet access is a responsibility of each Insight PA family and a necessity for success at Insight PA Cyber School. Therefore, Insight PA provides an internet reimbursement for each family, unless not available due to location or financial situation. In those circumstances, families are provided a hotspot to connect to the Internet. Families receiving a “hotspot connection” from Insight PA are not eligible for internet reimbursement.

Insight PA will reimburse a family \$35 per month toward the cost associated with their child(ren)’s internet access. This is a per family reimbursement based upon the household address. Families must be in good standing and in full compliance with the school. Students must be actively enrolled at the time the check is issued in order to be eligible for the reimbursement. The families of withdrawn students are not eligible for reimbursement. Reimbursements will be pro-rated to reflect enrollment dates that do not include the entire school year.

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

No spyware is installed or used with students.

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

In the **elementary program**, data is our primary way to verify authenticity of a student's work. We utilize benchmarking, progress monitoring, formative, and summative assessments to make sure that the evidence of learning that we are receiving from students is authentic. We also have a staff of highly qualified teachers who through professional development and rubrics can verify authenticity of a student's work sample. Assessments are administered a variety of ways. Some assessments are taken at home with the student's learning coach. Formative assessments and progress monitoring occur within small group targeted sessions.

At the **middle school** level, students attend live class sessions throughout the day. During live sessions, teachers collect data on student's performance. Methods of collecting performance data include informal observation, formative assessments, assessments in real-time (Classkick, Nearpod, etc.), and progress monitoring (Easy CBM).

During our weekly data team meetings, a cross-section of student data is analyzed. Discrepancies, if they exist, are identified. Students can then be reassessed 1:1 with a teacher or interventionists.

Exams are completed synchronously and asynchronously. When completed asynchronously, teachers validate the data by taking a broad look at the student's performance and identifying any possible discrepancy. Students also take assessments synchronously. While in a live session, students are placed into break out rooms to work independently on the assessment. The teacher moves throughout the rooms to proctor the assessment.

Progress monitoring occurs on a monthly or bi-weekly schedule (based on student academic tier). Progress monitoring occurs in a live session proctored by a teacher and/or interventionist.

At the **high school**, we verify the authenticity of student work in a variety of ways. Our first method of verification is the software tool Turnitin, which is an originality checking and plagiarism prevention service that checks student writing for inappropriate copying, plagiarism from published sources, and citation mistakes. When the student submits written work, Turnitin compares it to text in its massive database of student work, websites, books, articles, etc., then assigns the work a rating, indicating how much of it is deemed original work. Turnitin is integrated into all classrooms.

In addition to this tool, teachers carefully review assignments and assessments to ensure they are consistent with student levels. All students are required to take a math and reading screener to determine present levels. If the quality of student work is significantly inconsistent with this data, or with the student's historical academic performance, it receives further scrutiny from the teacher. Assessments are taken both in live class and asynchronously. Those administered in live class occur with student in individual breakout rooms screensharing so the teacher may move from room to room proctoring. For those that are taken asynchronously, we rely on our teachers' vigilance to monitor. We do have access to LockDown Browser, a software that locks students into assessments and prevents toggling to other screens during the assessment. Reinforcing academic integrity overall is our Student Code of Conduct under "Cheating Violations." Here, various forms of academic dishonesty are identified, and described. There is a sequence of progressive discipline should a student engage in any conduct such as cheating.

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

Insight PA Cyber Charter School recognizes the need for a records retention system to manage charter school records. The Board recognizes that the orderly and managed retention and destruction of charter school records promote efficiency, conserves financial and physical resources, and promotes the orderly day-to-day execution of charter school business. The educational interest of students requires the collection, retention, and use of data and information about individuals and groups of students while ensuring the individual's right to privacy. The charter school will maintain educational records as they are defined herein for students for legitimate educational purposes. The Board recognizes its responsibility for compilation, retention, disposition and security of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records.

The student record policy is interpreted in accordance with and consistent with the following laws and corresponding regulations: the Family Educational Rights and Privacy Act (FERPA); the Individuals with Disabilities Education Act (IDEA); the No Child Left Behind Act of 2001 (NCLB); the Health Insurance Portability and Accountability Act (HIPAA); the Pennsylvania School Code and Regulations of the State Board of Education, and any other applicable laws and regulations. Only educational records mandated by federal and state statutes and regulations, or permitted by the Board, may be compiled by charter school staff.

All student records are maintained in digital form in secure electronic databases. Access to those records will be strictly limited to authorized officials pursuant to FERPA. All physical records received by the school will be scanned and maintained in electronic databases, and later destroyed in keeping with the records destruction policy shown below. The school's Directory information from a student's education record the release of which is generally not considered an invasion of a student's privacy. A school can disclose those items it designates as directory information from a student's education record without prior parental consent unless a parent objects in writing. The school has designated the following as directory information: student's name, address, telephone listing, date and place of birth, grade level, most recent school attended, enrollment status, dates of attendance, honor rolls, and awards received. All parents and eligible students may refuse consent for the general disclosure of directory information by completing the school's Form to Request to Withhold Directory Information. Pursuant to the NCLB, the school is required to release student directory information to military recruiters. Any parent or eligible student may notify the school in writing of their refusal for this information to be released by returning the school's form.

Copies of a student's current IEP, most recent multi-disciplinary team evaluation report, current service agreement or accommodation plan, and instructional support or child study team data and action plan is maintained in a secure file in the records room together with other special education records that remain relevant to the education of the particular child or the design and provision of educational programs in general or essential to the protection of the legal interests of the charter school.

The school maintains updated records of all incidents of violence, incidents involving possession of a weapon and convictions or adjudications of delinquency for acts committed on school property by students enrolled therein on both a school-wide and school-by-school basis. When written verification of current enrollment or an intention to enroll is received, these records shall be forwarded to a school where the student transfers or seeks to enroll without prior parental consent.

To preserve the integrity of psychological and other testing, students' test protocols, where they are maintained, is maintained separately from other education records in confidential files and are not part of a student's main educational record. Pursuant to the IDEA, parents may request an opportunity to review and discuss specific testing results with an evaluator. During such a meeting, testing materials can be reviewed and explained.

Except as provided in the relevant law, student records are not disclosed or released without prior, written consent from the Parent or, where applicable, the eligible student. Any parent or eligible student shall have the right to inspect all education records maintained by the school. Parents may only review the education records in their own child's file, and eligible students may only review their own educational records. Records containing personally identifiable information

regarding more than one student, such as disciplinary records and incident reports, are redacted prior to review by the parent or eligible student. Parents and eligible students do not have a right to copies of educational records, however, copies may be provided at the discretion of the school and/or upon a parent's documented claim that s/he is unable, due to physical disability or illness, to review the records at the school. The school may charge a fee of fifteen (15) cents per page for the copy of educational records. Upon a parent's showing of financial hardship, copies may be provided free of charge.

The school responds to the request to review records within forty-five (45) calendar days from the date of the written request. Written requests must be submitted to the student program principal. A principal or designee may be present during a parent or eligible student's inspection of educational records at a school administrative office. Parents of students receiving special education services can designate an individual to review his/her student's education records. The school provides the information requested with written consent signed by the student's parent for this to occur.

Students are permitted to request copies of transcripts. Educational records can be disclosed by an authorized official of the school WITHOUT prior parental consent in accordance with FERPA. These instances include: Other school officials that substantiate legitimate educational interests, Officials of other schools where the student seeks to enroll, Authorized representatives of federal, state or local government, Financial Aid representatives, Organizations conducting studies for educational agencies, Accrediting organizations, appropriate persons in connection with an emergency, subpoena or judicial order, Caseworker or Local Child Welfare Agency.

The school may destroy educational records when they are no longer needed to provide educational services to a student. Non-core physical files are destroyed at the end of each year if not claimed by the student or legal guardian. The Registrar will send written notice of the destruction of those physical records to the legal guardian at least 60 days in advance of destroying the records. The student or legal guardian may request records by contacting the Registrar at studentrecords@insightpa.org or calling the main office number for Insight PA.

Core physical files will be maintained for 12 years after the student graduates or withdraws from the school (see the attached Retention Schedule for more information). Records that include core data, consisting of student's name; last known address of parents/guardian; birth date; attendance data (general, not specific); and transcripts; otherwise known as a student's cumulative file, shall be maintained in the Electronic File Depository until the student is 30 years of age.

Electronic records maintained by the school as educational records for a regular education student shall be maintained for 12 years beyond the student's graduation date. If the student does not graduate from the charter school, the records shall be maintained until the student's 30th birthday.

Please see the attachment 3.3-11 for the Student Records policy.

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

The School is committed to a safe and positive learning environment for all students, employees, volunteers and parents, free from harassment, intimidation or bullying. All forms of bullying and cyber bullying are hereby prohibited. Anyone engaging in bullying or cyber bullying is in violation of the Policy and shall be subject to appropriate discipline. "Bullying" shall mean unwelcome verbal, written or physical conduct directed at a student/parent/staff member/employee by another student/parent when the intentional act:

- Physically harms a student or damages the student's property;
- Has the effect of substantially interfering with a student's education;
- Is placing another in reasonable fear of physical, emotional or mental harm;
- Is severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or

- Has the effect of substantially disrupting the orderly operation of the school.

"Cyber bullying" includes, but is not limited to the following misuses of technology: harassing, teasing, intimidation, threatening or terrorizing another student/parent/ staff member/employee by way of any technological tool, such as sending inappropriate or derogatory emails, instant messages, text messages, pictures or website postings that would include blogs, when the intentional act is physically, emotionally or mentally harming to a student/parent/staff member/employee:

- Substantially interfering with the student's education;
- Placing a student/parent/staff member/employee in reasonable fear of physical, emotional or mental harm;
- Is severe, persistent or pervasive to the extent that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the School?

Nothing in this policy requires the affected student/parent/staff member/employee to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying or another distinguishing characteristic.

All forms of bullying are unacceptable and when such actions are disruptive to the education process of the Insight PA students' offenders shall be subject to appropriate staff intervention which may result in administrative discipline or action.

Harassment, intimidation or bullying can take many forms including slurs, rumors, and jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats or other written, oral or physical actions.

"Intentional acts" refer to the individual's choice to engage in the act rather than the ultimate impact of the action(s). This policy is not intended to prohibit expression of religious, philosophical or political views provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other School policies or building, classroom or program rules. Counseling, corrective discipline and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy. The School administrator is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation.

Please see the attachment 3.3-3 for Bullying and Cyber Bullying Policy for any additional cyber bullying questions.

12. 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?

Students are required to follow the school calendar which includes a minimum 180 schooldays. Attendance only occurs on schooldays as listed on the school calendar. Students can complete online work on holidays or weekends in order to maintain course progress, but no attendance credit will be awarded for work completed on non-schooldays. In Pennsylvania, compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which may be no later than eight years of age, until the age of seventeen or graduation from a high school, whichever occurs first. In accordance with the Compulsory School Attendance Law and Pennsylvania State Code uniform rules have been adopted to ensure that students attend school regularly. Students are expected to attend school each day.

Pennsylvania requires all public schools to offer a minimum of one hundred and eighty (180) days of instruction between July 1 and June 30. Additionally, the statute requires all public schools to offer a minimum number of instructional hours by grade level:

Grade Levels	Days	Min. Yearly Hours	Daily Hours
K-6	180	900	5
7-12	180	990	5.5

A student is counted as present for the day when he or she logs into the Online School through the student account, completes work within a course through the student account, or attends a Class Connect Session accessed through his or her daily plan. Students must log into the Online School to be considered present even when no live Class Connect Sessions are scheduled.

Insight Pennsylvania Systems will automatically capture daily Online School student log-in, work, and class connect session attendance. In addition - Insight Pennsylvania requires that each Learning Coach log the time spent working on content in each course each day. Time entered here should reflect the total time spent working on the course that day (both online work in the Online School and off-line work completed by the student).

All absences will be treated as Unlawful (Unexcused) until a parent or guardian submits a written explanation or medical excuse to the Attendance Clerk by emailing attendance@insightpa.org. If parents or guardians fail to submit a written explanation or medical excuse within three (3) days of the absence, the absence would be permanently counted as unlawful (unexcused).

Parents are instructed to send explanations of absences via email to attendance@insightpa.org. They are to copy Their K-5 Homeroom teacher and/or their 6th-12th Grade Advisor. The email includes the Name, Grade Level, Student ID, Dates of Absences, Reason for Absences, and Documentation if required.

Inability to access the internet is not a valid reason for school absence. Consistent internet access is required for continued enrollment at Insight PA. Students and Learning Coaches are instructed to have a plan in place to access the internet in a secondary location should their home internet be unavailable.

Lawful (Excused) Reasons for Absence include the following:

- Student Illness
 - Written explanation must be provided within 3 days of absence
- Medical Appointment
 - Written explanation must be provided within 3 days of absence
- Death in the Immediate Family
 - Written explanation must be provided within 3 days of absence
- Religious Holiday
 - Written request must be submitted 24 hours in advance
- Educational Trip
 - Written request must be submitted 24 hours in advance

A maximum of ten (10) days of cumulative lawful (excused) absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days may require an excuse from a physician.

Students who are unable to log into school or have a power outage must have an alternate plan to go to a library/public location with computer access to do their schoolwork. If the student does not have a back-up plan and cannot go to the library, the student must notify the Attendance Office of the reason for the absence. Repeated absence due to lack of

internet access may result in an administrative referral to assess the obstacles and create a plan to overcome the obstacles. Continued lack of access after that plan is created could result in Administrative Review.

Students who are absent due to the school-issued computer technical issues must contact Technical support and notify the Attendance Office with the Technical Support ticket number and/or documentation that supports the reason for absence. Absences due to Technical issues will not be excused without a tech ticket number. Technical support can be contacted at <https://www.help.K12.com> or by calling toll free 866-512-2273. The Student's homeroom teacher or Advisor should be notified.

Any out-of-state travel during days school is in session must be reported to the attendance office through a trip request form, even if the student will be logging in and attending school regularly while out of the state. Per state law, Insight PA students must retain a permanent residence in the state of Pennsylvania. No more than 10 consecutive days will generally be approved.

Pupils may be excused for family educational trips not sponsored by the school according to 22 Pa Code 11.26.

Learning coaches or parents may encounter students who refuse to log in or attend sessions. Insight PA recommends speaking with the child's homeroom teacher or advisor about the issue. The homeroom teacher or advisor can provide initial suggestions and may refer the student to the Family Academic Support Team (FAST) to help obtain additional supports for the student.

Pennsylvania's law stipulates that a child of compulsory school age is considered truant when the child has three (3) unlawful (unexcused) absences during the school year.

After three (3) days the school will notify the parent or guardian in writing that your child is considered truant and will inform you of the potential consequences if your child becomes habitually truant. The school will invite you to participate in an Attendance Improvement Conference. The conference will be held with or without your involvement, but the best outcomes can be achieved when the family and schoolwork together in collaboration.

If a student continues to have unlawful or unexcused absences after the Attendance Improvement Conference, the school will invite you to participate in the development of a School Based Attendance Improvement Plan (SAIP). The SAIP will be created regardless of your participation, but the best outcomes can be achieved when the family and schoolwork together in collaboration. You can view the SAIP template provided by the Pennsylvania Department of Education here.

Pennsylvania's law stipulates that a child of compulsory school age is considered habitually truant when the child has six (6) unlawful (unexcused) absences during the school year.

Once a student's absences reach the level of habitual truancy Pennsylvania law requires that the school must take the following actions:

For Students under 15 years of age:

The school must refer the student to either 1.) school based or community attendance improvement plan OR to 2.) the County Children and Youth Agency for services or possible disposition of the student as a dependent child under the Pennsylvania Juvenile Act. The school may also initiate the process of filing a citation with the District Magistrate against the person in a parental relationship with the student who resides in the same household as the student.

For students over 15 years of age:

The school must either 1.) refer the student to a school-based or community-based attendance improvement program (note: if the student incurs additional absences after this referral or refuses to attend the school may refer the student

to the local County Children and Youth Agency for possible disposition as a dependent child) or 2.) may initiate the filing of a citation against the student or parent with the District Magistrate

13. 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.

Please see the attachment 3.3-4 for the Attendance, Truancy, and Withdrawal Policy.

Please see attachment 3.3-5 for Truancy Documents for internal procedures, communications, and other information on Truancy.

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

Pennsylvania's law stipulates that a child of compulsory school age is considered truant when the child has three (3) unlawful (unexcused) absences during the school year.

After three (3) days the school will notify the parent or guardian in writing that your child is considered truant and will inform you of the potential consequences if your child becomes habitually truant. The school will invite you to participate in an Attendance Improvement Conference. The conference will be held with or without your involvement, but the best outcomes can be achieved when the family and schoolwork together in collaboration.

If a student continues to have unlawful or unexcused absences after the Attendance Improvement Conference, the school will invite you to participate in the development of a School Based Attendance Improvement Plan (SAIP). The SAIP will be created regardless of your participation, but the best outcomes can be achieved when the family and schoolwork together in collaboration. You can view the SAIP template provided by the Pennsylvania Department of Education [here](#).

Pennsylvania's law stipulates that a child of compulsory school age is considered habitually truant when the child has six (6) unlawful (unexcused) absences during the school year.

Once a student's absences reach the level of habitual truancy Pennsylvania law requires that the school must take the following actions:

For Students under 15 years of age:

The school MUST refer the student to either 1.) school based or community attendance improvement plan OR to 2.) the County Children and Youth Agency for services or possible disposition of the student as a dependent child under the Pennsylvania Juvenile Act. The school may also initiate the process of filing a citation with the District Magistrate against the person in a parental relationship with the student who resides in the same household as the student.

For students over 15 years of age:

The school MUST either 1.) refer the student to a school-based or community –based attendance improvement program (note: if the student incurs additional absences after this referral or refuses to attend the school may refer the student to the local County Children and Youth Agency for possible disposition as a dependent child) or 2.) may initiate the filing of a citation against the student or parent with the District Magistrate.

Please see attachment 3.3-5 for Truancy Documents for internal procedures, communications, and other information on Truancy.

15. *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.*

During school year 2018-2019, ISPA notified local school districts when students were withdrawn because they failed to attend school for the first 10 consecutive days of enrollment. See attached. ISPA also notified school districts every time a legal guardian withdrew a student voluntarily to alert the school district that the student was no longer enrolled at ISPA. See attached. Furthermore, after a student accumulated more than 10 nonconsecutive absences, the Family Compliance Liaison would call the school district to find out if the student was enrolled at his or her local school. For school year of 2019-2020, ISPA now withdraws students if they are absent for 10 consecutive days (regardless of whether they are the first 10 consecutive days of enrollment) and notifies school districts of the withdrawal. Moreover, if students are absent for 8 unexcused absences the Student Attendance Specialists call the school district to ask if the student is enrolled at his or her local school.

16. *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).*

No current agreements exist. In accordance with Pennsylvania's charter school law, Insight PA students may and do participate in the home school district's extracurricular programming.

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

The school does hold several social events throughout the school year. Please see the attachment titled Insight PA Social Events for specific dates and times (attachment 3.3-Events). These events are available to all students and their learning coaches. While specific locations are yet to be determined, such events are held at several locations statewide in order to serve the greatest amount of our students. These locations are chosen based on the clusters of student locations across Pennsylvania.

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

The attachment titled School Safety Plan is attachment 3.3-6.

19. *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.*

Student Assistance Program:

We are currently in the second phase of a three-part launch.

Phase One: 2018-2019 – Creation of the team

A team of administrators, school counselors, and staff were certified in the Student Assistance Program and also in Youth Mental Health First Aid.

Phase Two: 2019-2020 – Building of the structure

We are currently setting up referral processes and state reporting practices as well as streamlining the internal structures for the referral process.

A SAP Coordinator/Administrator is in process of being registered on the Safe Schools site Insight PA is now registered to produce a data set and submit supports.

1. Completing a case numbering system for entering data (most likely student ID)
2. Organizing and training the SAP team on inputting data
3. Organizing the meeting time and follow up for SAP review
4. Ensuring proper public notices of SAP support services on the Insight PA website

Phase Three: Jan 2020 – Full launch and uploads. We will be able to upload data from Insight PA into Safe Schools for the 2019-2020 school year.

McKinney-Vento Supports

All students completing the McKinney-Vento form at enrollment or who are identified as eligible for rights under McKinney-Vento, are supported by the Insight PA homeless liaison who will:

- Make sure students enroll in school immediately, even if they do not have the documentation they would normally need for enrollment.
- Help families and youth get immunizations, immunization records or other medical records, if a student needs them.
- Tell parents and youth about all transportation services and help set up transportation.
- Make sure students get all the school services they need.
- Tell parents and guardians about all the programs and services the school has available for their children.
- Email a copy of the rights under McKinney-Vento
- Participate in professional development to ensure continuous compliancy
- Allocate funds from the Title One Set-aside amount to eliminate barriers to education caused by homelessness
- Connect families with services and supports in their areas
- Ensure connection with Student Assistance Services when applicable.

Contact information along with rights and responsibilities is posted on the Insight PA public website.

20. 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.

Insight PA implements disciplinary procedures consistent with the Pennsylvania Code and the Individuals with Disabilities Act. Student offenses dictate the severity of the consequence Insight PA will impose. In addition to the specific offenses set forth below, Insight PA is within its rights to discipline any student who engages in conduct that threatens the health, safety, or welfare of others or disrupts the learning environment. The appropriate consequence will be determined at the sole discretion of the school in accordance with the law. Student rights regarding disciplinary procedures are outlined in the final section of this code. In all disciplinary situations parent and student will be notified by either Insight PA's Executive Director, Academic Director, or Principal, and provided with an explanation of the action taken. Appeals can be made to Insight PA's Chief Executive Officer (CEO) who will review the merits of case. Suspensions may result in the removal of student access to certain communications and/or technologies within the larger Insight PA community.

Discipline Procedures: A student cannot be suspended or expelled and thereby deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures and a fair hearing. The student and his or her parent or guardian have the responsibility to follow the procedures set forth below in a respectful and timely fashion. A student who is accused of misbehavior or a breach of this Code of Student Conduct will be addressed by the Executive Director or his/her designee (Academic Director, Principal).

Written referral: Violations shall be presented in written form and should be specific, indicating the breach of the Code of Student Conduct for which the referral is being issued.

Student notification: The student will be placed on notice of the violation by the Executive Director or appointed designee and afforded an opportunity to explain.

Initial conference: An initial conference (in person or by tele- or video- conference) shall be conducted by the Executive Director or appointed designee at each level of discipline.

Charges and Evidence: The Executive Director or appointed designee, shall confer with the student, explain the charges and evidence against the student and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.

Parental Assistance: A good faith effort shall be made by the Executive Director or appointed designee, to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct.

1. **Parental notification: Telephone or Email:** The Executive Director or appointed designee shall attempt to speak with the parent by telephone and/or email to notify them of the student's misconduct and the next steps in the process for determining and implementing a proposed disciplinary action.
2. **By Written Notice:** Regardless of whether there has been communication with the student's parent by telephone or email, the Executive Director or appointed designee shall within twenty-four (24) hours of taking disciplinary action send written (hard copy) notice to the parent describing the disciplinary action imposed and the reasons action was taken.

Violations Leading to Suspension

The following violations may lead to short-term suspension or other low-level disciplinary action. Multiple violations at this level may lead to a long-term suspension or expulsion. [Note: Insight PA considers the following violations serious infractions of the student code of conduct]:

Abusive Language or Conduct: The use of, or engagement in, abusive, profane, obscene, vulgar language or conduct in the presence of (electronically or in person) one (1) or more individuals within the Insight PA school community or at an Insight PA-sponsored event

Cheating: Any student involvement in the exchange of answers or completed assignments either providing or receiving, using, copying or providing another student with any test answers or answer keys or another person's work, representing it to be their own work.

Disruptive Behavior and/or Minor Infractions: Behavior or conduct that is disruptive to the educational setting but may not be considered a serious breach of conduct. Insight PA will determine which violations are considered minor in nature.

Unauthorized Access: Deliberately entering any component of Insight PA's computer- or web- based systems that had been denied by administrators. Please refer to Insight PA's Acceptable Use policy for more information.

Falsifying Information: Knowingly and intentionally reporting or producing false/misleading information, in any communication modality, which may serve to benefit the student in any way, or injure another person's character or reputation, or disrupt the orderly process of the school.

Insubordination: Substantially interfering with the educational process by willful disobedience or open defiance of the authority of the school personnel, by violence against persons or property or any other act that interferes with the educational process.

Violation of Dress Code: Students shall dress in accordance with the standards described below when attending school events (testing, social outings, field trips)

- Pants must be worn on the waist, so no undergarments are showing
- No halter tops, strapless garments, or garments revealing midriff may be worn to a school event
- No garments that reveal undergarments or that are see through may be worn to a school event
- No hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events
- No clothing that has profanity, drug or offensive slogans may be worn to school events

Possession of Tobacco Products and Paraphernalia: A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.

Possession of Drugs or Alcohol for Personal Use: Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non-prescription medication.

Vandalism: The intentional destruction, damage, or defacement of any physical or electronic Insight PA resource.

Theft: Taking another person's property (whether physical or electronic) belonging to another person, with the intent to permanently deprive the person of such property. Theft is considered a crime in Pennsylvania and may be reported to the proper law enforcement agency.

Robbery: Taking the belonging(s) from another person by the use of force, violence, assault, or threatened use of force or violence. Robbery is considered a crime in Pennsylvania and may be reported to the proper law enforcement agency.

Sexual Harassment: Unwelcome sexual advances, verbal harassment or abuse, pressure for sexual activity, repeated remarks with sexual implications, unwelcome or inappropriate touching, or suggestions or demands for sexual involvement accompanied by implied or explicit threats—either in person or online. This also includes electronic transmission of sexually inappropriate or explicit material. Any alleged crime may be reported to the proper law enforcement agency.

Indecent Exposure or Conduct: The intentional exposure or exhibition of one's sexual organs in the presence of (electronically or in person) one or more individuals within the Insight PA community or at an Insight PA-sponsored event; also described as explicit behavior that is considered lewd, indecent or obscene. Any alleged crime may be reported to the proper law enforcement agency.

Burglary: Gaining unauthorized entry into a building or property owned or maintained by Insight PA with the intent to commit theft, vandalism or some other criminal offense therein. The fact that the premises may be open to the public or that the student may be otherwise authorized to enter or remain will not excuse any other offense, violation, or other breach of conduct committed by that student while therein. Burglary is considered a crime in Pennsylvania, and any alleged crime may be reported to the proper law enforcement agency.

Abusive Language or Conduct Directed at a School Employee or Trustee: The use of or engagement in abusive, profane, obscene or vulgar language or conduct directed at a school employee, Trustee, or other Insight PA stakeholder.

Violations Leading to Expulsion

The following violations will lead to expulsion or a review for consideration of more restrictive school placement, following the due process procedures stated above.

Weapons: The display or possession of an object normally considered a weapon (other than a firearm), such as but not limited to a knife or club, while participating in any Insight PA-sponsored activity. This act may be considered a crime in Pennsylvania, and any alleged crime may be reported to the proper law enforcement agency.

Firearms: The possession of a firearm or any weapon (including a starter gun, pellet gun, B-B gun, air rifle, or air pistol) that is designed to, or may readily be converted to expel a projectile by the action of an explosive or compressed or forced air. It is the expressed policy of the Board of Trustees that, except for law enforcement officers, no person shall have in his or her possession any firearm of any nature, including a firearm used for recreational activities, while on a school property, other property owned or maintained by the school, or property designated for school activities. This offense can be considered a crime in Pennsylvania and any alleged crime may be reported to the proper law enforcement agency.

Battery: The intentional striking of another person against the will of the other person or intentionally causing bodily harm to another person. This offense is considered a crime in Pennsylvania and, any alleged crime may be reported to the proper law enforcement agency.

Bomb and Explosive: Possession of a bomb, explosive device, substance or material intended for use as a bomb or explosive device while participating in any Insight PA-sponsored activity. This offense is considered a serious crime in Pennsylvania, and any alleged crime may be reported to the proper law enforcement agency.

Arson: A student shall not willfully, by fire or explosion, damage or attempt to damage any building, structure, vehicle, or other property owned or maintained by the school. Any alleged crime may be reported to the proper law enforcement agency.

Threat: Intentionally threatening, by word or act, to strike or cause bodily harm to another person, and cause the other person to have a fear that he or she is about to be harmed or about to suffer bodily harm. Any alleged crime may be reported to the proper law enforcement agency.

Search and Seizure Policy

To maintain order and discipline at school functions and protect the safety and welfare of Insight PA students and school personnel, school authorities may search a student, a student's backpack or student automobile in certain circumstances and may seize any illegal or unauthorized materials discovered during the search. Insight PA further reserves the right to utilize local law enforcement should the safety of the Insight PA authority conducting a search be in question.

Procedures for Suspensions of 3 Days or Less*

Students who are suspended shall be afforded a conference with the Executive Director or designee before being suspended. During the conference, the student shall be:

- Informed of the alleged violation and any of the surrounding circumstances examined;
- Given an opportunity to respond to the accusations if he/she has not already done so;
- Informed of the recommended remedial measure; and
- Informed of the consequences of future infractions.

After the conference with the student, the Executive Director or designee shall implement the recommended remedial measure and send the parent a disciplinary letter to inform them of the student's violation, the length of the suspension, and the day on which the student and parent/guardian are permitted to return to class.

Procedure for Suspensions of More than 3 Days*

Students who are suspended for more than 3 days shall be afforded an informal hearing. Parents of the students must be notified in writing when the suspension is between 3 and 10 days. The notification must afford the parent time to attend the hearing. When the suspension is in regard to health, safety and welfare the student may be suspended

immediately. The hearing allows the students to meet with appropriate official to explain why he/she should not be suspended. During the hearing the student will be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given an opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infraction

Procedure for Expulsion*

Expulsion is any exclusion from school for a period of more than 10 days. Written notice describing the misconduct containing specific reference to the rules and the setting the times and place of the hearing must be sent to the student's parent or guardian. A formal hearing must be held and should be private unless requested by the parent or guardian to be public. The student:

- may be represented by an attorney;
- has the right to have the information on the prosecution's witnesses;
- has the right to testify and present witnesses on his own behalf; and
- has the right to appeal to Court of Common Pleas.

*State and/or Federal regulations may warrant different protocols for individual students in response to violations of school conduct or when implementing administrative consequences for such acts.

The school complies with Title 22 by making reasonable and necessary rules governing the conduct of students attend Insight PA. The school operates within statutory and constitutional restraints. The Governing board does not make rules that are arbitrary, capricious, discriminatory or outside their grant of authority from the General Assembly. Insight PA adopted a Student Code of Conduct (attached in the Parent and Student Handbook) that includes policies governing student discipline and a listing of student's rights and responsibilities. It is published and distributed to students and parents and is kept posted on the school's website.

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

The attachment titled Parent and Student Handbook is attachment 3.3-7.

22. 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.

The documentation for the only formal disciplinary process Insight PA Cyber Charter School encountered in the past two years is included within the attached documentation. Please see attachment 3.3-SI titled Student Incident Report.

23. 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.

The attachment titled Insight – Protocol on Certification, Licensing and Other Requirements is attachment # 3.3-8.

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

Teachers receive mandatory suicide awareness, prevention and response every year. A full staff training session takes place annually. Please refer to the Professional Development Calendar for this school year's date. All teachers must complete training on suicide awareness, prevention and response during their onboarding.

Please see attachment 3.3-9 for the Insight PA Crisis Response Plan.

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

The attachment titled Annual Safe Schools Report is attachment 3.3-10.

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

The attachment titled Health and Safety Requirements is attachment 3.3-12.

Insight PA Cyber Charter School

Middle School Hours of Instruction and Availability

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2019-2020 Teacher's Schedule PE/Health

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Health 8C	MTSS Meeting	PE 6C PE 7C	Meetings (Professional Development, PLC, Staff, Data, IC)
8:30-9:00					
9:00-9:30	Health 6C Health 7C				
9:30-10:00					
10:00-10:30					PE 6A PE 7A
10:30-11:00					
11:00-11:30	Health 6A Health 7A				PE 8C
11:30-12:00			PE 6B PE 7B		
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00		Health 6B Health 7B	Health 8A	PE 8A PE 8B	
1:00-1:30					
1:30-2:00			Health 8B		
2:00-2:30					
2:30-3:00					
3:00-3:30	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Meetings (Professional Development, PLC, Staff, Data, IC)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)
3:30-4:00					

2019-2020 Teacher's Schedule **MATH**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	MTSS Meeting	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Meetings (Professional Development, PLC, Staff, Data, IC)
8:30-9:00					
9:00-9:30	General - B	Targeted B	Targeted B	Targeted B	Targeted B
9:30-10:00					
10:00-10:30	General - A	Targeted C	Targeted C	Targeted C	Targeted C
10:30-11:00					
11:00-11:30					
11:30-12:00		Targeted A	Targeted A	Targeted A	Targeted A
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00		Data Team Meeting			
1:00-1:30		Data Team Meeting		Tier 1 (B)	Tier (C)
1:30-2:00			Tier 1 (A)		
2:00-2:30	General - C				
2:30-3:00					
3:00-3:30	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Meetings (Professional Development, PLC, Staff, Data, IC)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)
3:30-4:00					

2019-2020 Teacher's Schedule ELA

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	MTSS Meetings	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Meetings (Professional Development, PLC, Staff, Data, IC)
8:30-9:00					
9:00-9:30	General A	Targeted A	Targeted A	Targeted A	Targeted A
9:30-10:00		Targeted B	Targeted B	Targeted B	Targeted B
10:00-10:30	General B				
10:30-11:00		Targeted C	Targeted C	Targeted C	Targeted C
11:00-11:30					
11:30-12:00					
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00		Data Team Meeting			
1:00-1:30	General - C	Data Team Meeting		Tier 1 (C)	Tier 1 (A)
1:30-2:00			Tier1 (B)		
2:00-2:30					
2:30-3:00					
3:00-3:30	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Meetings (Professional Development, PLC, Staff, Data, IC)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)
3:30-4:00					

2019-2020 Teacher's Schedule HISTORY

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	MTSS Meetings	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Meetings (Professional Development, PLC, Staff, Data, IC)
8:30-9:00					
9:00-9:30					
9:30-10:00		Targeted A	Targeted A	Targeted A	Targeted A
10:00-10:30					
10:30-11:00		Targeted B	Targeted B	Targeted B	Targeted B
11:00-11:30	General - C				
11:30-12:00		Targeted C	Targeted C	Targeted C	Targeted C
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00		Data Team Meeting			
1:00-1:30	General - B	Data Team Meeting		Tier 1 (A)	Tier 1 (B)
1:30-2:00			Tier 1 (C)		
2:00-2:30	General - A				
2:30-3:00					
3:00-3:30	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Meetings (Professional Development, PLC, Staff, Data, IC)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)
3:30-4:00					

2019-2020 Teacher's Schedule **SCIENCE**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	MTSS Meetings	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Meetings (Professional Development, PLC, Staff, Data, IC)
8:30-9:00					
9:00-9:30		Targeted C	Targeted C	Targeted C	Targeted C
9:30-10:00					
10:00-10:30	General C				
10:30-11:00		Targeted A	Targeted A	Targeted A	Targeted A
11:00-11:30		Targeted B	Targeted B	Targeted B	Targeted B
11:30-12:00					
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00		Data Team Meeting	Data Team Meeting	Data Team Meeting	Data Team Meeting
1:00-1:30	General A				
1:30-2:00				Tier 1 (B)	Tier 1 (C)
2:00-2:30	General B		Tier 1 (A)		
2:30-3:00					
3:00-3:30	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Meetings (Professional Development, PLC, Staff, Data, IC)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)
3:30-4:00					

Student Schedule Tier 1 (A)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30					
8:30-9:00					
9:00-9:30	Math				
9:30-10:00					
10:00-10:30	ELA				
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-1:00					
1:00-1:30				Math Targeted	History Targeted
1:30-2:00			ELA Targeted	Science Targeted	
2:00-2:30					
2:30-3:00			CS	CS	CS
3:00-3:30					
3:30-4:00					

Student Schedule - Tier 2 and 3 (B)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30					
8:30-9:00					
9:00-9:30	Math	Math (Target)	Math (Target)	Math (Target)	Math (Target)
9:30-10:00		ELA (Target)	ELA (Target)	ELA (Target)	ELA (Target)
10:00-10:30	ELA				
10:30-11:00		History (Target)	History (Target)	History (Target)	History (Target)
11:00-11:30		Science (Target)	Science (Target)	Science (Target)	Science (Target)
11:30-12:00					
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-1:00					
1:00-1:30					
1:30-2:00					
2:00-2:30					
2:30-3:00			CS	CS	CS
3:00-3:30					
3:30-4:00					

Student Schedule - Tier 3 (B)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30					
12:30-1:00					
1:00-1:30					
1:30-2:00					
2:00-2:30					
2:30-3:00					
3:00-3:30					
3:30-4:00					

Student Schedule - Tier 1 (C)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					
10:00-10:30	Science				
10:30-11:00					
11:00-11:30	History				
11:30-12:00					
12:00-12:30					
12:30-1:00					
1:00-1:30	ELA			ELA Targeted	Math Targeted
1:30-2:00			History Targeted		Science Targeted
2:00-2:30					
2:30-3:00	Math		CS	CS	CS
3:00-3:30					
3:30-4:00					

Student Schedule - Tier 2 and 3 (C)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30					
8:30-9:00					
9:00-9:30		Science (Target)	Science (Target)	Science (Target)	Science (Target)
9:30-10:00					
10:00-10:30	Science	Math (Target)	Math (Target)	Math (Target)	Math (Target)
10:30-11:00		ELA (Target)	ELA (Target)	ELA (Target)	ELA (Target)
11:00-11:30					
11:30-12:00	History	History (Target)	History (Target)	History (Target)	History (Target)
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-1:00					
1:00-1:30	ELA				
1:30-2:00					
2:00-2:30	Math				
2:30-3:00			CS	CS	CS
3:00-3:30					
3:30-4:00					

Student Schedule - Tier 3 (C)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30					
12:30-1:00					
1:00-1:30					
1:30-2:00					
2:00-2:30					
2:30-3:00					
3:00-3:30					
3:30-4:00					

2018-2019 Teacher's Schedule **ALL**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	MTSS Meeting	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Meetings (Professional Development, PLC, Staff, Data, IC)
8:30-9:00					
9:00-9:30					
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00	Data Team Meeting	Data Team Meeting	Data Team Meeting	Data Team meeting	Data Team Meeting
1:00-1:30					
1:30-2:00					
2:00-2:30					
2:30-3:00					
3:00-3:30	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Meetings (Professional Development, PLC, Staff, Data, IC)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)	Common Open Time (Prep, Email/Phone,TV Notes, Homeroom)
3:30-4:00					

or PLCs

K-5th Grade

40 Hour Week

	Mon	Tue	Wed	Thurs	Fr
8	Email/ VS Notes	Email/ VS Notes	Email/ VS Notes	Email/ VS Notes	Email/ VS Notes
	Class Prep	Class Prep	Class Prep	Class Prep	
9	Homeroom	Homeroom	Homeroom	Homeroom	Progress Monitoring
	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	
10	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	Planning
	Class Prep	Class Prep	Class Prep	Class Prep	
11	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	Planning
	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	
12	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	Math/ELA/Early Lit Targeted Inst.	Lunch
	Lunch	Lunch	Lunch	Lunch	
1	Whole Team Data Meeting	Grade Level Data Team Meeting	Grade Level Data Team Meeting	Grade Level Data Team Meeting	Communications
		Progress Monitoring/Benchmarking	Progress Monitoring/Benchmarking	Progress Monitoring/Benchmarking	
2	K & 1 MTSS Communications	2 & 3 MTSS Communications	4 & 5 MTSS Communications	Communications Communications	Clerical Duties
					Progress Monitoring
3	Planning	Planning	PD	Planning	Professional Growth
4					

K-5th Grade

40 Hour Week

	Mon	Tue	Wed	Thurs	Fri
8	Students who work with an interventionist or SE teacher, will also have some afternoon small group sessions with those teachers.				
9	Homeroom	Homeroom	Homeroom	Homeroom	Progress Monitoring
	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	
10	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	
	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	
11	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	
	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	Math/ELA/Early Lit Small Groups	
12	Lunch	Lunch	Lunch	Lunch	Lunch
1	Progress Monitoring	Progress Monitoring/Computer Science 3rd	Progress Monitoring/Computer Science 4th	Progress Monitoring/Computer Science 5th	
2					Progress Monitoring
3					

Insight PA Cyber Charter School

High School Hours of Instruction and Availability

Table of Contents:

1. 2019-2020 Teacher's Schedule Math & ELA
2. 2019-2020 Teacher's Schedule ELA-SS
3. 2019-2020 Teacher's Schedule Student Sample (BB)
4. 2019-2020 Teacher's Schedule Student Sample (Pro-Adv)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30		MTSS Meeting			Staff Meeting Time
8:30-9:00	CTE/Elective	CTE/Elective	CTE/Elective	CTE/Elective	
9:00-9:30	Science #2 BB (M-Z)	Science #2 Whole Group (M-Z)	Science #2 BB (M-Z)	Science #2 Whole Group (M-Z)	Math #1 Adv
9:30-10:00	Science #2 B (M-Z)		Science #2 B (M-Z)		Math #2 Adv
10:00-10:30	Science #1 BB (A-L)	Science #1 Whole Group (A-L)	Science #1 BB (A-L)	Science #1 Whole Group (A-L)	Academic Coaching
10:30-11:00	Science #1 B (A-L)		Science #1 B (A-L)		
11:00-11:30	Second Period Courses (A-Z)	Second Period Courses (A-Z)	Second Period Courses (A-Z)	Second Period Courses (A-Z)	
11:30-12:00					
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00	CTE/Elective	CTE/Elective	CTE/Elective	CTE/Elective	
1:00-1:30	Social Studies #2 BB (M-Z)	Social Studies #2 Whole Group (M-Z)	Social Studies #2 BB (M-Z)	Social Studies #2 Whole Group (M-Z)	ELA #1 Adv
1:30-2:00	Social Studies #2 B (M-Z)		Social Studies #2 B (M-Z)		ELA #2 Adv
2:00-2:30	Social Studies #1 BB (A-L)	Social Studies #1 Whole Group (A-L)	Social Studies #1 BB (A-L)	Social Studies #1 Whole Group (A-L)	Academic Coaching
2:30-3:00	Social Studies #1 B (A-L)		Social Studies #1 B (A-L)		
3:00-3:30	CTE/Elective	CTE/Elective	PD	CTE/Elective	
3:30-4:00					

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Office Hour (Core Content)	HS MTSS Meeting	Office Hour (Core Content)	Office Hour (Core Content)	Staff Meeting Time
8:30-9:00	CTE/Elecrive	CTE/Elective	CTE/Elective	CTE/Elective	
9:00-9:30	Math Whole Group (A-L)	Math #1 BB	Math #1 Whole Group	Math #1 BB	Math #1 Adv
9:30-10:00		Math #1 B		Math #1 B	Math #2 Adv
10:00-10:30	Math # 2 Whole Group (M-Z)	Math #2 BB	Math #2 Whole Group	Math #2 BB	Academic Coaching
10:30-11:00		Math #2 B		Math #2 B	
11:00 - 11:30	Second Prep Courses (A-Z)	Math #3 BB Second Prep Courses (A-Z)	Second Prep Courses (A-Z)	Math #3 BB Second Prep Courses (A-Z)	
11:30-12:00	Elective/CTE	Math #3 B Elective/CTE	Elective/CTE	Math #3 B Elective/CTE	
12:00-12:30	Lunch	Lunch	Lunch	Lunch	
12:30-1:00	CTE/Elecrive	CTE/Elective	CTE/Elective	CTE/Elective	
1:00-1:30	ELA #1 Whole Group (A-L)	ELA #1 BB (A-L)	ELA #1 Whole Group (A-L)	ELA #1 BB (A-L)	ELA #1 Adv
1:30-2:00		ELA #1 B (A-L)		ELA #1 B (A-L)	ELA #2 Adv
2:00 - 2:30	ELA #2 Whole Group (M-Z)	ELA #2 BB (M-Z)	ELA #2 Whole Group (M-Z)	ELA #2 BB (M-Z)	Academic Coaching
2:30 - 3:00		ELA #2 B (M-Z)		ELA #2 B (M-Z)	
3:00 - 3:30	Elective/CTE/Office Hour	ELA #3 BB - Elective/CTE	PD	ELA #3 BB - Elective/CTE	
3:30 - 4:00		ELA #3 B		ELA #3 B	

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Asynch	Asynch	Asynch	Asynch	Asynch
8:30-9:00	Health/PE	Health/PE	Health/PE	Health/PE	
9:00-9:30	Math Whole Group	Math Ta geted	Math Whole Group	Math Ta geted	
9:30-10:00		Asynch		Asynch	
10:00-10:30	Science Ta geted	Science Whole Group	Science Ta geted	Science Whole Group	Academic Coaching
10:30-11:00	Asynch		Asynch		
11:00-11:30	Asynch	Asynch	Asynch	Asynch	
11:30-12:00	Asynch	Asynch	Asynch	Asynch	
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00	Accounting 1	Accounting 1	Accounting 1	Accounting 1	Asynch
1:00-1:30	ELA Whole Group	ELA Ta geted	ELA #1 Whole Group	ELA Ta geted	
1:30-2:00		Asynch		Asynch	
2:00-2:30	Social Studies Ta geted	Social Studies Whole Group	Social Studies Ta geted	Social Studies Whole Group	Academic Coaching
2:30-3:00	Asynch		Asynch		
3:00-3:30	Asynch	Asynch	Asynch	Asynch	
3:30-4:00	Asynch	Asynch	Asynch	Asynch	

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Asynch	Asynch	Asynch	Asynch	Asynch
8:30-9:00	Health/PE	Health/PE	Health/PE	Health/PE	
9:00-9:30	Math Whole Group	Asynch	Math Whole Group	Asynch	Asynch
9:30-10:00					Math Targeted
10:00-10:30	Asynch	Science Whole Group	Asynch	Science Whole Group	Asynch
10:30-11:00					
11:00-11:30	Asynch	Asynch	Asynch	Asynch	
11:30-12:00					
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00	Accounting 1	Accounting 1	Accounting 1	Accounting 1	Asynch
1:00-1:30	ELA Whole Group	Asynch	ELA Whole Group	Asynch	
1:30-2:00					ELA Targeted
2:00-2:30	Asynch	Social Studies Whole Group	Asynch	Social Studies Whole Group	Asynch
2:30-3:00					
3:00-3:30	Asynch	Asynch	Asynch	Asynch	
3:30-4:00					

Insight Pennsylvania Cyber Charter School
School Year 2019-2020 Calendar

August							September							October							November						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3	1	2	3	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	8	9
4	5	6	7	8	9	10	8	9	10	11	12	13	14	13	14	15	16	17	18	19	10	11	12	13	14	15	16
11	12	13	14	15	16	17	15	16	17	18	19	20	21	20	21	22	23	24	25	26	17	18	19	20	21	22	23
18	19	20	21	22	23	24	22	23	24	25	26	27	28	27	28	29	30	31	24	25	26	27	28	29	30		
25	26	27	28	29	30	31	29	30																			
Student Days 0 Teacher Days 9							Student Days 20 Teacher Days 20							Student Days 21 Teacher Days 21							Student Days 17 Teacher Days 18						
December							January							February							March						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
										1	2	3	4							1	1	2	3	4	5	6	7
1	2	3	4	5	6	7	5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
8	9	10	11	12	13	14	12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
15	16	17	18	19	20	21	19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
22	23	24	25	26	27	28	26	27	28	29	30	31	23	24	25	26	27	28	29	29	30	31					
29	30	31																									
Student Days 15 Teacher Days 15							Student Days 20 Teacher Days 21							Student Days 19 Teacher Days 19							Student Days 22 Teacher Days 22						
April							May							June							July						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4						1	2	1	2	3	4	5	6								
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				26	27	28	29	30	31		
Student Days 16 Teacher Days 18							Student Days 20 Teacher Days 20							Student Days 10 Teacher Days 15							Student Days 0 Teacher Days 0						

Total Student Days 180
Total Teacher Days 198

Quarter	Date	# Days
Q1	11/7/2019	46
Q2	1/24/2020	43
Q3	4/3/2020	48
Q4	6/12/2020	43

Aug. 19 & 21	Teachers Start New (19th), Returning (21st) ISPA Board of Trustees Meeting
Aug. 30 & Sept. 2	Labor Day - School Closed
Sept. 3	Students First Day
Oct. 7 - 8	Fall Break - School Closed
Nov. 7	Quarter 1 Ends
Nov. 8	Teacher In-Service, No School for Students
Nov. 11	Veterans Day - School Closed
Nov. 12-15	Parent-Teacher Conference Opportunities
Nov. 28-29	Thanksgiving - No School
Dec. 3-13	Winter Keystone Window 1
Dec. 20	Half Day for Teachers and Students
Dec. 23-Jan. 1	Winter Break
Jan. 6-17	Winter Keystone Window 2
Jan. 20	Martin Luther King Day - No School

Calendar Key

	First/Last Student Day of School
	First/Last Teacher Day of School
	School is Closed
	Half Day for Teachers and Students
	Teacher In-Service, No School for Students
1	Keystone Testing Window
2	PSSA Testing Window
3	BOU/MOY/EOY Benchmark/Interim Window

Jan. 31	Teacher In-Service, No School for Students
Jan. 27-30	Parent-Teacher Conference Opportunities
Feb. 17	Presidents' Day - School Closed
Apr. 3	Quarter 3 Ends
Apr. 6-7	Teacher In-Service, No School for Students
Apr. 8-10	Spring Break - No School for Students
Apr. 8-10	Spring Break - No School for Teachers
Apr. 13	School Closed
Apr. 20-May 8	PSSA Window
May 11-22	Spring Keystone Window
May 25	Memorial Day - School Closed
Jun. 5	Quarter 4 Ends
Jun. 12	Last Day for Students
Jun. 19	Last Day for Teachers

ISPA Curriculum Maps

1. Elementary School
 - a. Kindergarten
 - b. First Grade
 - c. Second Grade
 - d. Third Grade
 - e. Fourth Grade
 - f. Fifth Grade
2. Middle School
 - a. ELA
 - i. Sixth Grade ELA
 - ii. Eighth Grade ELA
 - b. History
 - i. Sixth Grade History
 - ii. Seventh Grade History
 - iii. Eighth Grade History
 - c. Math
 - i. Sixth Grade Math
 - ii. Seventh Grade Math
 - iii. Eighth Grade Math
 - d. Science
 - i. Sixth Grade Science
 - ii. Seventh Grade Science
 - iii. Seventh Grade Science 1
 - iv. Eighth Grade Science
3. High School
 - a. English
 - b. Math
 - c. Science
 - d. Special Education
 - e. Social Studies

Unit	Topic	Learning Objectives	Assessment	Resources	Activities	Duration	Notes	Remarks	
Unit 1: Introduction	1.1.1.1	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	1.1.1.2	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	1.1.1.3	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	1.1.1.4	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	1.1.1.5	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
Unit 10: Comparison, Emotions and Poems									
Unit 10: Comparison, Emotions and Poems	10.1.1	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	10.1.2	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	10.1.3	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	10.1.4	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	10.1.5	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
Unit 11: Poem Opposites and Poems									
Unit 11: Poem Opposites and Poems	11.1.1	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	11.1.2	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	11.1.3	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	11.1.4	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	11.1.5	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
Unit 12: Opposites and Poems									
Unit 12: Opposites and Poems	12.1.1	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	12.1.2	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	12.1.3	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	12.1.4	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	12.1.5	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
Unit 13: Writing: Manners and Poems									
Unit 13: Writing: Manners and Poems	13.1.1	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	13.1.2	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	13.1.3	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	13.1.4	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			
	13.1.5	Identify the main idea and supporting details in a text.	Formative assessment	Textbook, Teacher's Guide	Classroom discussion	30 min			

	7. Research in IT	Research in IT (Information Systems, Information Systems, and Information Systems)			9. Business Analytics Business Analytics Business Analytics	BA 100		BA 100 BA 100 BA 100 BA 100			Check with the Department
CO: Analyze and interpret data to identify patterns and trends in business information systems.	8. Data Science and Analytics		How do we use data and analytics to solve business problems? (What is a business?)		Business Analytics Business Analytics Business Analytics	BA 100					Check with the Department
	9. Data Science and Analytics				Business Analytics Business Analytics Business Analytics	BA 100					Check with the Department
	10. Data Science and Analytics				Business Analytics Business Analytics Business Analytics	BA 100					Check with the Department

Item	Quantity	Unit	Price	Total
1.000	1.000	kg	1.000,00	1.000,00
2.000	2.000	kg	2.000,00	4.000,00
3.000	3.000	kg	3.000,00	9.000,00
4.000	4.000	kg	4.000,00	16.000,00
5.000	5.000	kg	5.000,00	25.000,00
6.000	6.000	kg	6.000,00	36.000,00
7.000	7.000	kg	7.000,00	49.000,00
8.000	8.000	kg	8.000,00	64.000,00
9.000	9.000	kg	9.000,00	81.000,00
10.000	10.000	kg	10.000,00	100.000,00
11.000	11.000	kg	11.000,00	121.000,00
12.000	12.000	kg	12.000,00	144.000,00
13.000	13.000	kg	13.000,00	169.000,00
14.000	14.000	kg	14.000,00	196.000,00
15.000	15.000	kg	15.000,00	225.000,00
16.000	16.000	kg	16.000,00	256.000,00
17.000	17.000	kg	17.000,00	289.000,00
18.000	18.000	kg	18.000,00	324.000,00
19.000	19.000	kg	19.000,00	361.000,00
20.000	20.000	kg	20.000,00	400.000,00
21.000	21.000	kg	21.000,00	441.000,00
22.000	22.000	kg	22.000,00	484.000,00
23.000	23.000	kg	23.000,00	529.000,00
24.000	24.000	kg	24.000,00	576.000,00
25.000	25.000	kg	25.000,00	625.000,00
26.000	26.000	kg	26.000,00	676.000,00
27.000	27.000	kg	27.000,00	729.000,00
28.000	28.000	kg	28.000,00	784.000,00
29.000	29.000	kg	29.000,00	841.000,00
30.000	30.000	kg	30.000,00	900.000,00
31.000	31.000	kg	31.000,00	961.000,00
32.000	32.000	kg	32.000,00	1.024.000,00
33.000	33.000	kg	33.000,00	1.089.000,00
34.000	34.000	kg	34.000,00	1.156.000,00
35.000	35.000	kg	35.000,00	1.225.000,00
36.000	36.000	kg	36.000,00	1.296.000,00
37.000	37.000	kg	37.000,00	1.369.000,00
38.000	38.000	kg	38.000,00	1.444.000,00
39.000	39.000	kg	39.000,00	1.521.000,00
40.000	40.000	kg	40.000,00	1.600.000,00
41.000	41.000	kg	41.000,00	1.681.000,00
42.000	42.000	kg	42.000,00	1.764.000,00
43.000	43.000	kg	43.000,00	1.849.000,00
44.000	44.000	kg	44.000,00	1.936.000,00
45.000	45.000	kg	45.000,00	2.025.000,00
46.000	46.000	kg	46.000,00	2.116.000,00
47.000	47.000	kg	47.000,00	2.209.000,00
48.000	48.000	kg	48.000,00	2.304.000,00
49.000	49.000	kg	49.000,00	2.401.000,00
50.000	50.000	kg	50.000,00	2.500.000,00

Item	Quantity	Unit	Price	Total
1.000	1.000	kg	1.000,00	1.000,00
2.000	2.000	kg	2.000,00	4.000,00
3.000	3.000	kg	3.000,00	9.000,00
4.000	4.000	kg	4.000,00	16.000,00
5.000	5.000	kg	5.000,00	25.000,00
6.000	6.000	kg	6.000,00	36.000,00
7.000	7.000	kg	7.000,00	49.000,00
8.000	8.000	kg	8.000,00	64.000,00
9.000	9.000	kg	9.000,00	81.000,00
10.000	10.000	kg	10.000,00	100.000,00
11.000	11.000	kg	11.000,00	121.000,00
12.000	12.000	kg	12.000,00	144.000,00
13.000	13.000	kg	13.000,00	169.000,00
14.000	14.000	kg	14.000,00	196.000,00
15.000	15.000	kg	15.000,00	225.000,00
16.000	16.000	kg	16.000,00	256.000,00
17.000	17.000	kg	17.000,00	289.000,00
18.000	18.000	kg	18.000,00	324.000,00
19.000	19.000	kg	19.000,00	361.000,00
20.000	20.000	kg	20.000,00	400.000,00
21.000	21.000	kg	21.000,00	441.000,00
22.000	22.000	kg	22.000,00	484.000,00
23.000	23.000	kg	23.000,00	529.000,00
24.000	24.000	kg	24.000,00	576.000,00
25.000	25.000	kg	25.000,00	625.000,00
26.000	26.000	kg	26.000,00	676.000,00
27.000	27.000	kg	27.000,00	729.000,00
28.000	28.000	kg	28.000,00	784.000,00
29.000	29.000	kg	29.000,00	841.000,00
30.000	30.000	kg	30.000,00	900.000,00
31.000	31.000	kg	31.000,00	961.000,00
32.000	32.000	kg	32.000,00	1.024.000,00
33.000	33.000	kg	33.000,00	1.089.000,00
34.000	34.000	kg	34.000,00	1.156.000,00
35.000	35.000	kg	35.000,00	1.225.000,00
36.000	36.000	kg	36.000,00	1.296.000,00
37.000	37.000	kg	37.000,00	1.369.000,00
38.000	38.000	kg	38.000,00	1.444.000,00
39.000	39.000	kg	39.000,00	1.521.000,00
40.000	40.000	kg	40.000,00	1.600.000,00
41.000	41.000	kg	41.000,00	1.681.000,00
42.000	42.000	kg	42.000,00	1.764.000,00
43.000	43.000	kg	43.000,00	1.849.000,00
44.000	44.000	kg	44.000,00	1.936.000,00
45.000	45.000	kg	45.000,00	2.025.000,00
46.000	46.000	kg	46.000,00	2.116.000,00
47.000	47.000	kg	47.000,00	2.209.000,00
48.000	48.000	kg	48.000,00	2.304.000,00
49.000	49.000	kg	49.000,00	2.401.000,00
50.000	50.000	kg	50.000,00	2.500.000,00

CC.14.2.F.1	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Use capital letters and commas correctly to address an envelope.	Unit 10 Lesson 4-Address an Envelope				
CC.14.2.M.1	Write narratives to develop real or imagined experiences or events.	What will work best for the audience?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Write a friendly letter.	Unit 10 Lesson 5-Write a Friendly Letter	body, closing, greeting, heading, signature			
CC.14.2.F.2	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Identify singular and plural nouns.	Unit 11 Lesson 1 - One or Many?	noun, plural noun, singular noun			
CC.14.2.F.3	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Identify singular and plural nouns.	Unit 11 Lesson 2 - Focus on Singular and Plural Nouns	noun, plural noun, singular noun			
CC.14.2.F.4	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Identify singular and plural nouns.	Unit 11 Lesson 3- More Fun! Nouns	noun, plural noun, singular noun			
CC.1.2.E.1	Choose words and phrases for effect.	Who is the audience?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Identify the purpose and audience of a thank-you note.	Unit 12 Lesson 1-What is a Thank-You Note?	audience, friendly letter, purpose, thank-you note			
CC.14.2.F.5	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	What is the purpose?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Recognize the parts of a friendly letter.	Unit 12 Lesson 2 - Use the Friendly Letter Format	body, closing, greeting, heading, signature			
CC.14.2.F.6	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	What makes clear and effective writing?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Organize ideas for a Thank-You note using main idea and detail.	Unit 12 Lesson 3-Thank-You Note Part 2	main idea, opinion, supporting details			
CC.1.2.E.2	Choose words and phrases for effect.	Who is the audience?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Identify the purpose and audience of a thank-you note.	Unit 12 Lesson 4 -Send a Thank-You Note	email			
CC.14.2.M.1	Write narratives to develop real or imagined experiences or events.	What will work best for the audience?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Write a thank-you note.	Unit 12 Lesson 5-Write a Thank-You Note	body, closing, greeting, heading, signature			
CC.14.2.F.7	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Identify the subject of a sentence.	Unit 13 Lesson 1-Nouns and Verbs	subject, verb			
CC.14.2.F.8	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Use a singular verb to agree with a singular subject.	Unit 13 Lesson 2 - Singular Nouns and Verbs	subject, subject-verb agreement, verb			
CC.14.2.F.9	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Use a plural verb to agree with a plural subject.	Unit 13 Lesson 3 - Plural Nouns and Verbs	subject, subject-verb agreement, verb			
CC.14.2.B.1	Identify and introduce the topic.	What is the purpose?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Recognize what a paragraph is.	Unit 14 Lesson 1-What is a Paragraph?	paragraph, topic			
CC.14.2.B.2	Identify and introduce the topic.	What is the purpose?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Choose an informational topic.	Unit 14 Lesson 2 - Choose a Topic	brainstorming, main idea, prior knowledge, topic sentence, writing process			
CC.14.2.D.1	Develop the topic with facts and definitions.	What makes clear and effective writing?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Use graphic organizer to plan details to support topic sentence.	Unit 14 Lesson 3 - Create supporting details	supporting details, purpose			
CC.14.2.D.2	Write routinely over extended time frames (30+ minutes for research, reflection, and writing) and shorter time frames (single sitting or a day or two) for a range of discipline-specific tasks.	What makes clear and effective writing?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Write a paragraph that uses details to support the topic sentence.	Unit 14 Lesson 4 - Draft a Paragraph	drafting			
CC.14.2.D.3	Write routinely over extended time frames (30+ minutes for research, reflection, and writing) and shorter time frames (single sitting or a day or two) for a range of discipline-specific tasks.	What makes clear and effective writing?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Write a paragraph that uses details to support the topic sentence.	Unit 14 Lesson 5 - Write a Paragraph	drafting			
CC.14.2.F.10	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Recognize pronouns.	Unit 15 Lesson 1-What is a Pronoun?	pronoun			
CC.14.2.F.11	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Use pronouns.	Unit 15 Lesson 2-Use Pronouns	pronoun			
CC.14.2.F.12	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Recognize and use possessive and reflexive pronouns.	Unit 15 Lesson 3-More Pronouns	possessive pronoun, personal pronoun, reflexive pronoun			
CC.14.2.B.3	Identify the topic and state an opinion.	What will work best for the audience?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Identify and write a topic sentence.	Unit 16 Lesson 1-Revise your Draft: Instructions	beginning sentence, relating, topic sentence, writing process			
CC.14.2.E.1	Choose words and phrases for effect.	What will work best for the audience?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Use transition words to improve your writing.	Unit 16 Lesson 2-Get from Point to Point: Transitions	transition			
CC.14.2.D.2	Develop information and provide a concluding statement or opinion.	What will work best for the audience?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Use concluding sentences.	Unit 16 Lesson 3-Write a Conclusion	concluding sentence			
CC.14.2.F.13	Revise and edit writing as needed by reviewing and editing.	What will work best for the audience?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Revise using a checklist and by adding or deleting text.	Unit 16 Lesson 4-Revise for Content				
CC.14.2.F.14	Revise and edit writing as needed by reviewing and editing.	What will work best for the audience?	Audience and purpose influence the writer's choice of organization for local pattern, language, and literary techniques.	Revise using a checklist and by adding or deleting text.	Unit 16 Lesson 5-Revise for Style and Mechanics				
CC.14.2.F.15	Assess a writer's own progress and use a checklist to evaluate and revise writing.	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Proofread to improve grammar, spelling, punctuation, capitalization.	Unit 16 Lesson 6-Revise for Grammar, Spelling, Punctuation, and Capitalization	revise, edit			
CC.14.2.F.16	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How does a reader know a source can be trusted?	Effective research requires multiple sources of information to gain or expand knowledge.	Recognize the purpose of a dictionary and use a dictionary.	Unit 18 Lesson 2-Use a Dictionary	dictionary, guide words			
CC.14.2.F.17	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How does a reader know a source can be trusted?	Effective research requires multiple sources of information to gain or expand knowledge.	Recognize the purpose of a thesaurus and use a thesaurus.	Unit 18 Lesson 3-Use a Thesaurus	thesaurus			
CC.14.2.F.18	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Proofread to improve grammar, spelling, punctuation, capitalization.	Unit 18 Lesson 4-Use a Checklist				
CC.14.2.F.19	With guidance and support, use a variety of digital tools to produce and publish writing (including in not-ubstantive ways).	How does one best present findings?	Effective research requires multiple sources of information to gain or expand knowledge.	Create a final copy of the writing.	Unit 18 Lesson 5-Publish your work				
CC.14.2.F.20	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Recognize that descriptive words are adjectives.	Unit 19 Lesson 1-Adjectives	adjective, noun			
CC.14.2.F.21	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Recognize that descriptive words are adjectives.	Unit 19 Lesson 2-Revise: Descriptive Adjectives	adjective, noun			
CC.14.2.F.22	Demonstrate a grade-appropriate command of the conventions of standard English grammar (usage, capitalization, punctuation, and mechanics).	How do grammar and the content one of language influence spoken and written communication?	Rules of grammar and conventions of language support clarity of communication between writers/readers and speakers/listeners.	Use the, its, correctly.	Unit 19 Lesson 3-Articles	adjective, article			

CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand and apply properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Use objects or sketches to solve a multiplication story problem. Use models and math symbols to represent multiplication. Determine a missing number in an equation or inequality. Use multiplication to solve a story problem. Demonstrate automatic recall of multiplication facts. Use objects or sketches to solve a multiplication story problem. Solve a multiplication problem involving a multiple factor and a one-factor problem. Use multiplication to solve a story problem. Use models and math symbols to represent multiplication.	Unit 1: Multiplication and Division	How can we use our knowledge of multiplication to solve problems or answer questions?	multiplication	Have students draw it.	https://www.khanacademy.org/math/multiplication-and-division
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand and apply properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Use repeated subtraction to solve problems involving multiplication and division. Use models and math symbols to represent division. Recognize that the sign refers to division. Correctly use the symbols. Demonstrate automatic recall of addition facts with division.	Lesson 1: Model and Explain Division	How are multiplication and division related?	division, equal groups	Use real world connectives to engage students and have them move movable objects to away away	https://www.khanacademy.org/math/multiplication-and-division
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand and apply properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Recognize the meaning of the three symbols for division. Explain and apply the division property of 1. Demonstrate understanding that division by zero is undefined.	Lesson 2: Applying Division Symbols and Rules	How do we use division to solve problems?	division, equal groups, repeated subtraction	Have students draw dots on symbols and rewrite a problem exactly as you do, then solve together in a small group	https://www.khanacademy.org/math/multiplication-and-division
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand and apply properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Explain and apply the commutative property of multiplication. Use an area model to explain multiplication. Explain and apply the distributive property of 1. Explain and apply the zero property of multiplication.	Lesson 3: Division as Sharing	How do we use division to solve problems?	division, equal sharing	Use movable objects to allow students to practice making equal groups and then a creating a division problem afterward	https://www.khanacademy.org/math/multiplication-and-division
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand and apply properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Use objects or sketches to solve a division problem. Use models or drawings to show how addition and subtraction are inverse relationships. Use objects or sketches to solve a multiplication problem. Demonstrate automatic recall of multiplication facts.	Lesson 5: Relating Multiplication and Division	How are multiplication and division related?	division, repeated subtraction, inverse operations, act fairly	Show and have students use the same strategies (array, equal groups, etc.) to both multiply and divide	https://www.khanacademy.org/math/multiplication-and-division
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand and apply properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Demonstrate an understanding of the inverse relationship between multiplication and division to compute and check results.	Lesson 5: Use Inverse Relationships	How are multiplication and division related?	equal groups, division	Show and have students use the same strategies (array, equal groups, etc.) to both multiply and divide, and then have students self-check their work	https://www.youtube.com/watch?v=10A1P10DA
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand and apply properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Solve addition or subtraction problems by using data from charts, picture graphs, and number sentences. Use multiplication to solve a story problem that involves equal measures. Use the inverse relationship of multiplication and division.	Lesson 7: Effects of Division	How do we use division to solve problems?	division, divisor, dividend, quotient	Use visuals and anchor charts to allow students to practice solving for equal parts	https://www.khanacademy.org/math/multiplication-and-division
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand and apply properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Use division to solve a story problem that involves equal measures. Use division to solve a story problem that involves equal groups. Demonstrate automatic recall of division facts.	Lesson 8: Solve Division Story Problems	How do we use division to solve problems?	equal groups	Have students practice using each strategy to solve division word problems. Provide the set up sentence stem that is used then add the digits to write and solve the problem.	https://www.khanacademy.org/math/multiplication-and-division
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand and apply properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Create a story problem that can be represented by a division number sentence. Demonstrate automatic recall of multiplication facts. Use the inverse relationship of multiplication and division to compute and check results. Use a mathematical expression to represent a relationship between quantities. Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000. Demonstrate automatic recall of addition facts with use an equation to represent a relationship between quantities.	Lesson 9: Write Division Story Problems	How do you write a good mathematical expression?	division	Have students practice using each strategy to solve division word problems. Provide the set up sentence stem that is used then add the digits to write and solve the problem.	https://www.khanacademy.org/math/multiplication-and-division
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Use an equation to represent a relationship between quantities. Demonstrate that a number can be composed of other numbers in various ways. Use sharing to solve division problems. Estimate the quotient of a division problem.	Unit 6: Lesson 1	Why is understanding place value important?	expression, equals symbol	Have students create their own problems daily and have a friend solve	https://www.khanacademy.org/math/multiplication-and-division
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Use an inequality to represent a relationship between quantities. Demonstrate understanding that rectangles that have the same area can have different perimeters. Use an equation to represent a relationship between quantities. Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000. Use an inequality to represent a relationship between quantities.	Lesson 2/3: Expressions and Number Sentences (A)	How can we use our knowledge of multiplication and division to solve problems or answer questions?	number sentences, equals symbol	Provide sentence frame for number sentences and allow repeated practice solving	https://www.khanacademy.org/math/multiplication-and-division
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Use an inequality to represent a relationship between quantities. Demonstrate understanding that rectangles that have the same area can have different perimeters. Use an equation to represent a relationship between quantities. Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000. Use an inequality to represent a relationship between quantities.	Lesson 5: Express on Comparison (A)	How can we use our knowledge of addition and subtraction to solve problems or answer questions?	greater-than, less-than, expressions, number sentence	Have students draw symbols and objects and describe how they know if a number sentence has more than or less than	https://www.khanacademy.org/math/multiplication-and-division
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000. Use an equation to represent a relationship between quantities. Use an inequality to represent a relationship between quantities.	Lesson 6: Missing Symbols	How can we use our knowledge of addition and subtraction to solve problems or answer questions?	number sentence, equals symbol, greater-than, less-than	Have students work in pairs and add missing symbols	https://www.youtube.com/watch?v=7m050_3wE
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000. Use an equation to represent a relationship between quantities. Use an inequality to represent a relationship between quantities.	Lesson 7-9: Missing Values (A)	How can we use our knowledge of addition and subtraction to solve problems or answer questions?	number sentence	Repeated practice of finding missing values in number sentences and explaining how they found the values.	https://www.khanacademy.org/math/multiplication-and-division
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Determine a total term and extend a number pattern, such as 3, 6, 9, ... as the wheels on 1 tricycle, 2 tricycles, 3 tricycles, and extending to 12 wheels on tricycles as an example. Describe linear patterns, such as 3, 6, 9, using the wheels on 1 tricycle, 2 tricycles, 3 tricycles as an example.	Lesson 10: Number Patterns	How can patterns be used to describe relationships in mathematical situations?	number pattern	Repeated practice skip counting with accompanying visual	https://www.khanacademy.org/math/multiplication-and-division
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Identify odd and even numbers and describe their characteristics. Solve problems involving simple number patterns. Extend a linear pattern, such as stating what the next number in the pattern is.	Lesson 11/12: Story Problems and Patterns (A)	How can patterns be used to describe relationships in mathematical situations?	function	Provide movable visuals to accompany story problems with patterns and allow repeated practice to solve with partners	https://www.khanacademy.org/math/multiplication-and-division
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Use an equation to represent a relationship between quantities. Use an inequality to represent a relationship between quantities. Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000. Use an equation to represent a relationship between quantities. Use an inequality to represent a relationship between quantities.	Lesson 13: Core Focus	How can patterns be used to describe relationships in mathematical situations?	equation	Practice solving equations to move a ping pong ball to engage students in repeated practice	https://www.khanacademy.org/math/multiplication-and-division
CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.	Identify right angles in geometric figures or everyday objects. Identify the measure of an angle in a geometric figure. Classify plane figures according to the number of sides and vertices, such as triangle, square, rectangle, circle, oval.	Unit 7: Lesson 1	What are ways we can categorize shapes?	square, angle, right angles	Provide visual anchor charts and movable protectors	https://www.khanacademy.org/math/multiplication-and-division
CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.	Identify attributes of isosceles, equilateral, and right triangles. Identify and describe plane figures according to the number of sides and vertices, such as triangle, square, rectangle, circle, oval.	Lesson 2: Identify and Classify Polygons	What are ways we can categorize shapes?	polygons, lines	Have students match polygon shapes by playing memory game. Afterward, students will write a description of each polygon.	https://www.khanacademy.org/math/multiplication-and-division
CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.	Identify attributes of isosceles, equilateral, and right triangles. Identify and describe plane figures according to the number of sides and vertices, such as triangle, square, rectangle, circle, oval.	Lesson 3: Triangles	What are ways we can categorize shapes?	polygon, isosceles triangles, equilateral triangles	Play a memory game with movable triangles. Place triangles on a chart and describe each and then chat as a group about what makes them each different and similar.	https://www.khanacademy.org/math/multiplication-and-division
CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.	Identify attributes of parallelograms, rectangles, and squares. Identify and describe plane figures according to the number of sides and vertices, such as triangle, square, rectangle, circle, oval. Demonstrate automatic recall of subtraction facts.	Lesson 4: Parallelograms	What are ways we can categorize shapes?	parallelogram, rectangle, square, rhombus	Play a memory game with movable parallelograms, rectangles, squares and rhombus. Place triangles on a chart and describe each and then chat as a group about what makes them each different and similar.	https://www.khanacademy.org/math/multiplication-and-division
CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.	Identify, describe, and classify a polygon according to the number of its sides. Know how to define and sketch a trapezoid. Define and identify attributes of trapezoid quadrilaterals. Determine whether a quadrilateral, subtraction, multiplication, or division is the appropriate operation to use to solve a story problem and solve the problem. Use the order of operations to evaluate an expression.	Lesson 5: Core Focus	What are ways we can categorize shapes?	square, rectangle, parallelogram, quadrilateral, polygon	Play a memory game with movable polygons. Place triangles on a chart and describe each and then chat as a group about what makes them each different and similar.	https://www.khanacademy.org/math/multiplication-and-division
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Use an equation to represent a relationship between quantities. Use an inequality to represent a relationship between quantities. Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000. Use an equation to represent a relationship between quantities. Use an inequality to represent a relationship between quantities.	Unit 9: Lesson 1	How do we know which mathematical operation to use?	order of operations		https://www.khanacademy.org/math/multiplication-and-division
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Use an equation to represent a relationship between quantities. Use an inequality to represent a relationship between quantities. Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000. Use an equation to represent a relationship between quantities. Use an inequality to represent a relationship between quantities.	Lesson 3: Choose the Correct Operation (A)	How do we know which mathematical operation to use?	number sentence		https://www.khanacademy.org/math/multiplication-and-division

CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A. Solve problems involving the four operations, and identify and explain patterns in arithmetic.	Solve a story problem involving two or more operations. Determine whether addition, subtraction, multiplication, or division is the appropriate operation to use to solve a story problem and solve the problem.	Lesson 67: Use More Than One Operation (A)	How do we know which mathematical operation to use?	number sentence	https://www.k5.com/math-grade-2/understanding-operations
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A. Solve problems involving the four operations, and identify and explain patterns in arithmetic.	Solve a story problem involving two or more operations.	Lesson 8: Core Focus	How do we know which mathematical operation to use?	number sentence, order of operations	https://www.k5.com/math-grade-2/understanding-operations
CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.	Explain that a fraction can be used to represent the real-world of a part to a whole and a real number on the number line. Write the fraction represented by a drawing that shows parts of a whole or a real number on the number line.	Unit 10 Lesson 1	What is a fraction?	fraction, mixed number	https://www.k5.com/math-grade-2/identifying-equal-parts
CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.	Explain that a fraction can be used to represent the real-world of a part to a whole and a real number on the number line. Use a sketch to represent a fraction. Write the fraction represented by a drawing that shows parts of a whole or a real number on the number line.	Lesson 2: Represent and Name Fractions (B)	What is a fraction?	fraction, mixed number	https://www.k5.com/math-grade-2/understanding-fraction-of-shape-2-1
CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.	Explain why two given fractions are equivalent. Recognize and determine equivalent fractions. Use a sketch to represent a fraction. Write the fraction represented by a drawing that shows parts of a whole or a real number on the number line.	Lesson 3: Equivalent Fractions	What are different types of fractions?	fractions, equivalent fractions	https://www.k5.com/math-grade-2/understanding-equivalent-fractions
CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.	Identify right angles in real-world objects and everyday objects. Identify the measure of an angle in a geometric figure or an everyday object as greater than or less than a right angle. Identify attributes of isosceles, equilateral, and	Lesson 56: Compare and Order Fractions	How do we compare fractions by size?	fraction, numerator, denominator	https://www.k5.com/math-grade-2/comparing-fractions-with-the-denominators
CC.2.3.3.A.2 Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.	Compare and order fractions, such as, and, by using objects or sketches. Recognize that the comparison of two fractions is	Lesson 7: Compare and Prove	How do we compare fractions by size?	fraction, numerator, denominator	https://www.k5.com/math-grade-2/comparing-fractions-with-the-numerators
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A. Solve problems involving the four operations, and identify and explain patterns in arithmetic.	Demonstrate automatic recall of multiplication facts. Demonstrate automatic recall of addition facts with sums through 20.	Lesson 9: Probability	How can we predict the chances of an event occurring?	probability	https://www.k5.com/math-grade-2/understanding-probability
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic. CC.2.2.3.A. Solve problems involving the four operations, and identify and explain patterns in arithmetic.	Use multiplication to solve a story problem that involves equal measures. Demonstrate an understanding that division by zero is undefined.	Lesson 10: Identify, Record, and Display Outcomes	How do we analyze data?	probability, outcomes	https://www.k5.com/math-grade-2/analyzing-probability-outcomes
CC.2.3.A. Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	Draw a scaled picture graph to represent a data set with several categories. Solve one- and two-step, how many more, and how many fewer problems using information presented in scaled picture graphs. Represent the same data set with more than one	Lesson 11/12: Scaled Graphs	How do we analyze data?	multiple, scaled graph	https://www.k5.com/math-grade-2/which-chart-to-use
CC.2.3.A. Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.	Demonstrate how fractions and whole numbers can be plotted on a number line. Select the appropriate symbol to show an operation or a relationship that makes a number sentence true. Generate fraction representations (for example, $\frac{1}{2}$) for	Lesson 1: Use Data to Make Predictions	How do we analyze data?	tally chart, bar graph	https://www.k5.com/math-grade-2/using-data-to-make-predictions
CC.2.3.A. Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.	Explain why two given fractions are equivalent. Explain why $\frac{1}{2} = \frac{2}{4}$. Demonstrate how fractions and whole numbers	Lesson 15: Core Focus	How do we compare fractions by size?	mixed number, equivalent fraction	https://www.k5.com/math-grade-2/using-fractions-on-a-number-line
CC.2.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.2.3.A.1 Demonstrate multiplication and division on fluency.	Measure the length of an object by repeating a standard unit. Identify the appropriate metric or English units for measuring the length of an object. Solve a division problem that has a multidigit dividend, a one-digit divisor, and no remainder.	Unit 11 Lesson 1	How do we choose the appropriate unit of measurement?	inches, feet, yards	https://www.k5.com/math-grade-2/measuring-length
CC.2.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.	Estimate and measure the length of an object to the nearest centimeter or. Identify centimeters on a ruler and measure the length of an object to the nearest centimeter.	Lesson 2: Estimate and Measure Centimeters	Why does what we measure influence how we measure?	centimeter	https://www.k5.com/math-grade-2/estimating-length
CC.2.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.	Estimate the length of an object to the nearest inch and measure the length to the nearest inch. Estimate the length of an object to the nearest inch or centimeter. Identify inches on a ruler and measure the length of an object to the nearest inch.	Lesson 3: Estimate and Measure Inches (A)	Why does what we measure influence how we measure?	inch	https://www.k5.com/math-grade-2/estimating-length
CC.2.3.A. Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	Collect measurement data and display the data in a line plot. Interpret and display data on a line plot.	Lesson 6: Display Measurement Data in Line Plots	How do we organize data?	line plot	https://www.k5.com/math-grade-2/line-plots
CC.2.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.	Use a sketch to represent a fraction. Compare and order unit fractions, such as $\frac{1}{4}$, and fractions with the denominators, such as $\frac{2}{5}$ and $\frac{3}{5}$, by using objects or sketches. Write the fraction represented by a drawing that shows parts of a set or parts of a whole.	Lesson 7: Tell Time in Minutes	How do we tell and write time to the nearest minute?	hour, minute	https://www.k5.com/math-grade-2/telling-time-in-minutes
CC.2.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.2.3.A.1 Demonstrate multiplication and division on fluency.	Demonstrate automatic recall of subtraction facts with minuends through 20. Determine a missing number in an equation or an inequality. Demonstrate automatic recall of multiplication facts.	Lesson 8: Determine Elapsed Time in Minutes	How do we tell and write time to the nearest minute?	elapsed time	https://www.k5.com/math-grade-2/telling-time-in-minutes
CC.2.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.	Represent problems involving time intervals in minutes on a number line diagram. Solve word problems involving addition and subtraction of time intervals in minutes.	Lesson 9: Measuring and Displaying Time Intervals	How do we tell and write time to the nearest minute?	hour, minute	https://www.k5.com/math-grade-2/adding-subtracting-time-intervals
CC.2.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Tell time to the nearest minute. Solve word problems involving addition and subtraction of time intervals in minutes. Determine elapsed time to the nearest minute.	Lesson 10: Core Focus	How do we tell and write time to the nearest minute?	hour, minute, elapsed time	https://www.k5.com/math-grade-2/adding-subtracting-time-intervals
CC.2.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Identify the appropriate tools for measuring liquid volume. Identify the appropriate metric and English units for measuring liquid volume. Demonstrate automatic recall of multiplication facts.	Unit 12 Lesson 1: Capacity	Why does what we measure influence how we measure?	liquid volume	https://www.k5.com/math-grade-2/using-units-to-measure
CC.2.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Estimate and measure liquid volume to the nearest liter. Identify the appropriate metric and English units for measuring liquid volume.	Lesson 2: Measure to the Nearest Liter	Why does what we measure influence how we measure?	liquid volume	https://www.youtube.com/watch?v=3wDf6DmYJtI
CC.2.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Identify the appropriate metric and English units for measuring liquid volume. Estimate and measure liquid volume to the nearest cup.	Lesson 3: English Units of Capacity	Why does what we measure influence how we measure?	pint, quart, gallon, estimate, capacity	https://www.youtube.com/watch?v=DAhM9P0T8A8
CC.2.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Identify the appropriate tools for measuring weight or mass of an object. Identify the appropriate metric and English units for measuring the mass or weight of an object. Use a nonstandard unit to describe the weight of an object and compare the weight of two or more objects. Identify the appropriate metric and English units for measuring the length of an object.	Lesson 5: Measure in English and Metric Units	Why does what we measure influence how we measure?	pound, ounce, scale	https://www.youtube.com/watch?v=5D0H7Y
CC.2.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Solve a story problem involving two or more operations. Identify right angles in geometric figures or everyday objects.	Lesson 6: Measure in Grams	Why does what we measure influence how we measure?	gram, kilogram, weight	https://www.k5.com/math-grade-2/weight-measurement

CC.2.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Estimate and measure the weight of an object to the nearest ounce. Identify the appropriate tools for measuring the weight or mass of an object. Identify the appropriate tools for measuring the length of an object.	Lesson 7: Measure Weight in Ounces and Pounds	Why does what we measure influence how we measure?	ounce, pound	https://www.k5.com/math/grade-3/math-center/unit-1-of-measure-3-ounce-and-pound/
CC.2.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Use the relationship between units to represent a relationship between quantities. Identify the relationship between units of time, such as minutes in an hour, days in a month, weeks in a year. Write a simple unit conversion, such as inches to centimeters, and explain the relationship.	Lesson 8: Unit Conversions	Why does what we measure influence how we measure?	expression	https://www.k5.com/math/grade-3/convert-and-compare-customary-units-of-weight/
CC.2.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Explain that a fraction can be used to represent part of a set, the relationship of a part to a whole, and a rational number on the number line. Select the appropriate symbol to show an operation or a relationship that makes a number	Lesson 9/10: Measurement Conversions (A)	Why does what we measure influence how we measure?	multiply, divide	https://www.k5.com/math/grade-3/convert-and-compare-customary-units-of-weight/
CC.2.3.A.3 Solve problems and make change involving money using a combination of coins and bills.	Identify which coins are used to make change. Add coins and bills.	Money (this lesson is not in the OLS)	How do we make change?	penny, nickel, dime, quarter, dollar	https://www.k5.com/learn/3-0-money/
CC.2.3.A.1 Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Identify the appropriate metric and English units for measuring liquid volume. Identify the appropriate metric and English units for measuring the mass or weight of an object. Solve one-step word problems involving volume. Solve one-step word problems involving mass.	Lesson 11: Core Focus	Why does what we measure influence how we measure?	milliliters, liter, gram, kilogram, mass, liquid volume	https://www.k5.com/math/grade-3/convert-and-compare-units-of-length/
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Investigate a story problem by identifying the question, recognizing relevant information, and developing a solution strategy. Determine whether addition, subtraction, multiplication, or division is the appropriate operation to use to solve a story problem and solve the problem.	Unit 13 Lesson 1-3	How can we use our knowledge of multiplication and division to solve problems or answer questions?	strategy	https://www.abcc.com/games/brain-train/
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Determine whether addition, subtraction, multiplication, or division is the appropriate operation to use to solve a story problem and solve the problem. Demonstrate automatic recall of multiplication facts.	Lesson 5: Understand Multi-step Problems	How can we use our knowledge of multiplication and division to solve problems or answer questions?	order of operations	Have students practice identifying process steps to solve and explain how they know and why. https://www.abcc.com/games/brain-train/
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Identify the problem in a story problem, recognizing relevant information, and developing a solution strategy. Demonstrate an understanding of connections between similar addition or subtraction problem-solving situations, involving sums and minuends	Lesson 6: Strategies to Solve Complex Problems	How can we use our knowledge of multiplication and division to solve problems or answer questions?	strategy	Have students practice identifying important information in story problems; underline the question, circle the digits, etc. https://www.bctutor.com/math/math-boards/
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Determine a missing number in an equation or inequality. Demonstrate automatic recall of multiplication facts. Explain mathematical reasoning in a story problem by using words, numbers, symbols, charts,	Lesson 7B: Story Problem Reasoning	How can we use our knowledge of multiplication and division to solve problems or answer questions?	strategy	Daily practice of fact fluency and solving story problems. https://www.abcc.com/games/brain-train/
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Round whole numbers to the nearest ten. Round whole numbers to the nearest hundred. Round whole numbers through 1,000 to the nearest ten. Use estimation to predict a solution to a story problem and to determine whether calculations are	Lesson 10: Exact and Approximate Solutions	How can we use our knowledge of multiplication and division to solve problems or answer questions?	approximate, estimate	Play Roll & Rounding Game and other games to allow repeated practice. <https://games.gains.com/blog/exchanging-ideas/roll-rounding-game/> https://www.abcc.com/games/brain-train/
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division. CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division. CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Check the accuracy of a calculation in a story problem. Explain mathematical reasoning in a story problem by using words, numbers, symbols, charts, graphs, tables, diagrams, or models. Check the accuracy of calculations from the "Identify, Represent, and Solve" polygon according to the number of its sides.	Lesson 11: Core Focus	How can we use our knowledge of multiplication and division to solve problems or answer questions?	inverse operations	Have students check for accuracy and solve: What's My Error? problems. https://www.k5.com/math/grade-3/
CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.	Determine the perimeter of a polygon with whole-number side lengths. Determine a missing number in an equation or inequality.	Unit 1 Lesson 1	What are ways we can categorize shapes?	area, perimeter	Daily practice identifying polygons. Have students describe differences in their own words. Provide opportunities for them to hear other students' descriptions. Provide movable pieces and allow students to move polygons into chart based on amount of sides. https://www.abcc.com/games/brain-train/
CC.2.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.	Given the whole-number perimeter of a polygon, students will find the whole-number length of an unknown side.	Lesson 2/3: Finding the Missing Side Length	How do we find the missing side length of a shape?	polygon	Practice identifying length and sides. Provide opportunity for group work to explain and gain repeated practice for solving. https://www.k5.com/math/grade-3/perimeter-and-area-worksheets/
CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to division.	Use multiplication or division to solve a story problem involving rectangular area. Use an area model to explain multiplication.	Lesson 5: Rectangular Area	How do we find area?	area	Use visual of area model to allow students to use an anchor to solve. https://www.k5.com/math/grade-3/area-and-perimeter-worksheets/
CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to division. CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.	Decompose composite figures composed of rectangles into non-overlapping rectangles to determine the area of the original figure using the additivity property of area. Define and demonstrate understanding of the area of any plane figure. Use the formula $A = l \times w$ to find area.	Lesson 6: Combine and Take Apart Areas	In what ways can we break up a shape into equal parts?	area	Use movable pieces and repeated practice to allow student to construct and deconstruct area to visualize and build understanding. https://www.k5.com/math/grade-3/multi-step-problems-by-breaking-numbers-into-equal-parts/
CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to division. CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.	Use multiplication or division to solve a story problem involving rectangular area. Identify the appropriate operation for missing liquid volume. Demonstrate when and how to break a multistep story problem into simple steps. Check the accuracy of a calculation in a story problem.	Lesson 7: Core Focus	How do we find area and perimeter?	area, perimeter	Provide example or students to use as an anchor when solving problems. Also provide visual formulas used to solve. https://www.k5.com/math/grade-3/compare-area-and-perimeter-of-two-figures/
All standards from Math Units used.		Unit 15 Series or Review	How is mathematics used to quantify, compare, represent, and model numbers?	vocabulary from the semester	Provide opportunity for review session to build and work on missed skills. https://www.k5.com/math/grade-3/area-and-perimeter-worksheets/

ISPA Math Plus Red Course Mapping

4th grade math				
Curriculum Map				
Standard # and Brief Description	Objectives/Essential Understandings	Unit and Lessons	Assessments	Additional Resources (opt)
Unit 1 Whole Number Sense				
CC.2.1.4.B.1 Apply place-value concepts to show an understanding of multi-digit whole numbers.	Identify the place value for each digit in whole numbers through 100,000,000. Identify the place value for each digit in whole numbers through 1,000,000. Identify the place value for each digit in whole numbers through 10,000.	Unit 1- Lesson 1 Place Value Through 1,000,000	Lesson Checkpoint, IXL	www.abaya.com
CC.2.1.4.B.1 Apply place-value concepts to show an understanding of multi-digit whole numbers.	Read numerals and number words through 1,000,000. Write numerals through 1,000,000. Read whole numbers through 10,000. Write numerals through 10,000. Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of multiplication facts.	Unit 1- Lesson 2 Numbers Through 1,000,000	Lesson Checkpoint, Lesson Checkpoint, IXL	
CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Use expanded form to represent numbers through 10,000. Use expanded form to represent numbers through 1,000,000.	Unit 1- Lesson 3 Expanded Form Through 1,000,000	Lesson Checkpoint, IXL	
CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.4.B.1 Apply place-value concepts to show an understanding of multi-digit whole numbers.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 1- Lesson 4 Your Choice	IXL, Exit Ticket	
CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Use expanded form to represent numbers through 1,000,000. Determine a missing number in an equation or an inequality. Demonstrate automatic recall of multiplication facts. Compare and order numbers through 1,000,000. Compare whole numbers through 10,000.	Unit 1 Lesson 5 Compare and Order Greater Numbers (A)	IXL, Exit Ticket	
CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Compare and order numbers through 1,000,000.	Unit 1 Lesson 6 Compare and Order Greater Numbers (B)	Lesson Checkpoint, IXL	
CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Round whole numbers through 1,000,000. Round whole numbers through 10,000.	Unit 1 Lesson 7 Using Boundary Numbers for Rounding	Lesson Checkpoint, IXL	
CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Round whole numbers through 1,000,000. Identify the place value for each digit in whole numbers through 1,000,000.	Unit 1 Lesson 8 Core Focus	Lesson Checkpoint, IXL	
CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Round whole numbers through 1,000,000. Compare and order numbers through 1,000,000. Write numerals through 1,000,000. Read numerals and number words through 1,000,000. Identify the place value for each digit in whole numbers through 1,000,000. Use expanded form to represent numbers through 1,000,000.	Unit 1 Lesson 9 Unit Review	IXL, Exit Ticket	
CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.4.B.1 Apply place-value concepts to show an understanding of multi-digit whole numbers.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 1- Lesson 10 Your Choice	IXL, Exit Ticket	
CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.4.B.1 Apply place-value concepts to show an understanding of multi-digit whole numbers.	Read numerals and number words through 1,000,000.	Unit 1- Lesson 11 Unit Checkpoint	Unit Checkpoint, Unit Checkpoint	
CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic. CC.2.1.4.B.1 Apply place-value concepts to show an understanding of multi-digit whole numbers.	Analyze complex problems using mathematical knowledge and skills.	Unit 1 Lesson 12 Extended Problems Reasoning	Graded Assignment	
Unit 2 Whole Number Operations				
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Determine the reasonableness of an answer using estimation, rounding, or mental computation. Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of multiplication facts. Demonstrate automatic recall of subtraction facts with minuends through 20. Explain and apply standard step-by-step approaches for subtraction. Estimate sums and differences on a number line. Use an inverse relationship to simplify a computation or check a result. Explain and apply standard step-by-step approaches for addition. Explain and apply standard step-by-step approaches for multiplication. Explain and apply standard step-by-step approaches for division of a multi-digit number by a 1- or 2-digit divisor. Define and identify a prime number.	Unit 2- Lesson 1 Estimate to Solve Problems (A)	IXL, Exit Ticket	math180

CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Use estimation to predict a solution to a story problem and to determine whether calculations are reasonable. Recognize and solve a story problem in which a quantity changes by addition or subtraction. Represent a multistep word problem as an equation, using a letter to represent the unknown. Solve multistep word problems using whole numbers. Solve problems using estimation, rounding, or mental computation.	Unit 2- Lesson 2 Estimate to Solve Problems (B)	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Round a whole number. Identify the place value for each digit in whole numbers through 100,000,000. Use expanded form to represent numbers through 100,000,000. Explain and apply standard step-by-step approaches for addition. Determine the sum or difference of two whole numbers.	Unit 2- Lesson 3 Add Whole Numbers	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Use an inverse relationship to simplify a computation or check a result. Explain and apply standard step-by-step approaches for subtraction. Use the inverse relationship between addition and subtraction to solve problems. Determine the sum or difference of two whole numbers. Determine a missing number in an equation or an inequality.	Unit 2- Lesson 4 Subtract Whole Numbers	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Use a model to explain multiplication as repeated addition of the same quantity. Solve a multiplication problem involving a multidigit factor and a one-digit factor. Explain and apply standard step-by-step approaches for multiplication. Represent verbal statements of multiplicative comparisons as multiplication equations. Interpret a multiplication equation as a comparison (for example, interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5).	Unit 2- Lesson 5 Multiply Multidigit Numbers (A)	DL, Ext Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Use a model to explain multiplication as repeated addition of the same quantity. Solve a multiplication problem involving a multidigit factor and a one-digit factor. Explain and apply standard step-by-step approaches for multiplication. Interpret a multiplication equation as a comparison (for example, interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.	Unit 2- Lesson 6 Multiply Multidigit Numbers (B)	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.A.2 Translate information from one type of data display to another	Use an area model to explain multiplication. Use concrete objects or sketches of arrays to model multiplication problems. Demonstrate an understanding of multiplication as a comparison. Solve addition problems by filling in a missing number or numbers in a given number sentence. Recognize and solve word problems involving sums or minuends up through 100 in which one quantity changes by addition or subtraction. Use tally charts and bar graphs to compare data (for example, find largest, smallest, most often, least often).	Unit 2- Lesson 7 Area Models for Multiplication (A)	DL, Ext Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.A.2 Translate information from one type of data display to another	Multiply two two-digit whole numbers. Use an area model to explain multiplication.	Unit 2- Lesson 8 Area Models for Multiplication (B)	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Explain and apply standard step-by-step approaches for multiplication. Multiply a whole number of up to four digits by a one-digit whole number. Solve a multiplication problem involving a multidigit factor and a one-digit factor. Use objects or sketches to solve a division story problem.	Unit 2- Lesson 9 Multiply 4-Digit Numbers by 1-Digit Numbers	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Use objects or sketches to solve a division story problem. Multiply two two-digit whole numbers. Explain and apply standard step-by-step approaches for multiplication. Demonstrate automatic recall of multiplication facts.	Unit 2- Lesson 10 Multiply Two 2-Digit Numbers	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.A.2 Translate information from one type of data display to another	Explain division as repeated subtraction. Use objects or sketches to solve a division problem. Explain the meaning of the \div symbol. Use models and math symbols to represent division. Correctly use the \div symbol. Recognize that the \div sign refers to division. Use division to solve a story problem that involves equal groups. Explain division as the sharing of a quantity into equal groups.	Unit 2- Lesson 11 Model and Explain Division	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Explain division as the sharing of a quantity into equal groups. Explain the meaning of the \div symbol. Use division to solve a story problem that involves equal groups.	Unit 2- Lesson 12 Division as Sharing	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 2- Lesson 13 (Optional) Your Choice	DL, Ext Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Divide a whole number with up to four digits by a one-digit number (with a remainder). Interpret the remainder in the solution to a word problem. Use objects or sketches to solve a division story problem. Explain division as the sharing of a quantity into equal groups.	Unit 2- Lesson 14 Dividing with Remainders	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Use objects or sketches to solve a division problem. Solve a division problem that has a multidigit dividend, a one-digit divisor, and no remainder.	Unit 2- Lesson 15 Divide Greater Numbers	DL, Ext Ticket	

CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Explain and apply standard step-by-step approaches for division of a multidigit number by a 1- or 2-digit divisor. Demonstrate automatic recall of addition facts with sums through 20.</p> <p>Demonstrate automatic recall of multiplication facts. Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of subtraction facts with minuends through 20.</p> <p>Explain division as the sharing of a quantity into equal groups. Explain division as repeated subtraction.</p>	Unit 2- Lesson 16 Different Ways to Divide (A)	IXL, Ext Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Divide a whole number with up to four digits by a one-digit number (with a remainder).</p> <p>Explain and apply standard step-by-step approaches for division of a multidigit number by a 1- or 2-digit divisor.</p>	Unit 2- Lesson 17 Different Ways to Divide (B)	Lesson Checkpoint, IXL	
CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.	<p>Define and identify a prime number. Define and identify prime and composite numbers. Use an area model to explain multiplication. Use concrete objects or sketches of arrays to model multiplication problems.</p>	Unit 2- Lesson 18 Prime Numbers Less Than 100	Lesson Checkpoint, IXL	
CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.	<p>Determine the prime factorization of a composite number. Define and identify a prime number. Write equations to demonstrate that whole numbers can be factored in multiple ways. Demonstrate automatic recall of subtraction facts with minuends through 20.</p> <p>Demonstrate automatic recall of multiplication facts. Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of addition facts with sums through 20.</p>	Unit 2- Lesson 19 Prime Factors	Lesson Checkpoint, IXL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.2 Translate information from one type of data display to another. CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.	<p>Solve a story problem involving two or more operations. Determine the prime factorization of a composite number. Explain and apply standard step-by-step approaches for multiplication.</p>	Unit 2- Lesson 20 Core Focus	Lesson Checkpoint, IXL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.2 Translate information from one type of data display to another. CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.	<p>Solve a story problem involving two or more operations. Determine the prime factorization of a composite number. Explain and apply standard step-by-step approaches for division of a multidigit number by a 1- or 2-digit divisor. Define and identify a prime number. Use an area model to explain multiplication. Use an inverse relationship to simplify a computation or check a result. Estimate sums and differences on a number line. Explain and apply standard step-by-step approaches for multiplication. Explain and apply standard step-by-step approaches for addition. Explain and apply standard step-by-step approaches for subtraction.</p>	Unit 2- Lesson 21 Unit Review	IXL, Ext Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.2 Translate information from one type of data display to another. CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.	<p>Identify and master skills and tasks from earlier in the course that have not yet been mastered.</p>	Unit 2- Lesson 22 (Optional) Your Choice	IXL, Ext Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.2 Translate information from one type of data display to another. CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.	Same as Unit Review	Unit 2- Lesson 23 Unit Checkpoint	Unit Checkpoint	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.2 Translate information from one type of data display to another. CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.	Analyze complex problems using mathematical knowledge and skills.	Unit 2- Lesson 24 Extended Problems Real-World Application	IXL, Ext Ticket	
Unit 3 Applications of Operations				
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Use parentheses and the order of operations to write or evaluate an expression. Use an inverse relationship to simplify a computation or check a result. Demonstrate how and when to use the distributive property. Solve a story problem involving rate. Solve a story problem involving whole numbers. Check the computation of a solution to a story problem. Explain and apply standard step-by-step approaches for addition. Explain and apply standard step-by-step approaches for multiplication. Solve a division problem that has a multidigit dividend, a one-digit divisor, and no remainder.</p>	Unit 3- Lesson 1 Order of Operations (A)	IXL, Ext Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Use parentheses and the order of operations to write or evaluate an expression. Explain and apply standard step-by-step approaches for multiplication. Use the order of operations to evaluate an expression. Explain and apply standard step-by-step approaches for addition.</p>	Unit 3- Lesson 2 Order of Operations (B)	Lesson Checkpoint, IXL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	<p>Demonstrate how and when to use the distributive property. Use the order of operations to evaluate an expression. Order three or more whole numbers through 10,000. Use an inequality to represent a relationship between quantities. Recognize and solve a story problem in which two quantities are combined. Extend a linear pattern, such as stating what number comes next in a series.</p>	Unit 3- Lesson 3 The Distributive Property (A)	IXL, Ext Ticket	

CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Demonstrate how and when to use the distributive property. Use a letter to represent an unknown value in an expression or an equation. Demonstrate automatic recall of addition facts with sums through 20. Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of multiplication facts. Use the order of operations to evaluate an expression.	Unit 3- Lesson 4 The Distributive Property (B)	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Use an inverse relationship to simplify a computation or check a result. Solve a story problem involving whole numbers. Determine the appropriate operation and use the operation to solve a story problem involving addition, subtraction, multiplication, or division. Write numerals up to 10,000. Determine the sum or difference of two whole numbers. Write number words through 10,000. Solve a multiplication problem involving a multidigit factor and a one-digit factor.	Unit 3- Lesson 5 Story Problems Solve and Check (A)	DL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Check the computation of a solution to a story problem. Solve a story problem involving whole numbers. Use an inverse relationship to simplify a computation or check a result.	Unit 3- Lesson 6 Story Problems Solve and Check (B)	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Demonstrate how and when to use the distributive property. Represent a multistep word problem as an equation, using a letter to represent the unknown. Determine the reasonableness of an answer using estimation, rounding, or mental computation. Solve multistep word problems using whole numbers.	Unit 3- Lesson 7 Core Focus	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Solve a story problem involving whole numbers. Solve multistep word problems using whole numbers. Check the computation of a solution to a story problem. Demonstrate how and when to use the distributive property. Represent a multistep word problem as an equation, using a letter to represent the unknown. Use an inverse relationship to simplify a computation or check a result. Use parentheses and the order of operations to write or evaluate an expression. Solve a story problem involving rate. Determine the reasonableness of an answer using estimation, rounding, or mental computation.	Unit 3- Lesson 8 Unit Review	DL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 3- Lesson 9 (Optional) Your Choice	DL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Same as Unit Review	Unit 3- Lesson 10 Unit Checkpoint	Unit Checkpoint	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.1.4.B.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.	Analyze complex problems using mathematical knowledge and skills.	Unit 3- Lesson 11 Extended Problems Reasoning	Graded Assignment	
Unit 4 Lines, Angles, and Rotation				
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.	Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of multiplication facts. Demonstrate automatic recall of subtraction facts with minuends through 20. Use the inverse relationship of multiplication and division to compute and check results. Identify lines that are perpendicular. Demonstrate understanding of relative angle measures. Identify lines that are parallel or intersecting. State and recognize the definitions of a right angle, an acute angle, an obtuse angle, and a straight angle. Recognize that 90°, 180°, 270°, and 360° are associated respectively with a ¼, ½, ¾, and full turn. Draw perpendicular and parallel lines and line segments. Identify right angles in geometric figures or everyday objects. Identify attributes of parallelograms, rectangles, and squares.	Unit 4- Lesson 1 Line Pairs	Lesson Checkpoint, DL	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.	Identify the measure of an angle in a geometric figure or object as greater than or less than a right angle. Identify right angles in geometric figures or objects. State and recognize the definitions of a right angle, an acute angle, an obtuse angle, and a straight angle. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.	Unit 4- Lesson 2 Types of Angles	Lesson Checkpoint, DL	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	State and recognize the definitions of a right angle, an acute angle, an obtuse angle, and a straight angle. Recognize that 90°, 180°, 270°, and 360° are associated respectively with a ¼, ½, ¾, and full turn. Demonstrate understanding of relative angle measures.	Unit 4- Lesson 3 Angles and Rotation	Lesson Checkpoint, DL	***** CC.2.4.A.6 Only partially covered

CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	Identify, measure, and draw angles with appropriate math tools. State and recognize the definitions of a right angle, an acute angle, an obtuse angle, and a straight angle. Demonstrate understanding of relative angle measures.	Unit 4- Lesson 4 Angles (A)	IXL, Exit Ticket	***** CC.2.4.4.A.6 Only partially covered
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	Demonstrate understanding of relative angle measures. Solve a division problem that has a multidigit dividend, a one-digit divisor, and no remainder. Identify, measure, and draw angles with appropriate math tools.	Unit 4- Lesson 5 Angles (B)	Lesson Checkpoint, Lesson checkpoint, DQ	***** CC.2.4.4.A.6 Only partially covered
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	Given a diagram with a pair of adjacent angles, add or subtract to find an unknown angle measure. Recognize that for an angle decomposed into two nonoverlapping angles, the sum of the angle measures of the parts is equal to the angle measure of the whole.	Unit 4- Lesson 6 Core Focus	Lesson Checkpoint, IXL	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	Recognize that 90° , 180° , 270° , and 360° are associated respectively with a $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turn. Identify, measure, and draw angles with appropriate math tools. Recognize that for an angle decomposed into two nonoverlapping angles, the sum of the angle measures of the parts is equal to the angle measure of the whole. State and recognize the definitions of a right angle, an acute angle, an obtuse angle, and a straight angle. Given a diagram with a pair of adjacent angles, add or subtract to find an unknown angle measure. Identify lines that are parallel or intersecting. Identify lines that are perpendicular.	Unit 4- Lesson 7 Unit Review	IXL, Exit Ticket	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 4- Lesson 8 (Optional) Your Choice	IXL, Exit Ticket	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	Same as Unit Review	Unit 4- Lesson 9 Unit Checkpoint	Unit Checkpoint	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures. CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.	Apply mathematical knowledge and skills to evaluate and analyze real-world situations.	Unit 4- Lesson 10 Extended Problems Real-World Application	Graded Assignment	
Unit 5 Fraction Sense				
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Explain why $a/a = 1$. Identify the fraction represented by a part of a whole figure. Determine a missing number in an equation or an inequality. Demonstrate automatic recall of multiplication facts. Write the fraction represented by a drawing that shows parts of a set or parts of a whole. Recognize and determine equivalent fractions. Find a fraction between two numbers. Explain why two given fractions are equivalent. Represent a fraction with a sketch. Explain and give examples of different interpretations of fractions.	Unit 5- Lesson 1 Fractions	Lesson Checkpoint, IXL	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Represent a fraction with a sketch. Write the fraction represented by a drawing that shows parts of a set or parts of a whole.	Unit 5- Lesson 2 Sketch Fractions	Lesson Checkpoint, IXL	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Explain and give examples of different interpretations of fractions. Explain that a fraction can be used to represent part of a set, the relationship of a part to a whole, and a rational number on the number line. Use parentheses and the order of operations to write or evaluate an expression. Demonstrate an understanding of the effects of division on whole numbers. Demonstrate automatic recall of multiplication facts.	Unit 5- Lesson 3 Different Meanings of Fractions (A)	IXL, Exit Ticket	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of multiplication facts. Explain and give examples of different interpretations of fractions.	Unit 5- Lesson 4 Different Meanings of Fractions (B)	IXL, Exit Ticket	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 5- Lesson 5 (Optional) Your Choice	IXL, Exit Ticket	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Explain and give examples of different interpretations of fractions. Explain that a fraction can be used to represent part of a set, the relationship of a part to a whole, and a rational number on the number line. Demonstrate an understanding of the inverse relationship between multiplication and division. Demonstrate an understanding of how multiplication affects whole numbers. Determine elapsed time to the nearest minute.	Unit 5- Lesson 6 Different Meanings of Fractions (C)	IXL, Exit Ticket	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Explain and give examples of different interpretations of fractions. Explain that a fraction can be used to represent part of a set, the relationship of a part to a whole, and a rational number on the number line. Determine a missing number in an equation or an inequality.	Unit 5- Lesson 7 Different Meanings of Fractions (D)	Lesson Checkpoint, IXL	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Explain why two given fractions are equivalent. Explain and give examples of different interpretations of fractions. Identify a few simple equivalent fractions, such as $\frac{1}{2}$, $\frac{2}{4}$. Determine the sum or difference of two whole numbers. Explain and apply the zero property of multiplication. Use an area model to explain multiplication.	Unit 5- Lesson 8 Explain Equivalent Fractions (A)	IXL, Exit Ticket	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Explain why two given fractions are equivalent. Identify a few simple equivalent fractions, such as $\frac{1}{2}$, $\frac{2}{4}$. Explain and give examples of different interpretations of fractions.	Unit 5- Lesson 9 Explain Equivalent Fractions (B)	Lesson Checkpoint, IXL	

CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Recognize and determine equivalent fractions. Explain why $a/a = 1$. Explain and give examples of different interpretations of fractions. Explain why two given fractions are equivalent. Demonstrate automatic recall of multiplication facts. Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20.	Unit 5- Lesson 10 Determine Equivalent Fractions (A)	IXL, Exit Ticket	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Recognize and determine equivalent fractions. Explain and give examples of different interpretations of fractions. Explain why two given fractions are equivalent.	Unit 5- Lesson 11 Determine Equivalent Fractions (B)	Lesson Checkpoint, IXL	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 5- Lesson 12 (Optional) Your Choice	IXL, Exit Ticket	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Explain why a fraction is greater than, equal to, or less than another fraction; limited to fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. Solve a division problem that has a multidigit dividend, a one-digit divisor, and no remainder. Demonstrate how fractions and whole numbers can be plotted on a number line.	Unit 5- Lesson 13 Compare Fractions (A)	IXL, Exit Ticket	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Explain why a fraction is greater than, equal to, or less than another fraction; limited to fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. Compare two fractions with different numerators and different denominators using the symbols $>$, $=$, or $<$; limited to fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100.	Unit 5- Lesson 14 Compare Fractions (B)	Lesson Checkpoint, IXL	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Compare two fractions with different numerators and different denominators using the symbols $>$, $=$, or $<$; limited to fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. Recognize and determine equivalent fractions. Explain why two given fractions are equivalent. Demonstrate how fractions and whole numbers can be plotted on a number line.	Unit 5- Lesson 15 Core Focus	Lesson Checkpoint, IXL	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Identify the fraction represented by a part of a whole figure. Explain and give examples of different interpretations of fractions. Recognize and determine equivalent fractions. Compare two fractions with different numerators and different denominators using the symbols $>$, $=$, or $<$; limited to fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. Explain why $a/a = 1$. Explain why two given fractions are equivalent. Find a fraction between two numbers. Represent a fraction with a sketch. Demonstrate how fractions and whole numbers can be plotted on a number line.	Unit 5- Lesson 16 Unit Review	IXL, Exit Ticket	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 5- Lesson 17 (Optional) Your Choice	IXL, Exit Ticket	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Same as Unit Review	Unit 5- Lesson 18 Unit Checkpoint	Unit Checkpoint	
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Analyze complex problems using mathematical knowledge and skills.	Unit 5- Lesson 19 Extended Problems Reasoning	Graded Assignment	
Unit 6 Measurement				
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Estimate the length of a line segment to the nearest inch or centimeter. Solve a story problem involving equal measures. Read a thermometer that measures temperature in Celsius degrees. Identify the appropriate metric and English units and tools to measure temperature. Solve a measurement-conversion problem by using multiplication or division. Identify the appropriate Fahrenheit or Celsius temperature for a given practical setting. Read a thermometer that measures temperature in Fahrenheit degrees. Identify inches on a ruler and measure the length of an object to the nearest inch. Identify centimeters on a ruler and measure the length of an object to the nearest centimeter. Determine a missing number in an equation or an inequality. Demonstrate automatic recall of multiplication facts.	Unit 6- Lesson 1 Estimate Lengths	Lesson Checkpoint, IXL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Solve a measurement-conversion problem by using multiplication or division. Write a simple unit conversion, such as inches to feet, as an expression or an equation.	Unit 6- Lesson 2 Change Measurement	Lesson Checkpoint, IXL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Solve a story problem involving equal measures. Use division to solve a story problem that involves equal measures. Use multiplication to solve a story problem that involves equal measures.	Unit 6- Lesson 3 Measurement in Story Problems (A)	IXL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Solve a story problem involving equal measures. Solve a story problem involving two or more operations. Use multiplication to solve a story problem that involves equal measures. Use division to solve a story problem that involves equal measures.	Unit 6- Lesson 4 Measurement in Story Problems (B)	Lesson Checkpoint, IXL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 6- Lesson 5 (Optional) Your Choice	IXL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Use division to solve a story problem that involves equal measures. Use multiplication to solve a story problem that involves equal measures. Solve a measurement-conversion problem by using multiplication or division.	Unit 6- Lesson 6 Core Focus	Lesson Checkpoint, IXL	

CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Solve a measurement-conversion problem by using multiplication or division. Estimate the length of a line segment to the nearest inch or centimeter. Solve a story problem involving equal measures.	Unit 6- Lesson 7 Unit Review	IXL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 6- Lesson 8 (Optional) Your Choice	IXL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Same as Unit Review	Unit 6- Lesson 9 Unit Checkpoint	Unit Checkpoint	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.	Apply mathematical knowledge and skills to evaluate and analyze real-world situations. Solve multistep word problems using whole numbers. Solve a story problem involving equal measures. Represent a multistep word problem as an equation, using a letter to represent the unknown. Interpret the remainder in the solution to a word problem. Extend a linear pattern, such as stating what number comes next in a series. Solve a measurement-conversion problem by using multiplication or division. Find the area of a rectangular shape and use the appropriate unit. Demonstrate understanding that rectangles that have the same perimeter can have different areas. Demonstrate an understanding of multiplication as a comparison. Round whole numbers through 10,000. Recognize and describe a linear pattern, such as counting by 5s or multiplying 5 times a number to reach 100, by its rule.	Unit 6- Lesson 10 Extended Problems Real-World Application	IXL, Exit Ticket	
Unit 7 Semester Review and Checkpoint				
All Standards Units 1-6	All Objectives Units 1-6	Unit 7 Semester Review and Checkpoint- Lesson 1 Semester Review	IXL, Exit Ticket	
All Standards Units 1-6	All Objectives Units 1-6	Unit 7 Semester Review and Checkpoint- Lesson 2 (Optional) Your Choice	IXL, Exit Ticket	
All Standards Units 1-6	All Objectives Units 1-6	Unit 7 Semester Review and Checkpoint- Lesson 3 Semester Checkpoint 1	Semester Assessment	
All Standards Units 1-6	All Objectives Units 1-6	Unit 7 Semester Review and Checkpoint- Lesson 4 Semester Checkpoint 2	Semester Assessment	
Unit 8 Fraction Operations				
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Represent a fraction as a sum of fractions with the same denominator, limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Write the fraction represented by a drawing that shows parts of a set or parts of a whole.	Unit 8- Lesson 1 Add and Subtract Fractions (A)	Lesson Checkpoint, IXL	
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Use objects or sketches to solve a story problem that involves addition or subtraction of fractions. Determine a missing number in an equation or an inequality. Demonstrate automatic recall of multiplication facts.	Unit 8- Lesson 2 Add and Subtract Fractions (B)	IXL, Exit Ticket	
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Add and subtract fractions. Write the fraction represented by a drawing that shows parts of a set or parts of a whole. Use objects or sketches to solve a story problem that involves addition or subtraction of fractions.	Unit 8- Lesson 3 Add and Subtract Fractions (C)	Lesson Checkpoint, IXL	
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Add two fractions with respective denominators of 10 and 100. Recognize and determine equivalent fractions. Solve and simplify an addition or subtraction problem involving fractions with like denominators.	Unit 8- Lesson 4 Add and Subtract Fractions (D)	Lesson Checkpoint, IXL	
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.	Use operations on fractions to solve problems involving information presented in line plots. Create a line plot to display a set of measurements in fractions of a unit.	Unit 8- Lesson 5 Make Line Plots	IXL, Exit Ticket	
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Write equations to demonstrate that whole numbers can be factored in multiple ways. Use an area model to explain multiplication. Demonstrate automatic recall of multiplication facts.	Unit 8- Lesson 6 Different Ways to Write Products	Lesson Checkpoint, IXL	
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Multiply a fraction by a whole number, limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Multiply a fraction by a whole number to solve a story problem. Represent a fraction as a multiple of: limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Use a model to explain multiplication as repeated addition of the same quantity. Select the appropriate symbol to show an operation or a relationship that makes a number sentence true. Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000. Round numbers through 10,000.	Unit 8- Lesson 7 Fraction and Whole Number Products (A)	IXL, Exit Ticket	
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Multiply a fraction by a whole number to solve a story problem. Multiply a fraction by a whole number, limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Use a model to explain multiplication as repeated addition of the same quantity.	Unit 8- Lesson 8 Fraction and Whole Number Products (B)	Lesson Checkpoint, IXL	

CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Multiply a fraction by a whole number to solve a story problem. Multiply a fraction by a whole number; limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Demonstrate automatic recall of multiplication facts. Recognize and determine equivalent fractions. Understand that quantities can be compared, added, or subtracted if they have been measured by the same unit. Estimate and measure the length of an object to the nearest centimeter. Identify the appropriate metric or English units for measuring the length of an object.	Unit 8- Lesson 9 Fraction and Whole Number Products (C)	IXL, Exit Ticket	
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Simplify factors in fraction multiplication problems in which numerators and denominators have common factors. Multiply a fraction by a whole number; limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Multiply a fraction by a whole number to solve a story problem. Determine a missing number in an equation or an inequality.	Unit 8- Lesson 10 Fraction and Whole Number Products (D)	Lesson Checkpoint, IXL	
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.	Multiply a fraction by a whole number to solve a story problem. Add and subtract fractions. Use objects or sketches to solve a story problem that involves addition or subtraction of fractions. Add two fractions with respective denominators of 10 and 100. Use operations on fractions to solve problems involving information presented in line plots. Multiply a fraction by a whole number; limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	Unit 8- Lesson 11 Core Focus	Lesson Checkpoint, IXL	
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.	Multiply a fraction by a whole number to solve a story problem. Create a line plot to display a set of measurements in fractions of a unit. Write equations to demonstrate that whole numbers can be factored in multiple ways. Use operations on fractions to solve problems involving information presented in line plots. Multiply a fraction by a whole number; limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Represent a fraction as a multiple of; limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Use objects or sketches to solve a story problem that involves addition or subtraction of fractions. Simplify factors in fraction multiplication problems in which numerators and denominators have common factors. Represent a fraction as a sum of fractions with the same denominator; limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Recognize and determine equivalent fractions. Add two fractions with respective denominators of 10 and 100.	Unit 8- Lesson 12 Unit Review	IXL, Exit Ticket	
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 8- Lesson 13 (Optional) Your Choice	IXL, Exit Ticket	
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.	Same as Unit Review	Unit 8- Lesson 14 Unit Checkpoint	Unit Checkpoint	
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.	Apply mathematical knowledge and skills to evaluate and analyze real-world situations.	Unit 8- Lesson 15 Extended Problems Real-World Application	Graded Assignment	
Unit 9 Decimals and Equivalency with Fractions				
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).	Identify decimal place values through hundredths. Write decimal numbers in expanded form. Compare decimal numbers. Order three or more decimal numbers. Judge the accuracy of a rounded decimal number. Compute the sum or difference of positive decimal numbers. Identify fraction and decimal-number equivalents for halves and fourths. Round a decimal number. Estimate the sum or difference of positive decimal numbers. Write tenths and hundredths in decimal and fraction notation and show that the representations are equivalent. Identify and explain when rounding is useful. Relate a decimal number to a fraction on a number line. Solve a division problem that has a multidigit dividend, a one-digit divisor, and no remainder.	Unit 9- Lesson 1 Decimal Numbers	IXL, Exit Ticket	http://www.ahsca.com/fraction-percent-decimal-11-9s.htm
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 9- Lesson 2 (Optional) Your Choice	IXL, Exit Ticket	
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).	Recognize that the \div sign refers to division. Identify attributes of parallelograms, rectangles, and squares. Explain and apply the associative property of multiplication. Identify decimal place values through hundredths. Write tenths and hundredths in decimal and fraction notation and show that the representations are equivalent.	Unit 9- Lesson 3 Decimal and Fraction Equivalents (A)	IXL, Exit Ticket	

CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100)	Identify fraction and decimal-number equivalents for halves and fourths. Solve a multiplication problem involving a multidigit factor and a one-digit factor. Use division to solve a story problem that involves equal groups. Solve a story problem involving two or more operations.	Unit 9- Lesson 4 Decimal and Fraction Equivalents (B)	Lesson Checkpoint, DL	
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100)	Explain that a simple fraction and a decimal amount can represent the same quantity. Write tenths and hundredths in decimal and fraction notation and show that the representations are equivalent.	Unit 9- Lesson 5 Decimal and Fraction Equivalents (C)	DL, Exit Ticket	
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100)	Explain that a simple fraction and a decimal amount can represent the same quantity.	Unit 9- Lesson 6 Decimal and Fraction Equivalents (D)	Lesson Checkpoint, DL	
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100)	Relate a decimal number to a fraction on a number line. Explain that a fraction can be used to represent part of a set, the relationship of a part to a whole, and a rational number on the number line.	Unit 9- Lesson 7 Relate Decimal Numbers to Fractions	Lesson Checkpoint, DL	
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100)	Compare decimal numbers.	Unit 9- Lesson 8 Compare Decimals	DL, Exit Ticket	
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100)	Identify decimal place values through hundredths. Compare decimal numbers.	Unit 9- Lesson 9 Core Focus	Lesson Checkpoint, DL	
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100)	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 9- Lesson 10 (Optional) Your Choice	DL, Exit Ticket	
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100)	Write tenths and hundredths in decimal and fraction notation and show that the representations are equivalent. Explain that a simple fraction and a decimal amount can represent the same quantity. Identify fraction and decimal-number equivalents for halves and fourths. Identify decimal place values through hundredths. Write decimal numbers in expanded form. Compare decimal numbers. Relate a decimal number to a fraction on a number line.	Unit 9- Lesson 11 Unit Review	DL, Exit Ticket	
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100)	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 9- Lesson 12 (Optional) Your Choice	DL, Exit Ticket	
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100)	Same as Unit Review	Unit 9- Lesson 13 Unit Checkpoint	Unit Checkpoint	
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100)	Write tenths and hundredths in decimal and fraction notation and show that the representations are equivalent. Solve problems using estimation, rounding, or mental computation. Explain that a simple fraction and a decimal amount can represent the same quantity. Solve multistep word problems using whole numbers. Apply mathematical knowledge and skills to evaluate and analyze real-world situations. Compare decimal numbers. Identify fraction and decimal-number equivalents for halves and fourths. Represent measurement quantities using diagrams or number lines. Solve measurement word problems involving distances, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	Unit 9- Lesson 14 Extended Problems Real-World Application	DL, Exit Ticket	
Unit 10 Mathematical Reasoning				
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500. Determine a missing number in an equation or an inequality. Analyze a story problem by identifying the question, recognizing relevant information, sequencing and prioritizing information, and developing a solution strategy.	Unit 10- Lesson 1 Analyze Story Problems (A)	DL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Use multiplication to solve a story problem that involves equal groups. Use division to solve a story problem that involves equal groups. Use an inverse relationship to simplify a computation or check a result. Check the computation of a solution to a story problem. Solve a story problem involving rate. Identify lines that are parallel or intersecting. Analyze a story problem by identifying the question, recognizing relevant information, sequencing and prioritizing information, and developing a solution strategy.	Unit 10- Lesson 2 Analyze Story Problems (B)	Lesson Checkpoint, DL	

CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Determine when and how to break a multistep story problem into simpler problems. Recognize that 90°, 180°, 270°, and 360° are associated respectively with a $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turn. State and recognize the definitions of a right angle, an acute angle, an obtuse angle, and a straight angle. Identify lines that are perpendicular. Identify the fraction represented by a part of a whole figure. Analyze a story problem by identifying the question, recognizing relevant information, and developing a solution strategy.</p>	Unit 10- Lesson 3 Multistep Problems	Lesson Checkpoint DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of multiplication facts. Determine whether addition, subtraction, multiplication, or division is the appropriate operation to use to solve a story problem and solve the problem. Estimate sums and differences on a number line. Use estimation to predict a solution to a story problem and to verify the reasonableness of the calculated result.</p>	Unit 10- Lesson 4 Estimate to Predict and Verify (A)	DL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Use estimation to predict a solution to a story problem and to verify the reasonableness of the calculated result.</p>	Unit 10- Lesson 5 Estimate to Predict and Verify (B)	Lesson Checkpoint DL	
	<p>Explain mathematical reasoning in a story problem by using words, numbers, symbols, charts, graphs, tables, diagrams, or models. Explain mathematical reasoning in a story problem by using multiple representations.</p>	Unit 10- Lesson 6 Represent and Explain Story Problems	Lesson Checkpoint DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Express the solution to a story problem clearly and logically. Explain mathematical reasoning in a story problem by using multiple representations.</p>	Unit 10- Lesson 7 State Solutions Clearly (A)	DL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Express the solution to a story problem clearly and logically. Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of multiplication facts. Explain mathematical reasoning in a story problem by using words, numbers, symbols, charts, graphs, tables, diagrams, or models.</p>	Unit 10- Lesson 8 State Solutions Clearly (B)	Lesson Checkpoint DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Evaluate a strategy or strategies used in a story problem. Express the solution to a story problem clearly and logically.</p>	Unit 10- Lesson 9 Problem-Solving Strategies	Lesson Checkpoint DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Identify and master skills and tasks from earlier in the course that have not yet been mastered.</p>	Unit 10- Lesson 10 (Optional) Your Choice	DL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Identify features of a pattern. Generate a number or shape pattern that follows a given rule.</p>	Unit 10- Lesson 11 Core Focus	Lesson Checkpoint DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Analyze a story problem by identifying the question, recognizing relevant information, sequencing and prioritizing information, and developing a solution strategy. Determine when and how to break a multistep story problem into simpler problems. Identify features of a pattern. Generate a number or shape pattern that follows a given rule. Use estimation to predict a solution to a story problem and to verify the reasonableness of the calculated result. Express the solution to a story problem clearly and logically. Evaluate a strategy or strategies used in a story problem. Explain mathematical reasoning in a story problem by using multiple representations.</p>	Unit 10- Lesson 12 Unit Review	DL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Identify and master skills and tasks from earlier in the course that have not yet been mastered.</p>	Unit 10- Lesson 13 (Optional) Your Choice	DL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Same as Unit Review</p>	Unit 10- Lesson 14 Unit Checkpoint	Unit Checkpoint	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	<p>Analyze complex problems using mathematical knowledge and skills.</p>	Unit 10- Lesson 15 Extended Problems Reasoning	Graded Assignment	

CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures C.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.	Define and sketch different types of triangles and identify their attributes. Demonstrate automatic recall of multiplication facts. Demonstrate automatic recall of addition facts with sums through 20. Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of subtraction facts with minuends through 20. Identify attributes of isosceles, equilateral, and right triangles.	Unit 11- Lesson 1 Define and Sketch Triangles	Lesson Checkpoint, DL	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures C.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.	Know how to define and sketch different quadrilaterals. State and recognize the definitions of a right angle, an acute angle, an obtuse angle, and a straight angle. Identify attributes of parallelograms, rectangles, and squares.	Unit 11- Lesson 2 Define and Sketch Quadrilaterals (A)	DL, Exit Ticket	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures C.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.	Know how to define and sketch different quadrilaterals. Identify attributes of parallelograms, rectangles, and squares.	Unit 11- Lesson 3 Define and Sketch Quadrilaterals (B)	Lesson Checkpoint, DL	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures C.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 11- Lesson 4 (Optional) Your Choice	DL, Exit Ticket	
CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.	Demonstrate automatic recall of addition facts with sums through 20. Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of multiplication facts. Identify figures that have bilateral symmetry and draw the line or lines of symmetry. Identify and describe plane figures according to the number of sides and vertices, such as triangle, square, rectangle, circle, oval.	Unit 11- Lesson 5 Line Symmetry	Lesson Checkpoint, DL	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures C.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.	Identify that the sum of the interior angles of any quadrilateral is 360° and solve related problems. Identify attributes of parallelograms, rectangles, and squares. Know how to define and sketch different quadrilaterals.	Unit 11- Lesson 6 Core Focus	Lesson Checkpoint, DL	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures C.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.	Identify figures that have bilateral symmetry and draw the line or lines of symmetry. Define and sketch different types of triangles and identify their attributes. Identify that the sum of the interior angles of any quadrilateral is 360° and solve related problems. Know how to define and sketch different quadrilaterals. Identify and describe plane figures according to the number of sides and vertices, such as triangle, square, rectangle, circle, oval.	Unit 11- Lesson 7 Unit Review	DL, Exit Ticket	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures C.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 11- Lesson 8 (Optional) Your Choice	DL, Exit Ticket	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures C.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.	Same as Unit Review	Unit 11- Lesson 9 Unit Checkpoint	Unit Checkpoint	
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures C.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles. CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.	Analyze complex problems using mathematical knowledge and skills.	Unit 11- Lesson 10 Extended Problems Reasoning	Graded Assignment	
Unit 12 Algebra Thinking				
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Use a mathematical expression to represent a relationship between quantities. Use an equation to represent a relationship between quantities. Determine a missing number in an equation or an inequality. Use symbols to stand for variables in simple expressions or equations.	Unit 12- Lesson 1 Expressions and Equations	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Demonstrate that when equal quantities are added to equal quantities the resulting quantities are equal. Use the equals sign in number sentences to express equality.	Unit 12- Lesson 2 Addition Property of Equality (A)	DL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Demonstrate that when equal quantities are added to equal quantities the resulting quantities are equal.	Unit 12- Lesson 3 Addition Property of Equality (B)	Lesson Checkpoint, DL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of multiplication facts. Use the equals sign in number sentences to express equality. Demonstrate that when equal quantities are multiplied by equal quantities the resulting quantities are equal.	Unit 12- Lesson 4 Multiply by Equal Quantities (A)	DL, Exit Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Demonstrate that when equal quantities are multiplied by equal quantities the resulting quantities are equal. Use the equals sign in number sentences to express equality.	Unit 12- Lesson 5 Multiply by Equal Quantities (B)	Lesson Checkpoint, DL	

CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Solve for one variable in a two-variable equation when the value of the other variable is given. Use symbols to stand for variables in simple expressions or equations. Determine a missing number in an equation or an inequality.	Unit 12- Lesson 6 Two-Variable Equations (A)	IXL Ext Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Solve for one variable in a two-variable equation when the value of the other variable is given. Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of multiplication facts.	Unit 12- Lesson 7 Two-Variable Equations (B)	Lesson Checkpoint, IXL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Locate and plot points in Quadrant I of the coordinate plane. Demonstrate how fractions and whole numbers can be plotted on a number line. Identify the parts of a coordinate graph, including x-axis, y-axis, x-coordinate, y-coordinate, ordered pair, and origin.	Unit 12- Lesson 8 The Coordinate Plane	Lesson Checkpoint, IXL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Find the length of a vertical line segment by finding the difference of the y-coordinates. Find the length of a horizontal line segment by finding the difference of the x-coordinates. Locate and plot points in Quadrant I of the coordinate plane. Demonstrate automatic recall of multiplication facts. Determine a missing number in an equation or an inequality.	Unit 12- Lesson 9 Line Segments in the Coordinate Plane	Lesson Checkpoint, IXL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.2.4.A.4 Generate and analyze patterns using one rule.	Plot a linear relationship in the first quadrant of a coordinate plane. Use a table to represent a linear relationship. Use symbols to stand for variables in simple expressions or equations.	Unit 12- Lesson 10 Linear Relationships (A)	IXL Ext Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.2.4.A.4 Generate and analyze patterns using one rule.	Use symbols to stand for variables in simple expressions or equations. Plot a linear relationship in the first quadrant of a coordinate plane.	Unit 12- Lesson 11 Linear Relationships (B)	Lesson Checkpoint, IXL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Use the situation presented in a problem to describe the meaning of each coordinate of an ordered pair displayed on a graph. Solve word problems involving graphs of points on a coordinate plane. Identify and graph ordered pairs in all quadrants of a coordinate plane. Use symbols to stand for variables in simple expressions or equations.	Unit 12- Lesson 12 Core Focus	Lesson Checkpoint, IXL	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.2.4.A.4 Generate and analyze patterns using one rule.	Identify the parts of a coordinate graph, including x-axis, y-axis, x-coordinate, y-coordinate, ordered pair, and origin. Use a table to represent a linear relationship. Locate and plot points on a coordinate plane. Solve for one variable in a two-variable equation when the value of the other variable is given. Use the situation presented in a problem to describe the meaning of each coordinate of an ordered pair displayed on a graph. Solve word problems involving graphs of points on a coordinate plane. Demonstrate that when equal quantities are added to equal quantities the resulting quantities are equal. Plot a linear relationship in the first quadrant of a coordinate plane. Demonstrate that when equal quantities are multiplied by equal quantities the resulting quantities are equal. Find the length of a horizontal line segment by finding the difference of the x-coordinates. Find the length of a vertical line segment by finding the difference of the y-coordinates. Use symbols to stand for variables in simple expressions or equations. Locate and plot points in Quadrant I of the coordinate plane.	Unit 12- Lesson 13 Unit Review	IXL Ext Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.2.4.A.4 Generate and analyze patterns using one rule.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 12- Lesson 14 (Optional) Your Choice	IXL Ext Ticket	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.2.4.A.4 Generate and analyze patterns using one rule.	Same as Unit Review	Unit 12- Lesson 15 Unit Checkpoint	Unit Checkpoint	
CC.2.2.4.A.1 Represent and solve problems involving the four operations. CC.2.2.4.A.4 Generate and analyze patterns using one rule.	Apply mathematical knowledge and skills to evaluate and analyze real-world situations.	Unit 12- Lesson 16 Extended Problems Real-World Application	Graded Assignment	
Unit 13 Perimeter and Area Formulas				
CC.2.4.A.2 Translate information from one type of data display to another.	Define and demonstrate understanding of the perimeter of any polygon. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of multiplication facts. Use the inverse relationship of multiplication and division to compute and check results.	Unit 13- Lesson 1 Perimeters of Polygons	Lesson Checkpoint, IXL	
CC.2.4.A.2 Translate information from one type of data display to another.	Define and demonstrate understanding of the perimeter of any polygon. Use a formula to find the perimeter of a rectangle or a square. Interpret and use formulas to answer questions about quantities and their relationships. State and recognize the definitions of a right angle, an acute angle, an obtuse angle, and a straight angle. Determine when and how to break a multistep story problem into simpler problems. Demonstrate understanding of relative angle measures.	Unit 13- Lesson 2 Formulas for Perimeter (A)	IXL Ext Ticket	

CC.2.4.4.A.2 Translate information from one type of data display to another.	Use a formula to find the perimeter of a rectangle or a square.	Unit 13- Lesson 3 Formulas for Perimeter (B)	Lesson Checkpoint, DXL	
CC.2.4.4.A.2 Translate information from one type of data display to another.	Define and demonstrate understanding of the area of any plane figure. Use multiplication or division to solve a story problem involving rectangular area. Determine a missing number in an equation or an inequality.	Unit 13- Lesson 4 Understand Area	Lesson Checkpoint, DXL	
CC.2.4.4.A.2 Translate information from one type of data display to another.	Find the area of a rectangular shape and use the appropriate unit. Use multiplication or division to solve a story problem involving rectangular area.	Unit 13- Lesson 5 Area of Rectangular Shapes	Lesson Checkpoint, DXL	
CC.2.4.4.A.2 Translate information from one type of data display to another.	Solve a measurement-conversion problem by using multiplication or division. Identify the place value for each digit in whole numbers through 100,000,000. Estimate the length of a line segment to the nearest inch or centimeter. Use parentheses and the order of operations to write or evaluate an expression. Use a formula to find the area of a rectangle, a square, or a figure that can be divided into rectangles or squares. Use multiplication or division to solve a story problem involving rectangular area.	Unit 13- Lesson 6 Formulas for Area (A)	DXL, Ext Ticket	
CC.2.4.4.A.2 Translate information from one type of data display to another.	Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of multiplication facts. Use a formula to find the area of a rectangle, a square, or a figure that can be divided into rectangles or squares. Interpret and use formulas to answer questions about quantities and their relationships. Define and demonstrate understanding of the area of any plane figure. Use multiplication or division to solve a story problem involving rectangular area.	Unit 13- Lesson 7 Formulas for Area (B)	Lesson Checkpoint, DXL	
CC.2.4.4.A.2 Translate information from one type of data display to another.	Solve a story problem that requires finding rectangular area. Use a formula to find the area of a rectangle, a square, or a figure that can be divided into rectangles or squares.	Unit 13- Lesson 8 Area Story Problems (A)	DXL, Ext Ticket	
CC.2.4.4.A.2 Translate information from one type of data display to another.	Solve a story problem that requires finding rectangular area. Determine a missing number in an equation or an inequality. Demonstrate automatic recall of multiplication facts.	Unit 13- Lesson 9 Area Story Problems (B)	Lesson Checkpoint, DXL	
CC.2.4.4.A.2 Translate information from one type of data display to another.	Use a formula to find the perimeter of a rectangle or a square. Demonstrate understanding that rectangles that have the same area can have different perimeters. Demonstrate understanding that rectangles that have the same perimeter can have different areas.	Unit 13- Lesson 10 Compare Area and Perimeter	Lesson Checkpoint, DXL	
CC.2.4.4.A.2 Translate information from one type of data display to another.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 13- Lesson 11 (Optional) Your Choice	DXL, Ext Ticket	
CC.2.4.4.A.2 Translate information from one type of data display to another.	Analyze a story problem by identifying the question, recognizing relevant information, sequencing and prioritizing information, and developing a solution strategy. Determine when and how to break a multistep story problem into simpler problems. Solve a multistep story problem that requires finding rectangular areas. Use multiplication or division to solve a story problem involving rectangular area. Define and demonstrate understanding of the area of any plane figure.	Unit 13- Lesson 12 Core Focus	Lesson Checkpoint, DXL	
CC.2.4.4.A.2 Translate information from one type of data display to another.	Write tenths and hundredths in decimal and fraction notation and show that the representations are equivalent. Use a formula to find the area of a rectangle, a square, or a figure that can be divided into rectangles or squares. Demonstrate understanding that rectangles that have the same perimeter can have different areas. Interpret and use formulas to answer questions about quantities and their relationships. Define and demonstrate understanding of the area of any plane figure. Demonstrate understanding that rectangles that have the same area can have different perimeters. Solve a story problem that requires finding rectangular area. Define and demonstrate understanding of the perimeter of any polygon. Find the area of a rectangular shape and use the appropriate unit. Use a formula to find the perimeter of a rectangle or a square.	Unit 13- Lesson 13 Unit Review	DXL, Ext Ticket	
CC.2.4.4.A.2 Translate information from one type of data display to another.	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Unit 13- Lesson 14 (Optional) Your Choice	DXL, Ext Ticket	
CC.2.4.4.A.2 Translate information from one type of data display to another.	Same as Unit Review	Unit 13- Lesson 15 Unit Checkpoint	Unit Checkpoint	

(School and Course name here) Course Mapping

Standard # and Brief Description	Objectives/Essential Understandings	Unit and Lessons	Big Ideas	Essential Questions	Students will know	Key Vocabulary	Learning Activities	Differentiation	Resources	Formative Assessments	Summative Assessments
Unit 1 - The Earliest Americans											
Standard - 7.1.5.B Describe the characteristics of places and regions as defined by physical and human features.	Describe the location and features of the land, including the terrain, climate, and natural resources. Identify the location and features of the land and water.	Unit 1 Lesson 1 History and Art of the US	The study of the past gives us information on how to make choices for the future.	How does the study of the past give us information on how to make choices for the future?	SWBAT identify at least two reasons for the study of the past.	Democracy, Liberty, Justice			http://www.khanacademy.org/a/early-american-history		
Standard - 7.1.5.B Describe the characteristics of places and regions as defined by physical and human features.	Explain the reason for the location of the purpose of the project. Identify the location and features of the land and water.	Unit 1 Lesson 2 Maps and Directions	The phenomena of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty.	How do physical features, places and resources influence freedom and liberty?	SWBAT explain the reason for the location of the purpose of the project. SWBAT identify the location and features of the land and water.	Liberty				Lesson Assessment	
Standard - 7.1.5.B Describe the characteristics of places and regions as defined by physical and human features.	Use maps and globes to locate places. Identify at least two reasons for the location of the purpose of the project.	Unit 1 Lesson 3 Oils	The phenomena of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty.	How do physical features, places and resources influence freedom and liberty?	SWBAT use maps and globes to locate places. SWBAT identify at least two reasons for the location of the purpose of the project.	Longitude, latitude, map, globe, compass, map, globe					
Standard - 7.2.5.B Identify the basic principles of geography that affect the physical characteristics of places and regions.	Describe the reason for migration to the Americas as the need to find food, or food during the Ice Age. Locate the Bering Sea and land bridge on a map or globe.	Unit 1 Lesson 4 North American Beginnings	Geography can be a constraint on the choices we make for freedom and liberty.	How do human factors influence freedom and liberty?	SWBAT describe the reason for migration to the Americas. SWBAT locate the Bering Sea and land bridge on a map or globe. SWBAT describe the physical characteristics of the Americas.	Migration, geographical				Lesson Assessment	
Standard - 7.3.5.A Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities	Identify Pueblo people as the Anasazi in the Southwest. Describe Anasazi culture, including their art, architecture, and agriculture. Describe the Anasazi as cliff dwellers. Describe the Anasazi as a desert region. Locate on a map the area where the cliff dwellers lived.	Unit 1 Lesson 5 Cliff Dwellers	The study of the past gives us information on how to make choices for the future.	How does world history affect the choices we make for freedom and liberty?	SWBAT identify who the Anasazi were and describe their living conditions and beliefs. SWBAT describe the Anasazi as cliff dwellers. SWBAT locate on a map the area where the cliff dwellers lived.	Pueblo, Anasazi, cliff dwellers, desert, Southwest				Lesson Assessment	
7.1.5.B Describe and locate places and regions as defined by physical and human features. 7.3.5.A Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic & Political Activities	Explain why so many ancient and modern societies were located in the river valleys. Explain the geographic reasons for the growth of the Anasazi and Hohokam in the Southwest. Describe the Anasazi as cliff dwellers. Describe the Anasazi as a desert region. Use maps to compare the Anasazi and Hohokam. Describe the geographic reasons for the growth of the Anasazi.	Unit 1 Lesson 6 The Anasazi and Hohokam	The study of the past gives us information on how to make choices for the future.	How does world history affect the choices we make for freedom and liberty?	SWBAT describe the Anasazi and Hohokam. SWBAT describe the geographic reasons for the growth of the Anasazi.	SWBAT describe the Anasazi and Hohokam. SWBAT describe the geographic reasons for the growth of the Anasazi.				Lesson Assessment	
Standard - 7.2.5.A Describe the characteristics of places and regions.	Describe the characteristics of places and regions as defined by physical and human features. Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.	Unit 1 Lesson 7 The Anasazi and Hohokam	The phenomena of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty.	How does world history affect the choices we make for freedom and liberty?	SWBAT describe the characteristics of places and regions. SWBAT identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.	Liberty, Justice, Democracy				Mid Unit Assessment	
Standard - 7.3.5.A Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities	Identify and describe the Anasazi and Hohokam. Describe the Anasazi as cliff dwellers. Describe the Anasazi as a desert region. Describe the Anasazi as a desert region. Describe the Anasazi as a desert region. Describe the Anasazi as a desert region.	Unit 1 Lesson 8 The Anasazi and Hohokam	The phenomena of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty.	How does world history affect the choices we make for freedom and liberty?	SWBAT identify and describe the Anasazi and Hohokam. SWBAT describe the Anasazi as cliff dwellers. SWBAT describe the Anasazi as a desert region. SWBAT describe the Anasazi as a desert region. SWBAT describe the Anasazi as a desert region.	Liberty, Justice, Democracy				Lesson Assessment	
Standard - 8.3.2.D Examine patterns of conflict and cooperation among groups and organizations that impact the history and development of the United States.	Locate the area where the Anasazi and Hohokam lived on a map. Describe the Anasazi and Hohokam as a desert region. Describe the Anasazi and Hohokam as a desert region. Describe the Anasazi and Hohokam as a desert region.	Unit 1 Lesson 9 The Anasazi and Hohokam	The phenomena of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty.	How does world history affect the choices we make for freedom and liberty?	SWBAT locate the area where the Anasazi and Hohokam lived on a map. SWBAT describe the Anasazi and Hohokam as a desert region. SWBAT describe the Anasazi and Hohokam as a desert region. SWBAT describe the Anasazi and Hohokam as a desert region.	Liberty, Justice, Democracy				Lesson Assessment	
Standard - 7.3.5.A Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities	Describe the role of women among the Anasazi and Hohokam. Explain the role of women among the Anasazi and Hohokam. Explain the role of women among the Anasazi and Hohokam. Explain the role of women among the Anasazi and Hohokam.	Unit 1 Lesson 10 The Anasazi and Hohokam	The phenomena of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty.	How does world history affect the choices we make for freedom and liberty?	SWBAT describe the role of women among the Anasazi and Hohokam. SWBAT explain the role of women among the Anasazi and Hohokam. SWBAT explain the role of women among the Anasazi and Hohokam. SWBAT explain the role of women among the Anasazi and Hohokam.	Liberty, Justice, Democracy				Lesson Assessment	
Standard - 8.3.5.A Compare and contrast common characteristics of the social, cultural, and economic groups in the United States.	Compare and contrast the Anasazi and Hohokam. Compare and contrast the Anasazi and Hohokam. Compare and contrast the Anasazi and Hohokam. Compare and contrast the Anasazi and Hohokam.	Unit 1 Lesson 11 The Anasazi and Hohokam	The phenomena of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty.	How does world history affect the choices we make for freedom and liberty?	SWBAT compare and contrast the Anasazi and Hohokam. SWBAT compare and contrast the Anasazi and Hohokam. SWBAT compare and contrast the Anasazi and Hohokam. SWBAT compare and contrast the Anasazi and Hohokam.	Liberty, Justice, Democracy				Lesson Assessment	

<p>Standard - 7.2.5.A Describe the characteristics of places and regions.</p>	<p>Recognize that plants, animals and diseases were exchanged among continents as a result of European exploration. Identify Elizabeth I as a queen of England who sponsored exploration. Explain the reason for the introduction of African slavery in the Americas as a way to fill the need for field workers. Describe the Aztec Empire as a complex civilization. Recognize Columbus's errors in understanding the world around the Earth and in thinking he had reached Asia. Identify one city in the United States that started as a Spanish mission. Describe the economic and religious motives for French exploration and so on colonization in North America. List the reasons for European desire to go to Asia, including an interest in learning and the desire for power, wealth, and goods. Identify Ponce de León as a Spanish explorer of Florida. Describe the behavior of the conquistadors in the New World. Locate the Aztec Empire on a map. Identify Hernando de Soto as a Spanish explorer of the southeastern United States and trace on a map the route of exploration to identify the area of North America claimed by the French and the routes of major explorers. Summarize the contributions and legacies of</p>	<p>Unit 2 Lesson 10: Lit Review</p>	<p>The phenomena of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty. The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How do physical features, places and resources, influence freedom and liberty? How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>				
<p>Standard - 7.2.5.A Describe the characteristics of places and regions. Population Culture Settlement Economic activities Political activities</p>	<p>Recognize that plants, animals and diseases were exchanged among continents as a result of European exploration. Identify Elizabeth I as a queen of England who sponsored exploration. Explain the reason for the introduction of African slavery in the Americas as a way to fill the need for field workers. Describe the Aztec Empire as a complex civilization. Recognize Columbus's errors in understanding the world around the Earth and in thinking he had reached Asia. Identify one city in the United States that started as a Spanish mission. Describe the economic and religious motives for French exploration and so on colonization in North America. List the reasons for European desire to go to Asia, including an interest in learning and the desire for power, wealth, and goods. Identify Ponce de León as a Spanish explorer of Florida. Describe the behavior of the conquistadors in the New World. Locate the Aztec Empire on a map. Identify Hernando de Soto as a Spanish explorer of the southeastern United States and trace on a map the route of exploration to identify the area of North America claimed by the French and the routes of major explorers. Summarize the contributions and legacies of</p>	<p>Unit 2 Lesson 11: Lit Assessment</p>	<p>The exchange of ideas, goods, and services of acts the continuous welfare and the balance of freedom and liberty. The phenomena of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty. The study of the past gives information for today to make choices for liberty and freedom.</p>	<p>How does interdependence among nations affect the balance of freedom and liberty in the world? How do physical features, places and resources, influence freedom and liberty? How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>			<p>Unit Assessment</p>	
<p>Standard - 7.3.5.A Identify the human characteristics of places and regions using the following: Population Culture Settlement Economic activities Political activities</p>	<p>Explain that the Puritans were able to be well by hunting, fishing, and farming the great resources of Virginia, while the early English settlers suffered because of poor planning and lack of skills. Describe the reasons why Jamestown was an early attempt at self-sufficiency. Assess the needs of a group of settlers in a new place and the kinds of people and equipment needed for success, including soldiers, doctors, and farmers. Prepare for the unit by previewing what you will learn in this unit. Locate the Chesapeake Bay, the James River, and Jamestown on a map.</p>	<p>Unit 3, The early Colonies Part 1</p>	<p>The phenomena of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty. The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How do physical features, places and resources, influence freedom and liberty? How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>SWBAT EXPLAIN that the Puritans were able to be well by hunting, fishing, and farming the great resources of Virginia, while the early English settlers suffered because of poor planning and lack of skills. Locate the Chesapeake Bay, the James River, and Jamestown on a map.</p>			<p>Students write a story from the perspective of their being a person who was sent to Jamestown. They should include 3 new facts about the area.</p>
<p>Standard - 7.3.5.A Identify the human characteristics of places and regions using the following: Population Culture Settlement Economic activities Political activities</p>	<p>Identify the reasons why John Smith and his men were able to survive in the colony, including his relationship with the Indians. Identify Pocahontas as the daughter of the chief Powhatan, and describe her accounts of her early life in Jamestown. Explain how the Jamestown colony was saved from extinction when English ships arrived after a starving time. Summarize the story of John Smith.</p>	<p>Unit 3 Lesson 2: John Smith and Jamestown</p>	<p>People will use physical features, natural resources, and local ones to influence their freedom and liberty.</p>	<p>How does the pursuit of liberty and freedom affect people, physical features, resources or places of the earth?</p>	<p>EXPLAIN the reasons John Smith was able to save the colony, including his work policy and relationship with the Indians.</p>	<p>burgues, indentured servant, colony, slave</p>		<p>Create a biographical profile of John Smith.</p>
<p>Standard - 7.3.5.A Identify the human characteristics of places and regions using the following: Population Culture Settlement Economic activities Political activities</p>	<p>Identify the House of Burgesses as the first representative assembly in the European colonies. Describe the significance of the Virginia Charter in guaranteeing the rights of Englishmen to all the colonies. Explain the beginning of slavery in Virginia as a way to fill the need for field workers, and the difference between an indentured servant and a slave. Identify the role of tobacco in the economic success of Jamestown.</p>	<p>Unit 3.3: Tobacco and Turning Points</p>	<p>People will use physical features, natural resources, and local ones to influence their freedom and liberty.</p>	<p>How does the pursuit of liberty and freedom affect people, physical features, resources or places of the earth?</p>	<p>SWBAT EXPLAIN the beginnings of slavery in Virginia as a way to fill the need for field workers, and the difference between an indentured servant and a slave. Identify the role of tobacco in the economic success of Jamestown.</p>	<p>slaves</p>		
<p>Standard - 8.2.5.D Examine past and present cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. Ethnicity and race Working conditions Immigration Military conflict Economic activity</p>	<p>Explain the reasons for conflict between English settlers and Native Americans as well as the displacement over land use and ownership. Identify Squanto as an Indian who taught the Pilgrims how to survive in their new home. Describe the goals of the Separatists, or Pilgrims, including religious freedom. Describe the Mayflower Compact as an early form of self-government in Plymouth and William Bradford as the governor.</p>	<p>Unit 3 Lesson 4: Conflict</p>	<p>Citizens are exercising their freedom and rights and responsible as members of government. Citizens are exercising their freedom and rights and responsible as members of government.</p>	<p>How do actions of citizens exercising their rights and responsible as members of government affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? How do human actions to control freedom and liberty affect in geography around the world?</p>	<p>SWBAT DESCRIBE the significance of the Virginia Charter in guaranteeing the rights of Englishmen to all settlers of the Jamestown colony.</p>			<p>Have students describe their reasons for conflict as if they were either an English settler or Native American. Students should show the reasons they think is most important to them to America from their perspective and provide reasoning.</p>
<p>Standard - 8.2.5.D Examine past and present cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. Ethnicity and race Working conditions Immigration Military conflict Economic activity</p>	<p>Describe the hardships faced by the Pilgrims, including starvation and disease. Identify Squanto as an Indian who taught the Pilgrims how to survive in their new home. Describe the goals of the Separatists, or Pilgrims, including religious freedom. Describe the Mayflower Compact as an early form of self-government in Plymouth and William Bradford as the governor.</p>	<p>Unit 3 Lesson 5: Pilgrims and Puritans</p>	<p>The study of the past gives information for today to make choices or liberty and freedom. Geographic features influence human activities in searching freedom and liberty.</p>	<p>How does Pennsylvania's history affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? How do human actions to control freedom and liberty affect in geography around the world?</p>	<p>SWBAT DESCRIBE the goals of the Separatists, or Pilgrims, including religious freedom. IDENTIFY Squanto as an Indian who taught the Pilgrims how to survive in their new home. LOCATE the towns in Massachusetts Bay.</p>	<p>representative, pilgrims, religious freedom, pilgrims, Mayflower Compact, conflict, town</p>		<p>Have students describe a typical day if they were a Pilgrim and give at least 2 examples of how life was difficult. Have students suggest ideas to problem solve prior to introducing Squanto.</p>
<p>Standard - 7.2.5.A Describe the characteristics of places and regions.</p>	<p>Describe the Puritan settlement of Massachusetts Bay, including the colony's charter, leadership, and religious policies. Define Puritan and describe the problems Puritans faced in England, including religious persecution. Describe the town in Massachusetts Bay. Explain the importance of education to the Puritans as the need to read the Bible, and give examples of the kinds of education established in Massachusetts Bay, including town schools and Harvard College.</p>	<p>Unit 3 Lesson 6: What's a Puritan?</p>	<p>The study of the past gives information for today to make choices or liberty and freedom. Geographic features influence human activities in searching freedom and liberty.</p>	<p>How does Pennsylvania's history affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? How do human actions to control freedom and liberty affect in geography around the world?</p>			<p>Comparing/contrast importance of education to Puritans as versus today.</p>	
<p>Standard - 7.2.5.A Describe the characteristics of places and regions.</p>	<p>Explain the history and tradition of Thanksgiving.</p>	<p>Unit 3 Lesson 7: Wampanoag and Thanksgiving</p>	<p>The exchange of ideas, goods, and services of acts the continuous welfare and the balance of freedom and liberty.</p>	<p>How does interdependence among nations affect the balance of freedom and liberty in the world? How do human actions to control freedom and liberty affect in geography around the world?</p>				<p>Read Thanksgiving Story, Thanksgiving in Plymouth, Pilgrimage by Drew Stanley</p>
<p>Standard - 7.1.5.B Describe and locate places and regions as defined by physical and human features.</p>	<p>Describe early English settlement in North America.</p>	<p>Unit 3 Lesson 8: Lit Review</p>	<p>The phenomena of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty.</p>	<p>How do physical features, places and resources, influence freedom and liberty? How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>				

<p>Standard - 8.2.5.A Compare and contrast common characteristics of the social, political, cultural and economic groups in US and States history. Standard - 7.2.5.A Describe the characteristics of places and regions. Standard - 8.2.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the nation and development of Pennsylvania for responding to individual and community needs. Ethnicity and race Working conditions Immigration Military conflict Economic stability</p>	<p>Identify the House of Burgesses as the first representative assembly in the European colonies on one. Describe the men and boys who sailed for Jamestown as poor men unemployed for hard work, their motives as to their desire for gold, and the difficulties they faced such as disease, starvation, and poor food on and land. Explain the reasons for conflict between English settlers and Native Americans as well as the displacement over land use and ownership. Describe the Mayflower Compact as an early form of self-government in Plymouth and William Bradford as the governor. Discuss the significance of the Virginia Charter in guaranteeing the rights of Englishmen to all as well as the Jamestown colony. Explain the impact of education on the Puritans as the need to read the Bible, and give examples of the kinds of education established in Massachusetts Bay, including town schools and Harvard College. Describe the hardships faced by the Pilgrims, including disease and cold. Analyze the geography of the eastern seaboard of the United States. Identify Squanto as an Indian who taught the Pilgrims how to survive in their new home. Explain the significance of women in Virginia as</p>	<p>Unit 3 - Virginia Colonies Page 2</p>	<p>The study of the past gives information for today to make choices or liberty and freedom. The phenomenon of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty.</p>	<p>How does Pennsylvania's history affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? How do human actions to control freedom and liberty reflect its geography around the world?</p>	<p>Identify the House of Burgesses as the first representative assembly in the European colonies.</p>	<p>Unit Assessment</p>
<p>Standard - 7.2.5.A Describe the characteristics of places and regions. Standard - 8.2.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. Ethnicity and race Working conditions Immigration Military conflict Economic stability</p>	<p>Identify Roger Williams as the founder of Rhode Island and a supporter of religious freedom and fair treatment of Native Americans. Prepare for the unit by pre-writing what you will learn and do. Locate the history of Rhode Island on a map and as its location on a map and in a concept wheel. Explain the advantages of relative location - natural resources in the settlement of Providence.</p>	<p>Unit 1 - Lesson 1: Rhode Island with Tradition Roger Williams</p>	<p>Citizens by writing their freedom and liberty in one form of government create a form of government that will impact citizens in other forms of government. The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How do actions of citizens seeking their rights and respect in one form of government impact citizens in other governments? How does Pennsylvania's history affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>COMPARE AND CONTRAST Roger Williams as the founder of Rhode Island and a supporter of religious freedom and fair treatment of Native Americans. LOCATE the history of Rhode Island on a map.</p>	<p>religion to worship. Create map of Rhode Island. Include major cities, water, and land boundaries and important facts.</p>
<p>Standard - 8.2.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. Ethnicity and race Working conditions Immigration Military conflict Economic stability</p>	<p>Identify Mary Dyer as a Puritan who became a Quaker and was executed for her beliefs. Describe the consequences of Anne Hutchinson's fight with Puritan tradition. Compare and contrast the views of New England and the views of Puritan society.</p>	<p>Unit 1 - Lesson 2: Break with Tradition Anne Hutchinson and Mary Dyer</p>	<p>Citizens by writing their freedom and liberty in one form of government create a form of government that will impact citizens in other forms of government. The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How do actions of citizens seeking their rights and respect in one form of government impact citizens in other governments? How does Pennsylvania's history affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>COMPARE and CONTRAST Anne Hutchinson and Mary Dyer's views of New England's ministers.</p>	<p>compare views of women today versus in Puritan society in Wrentham. Discuss Mary Dyer and her beliefs. Do you have any in common? Read a short biography to learn something about her from the Wrentham.</p>
<p>Standard - 8.3.5.C Differentiate how continuity and change in U.S. history are small and operate. Beliefs and systems and religion Commerce and industry Technology Political and government</p>	<p>Explain the origins and results of the Pilgrims' War and King Philip's War. Demonstrate the meaning of the skills and knowledge from previous lessons.</p>	<p>Unit 1 - Lesson 3: Valuing the Past</p>	<p>The study of the past gives information for today to make choices or liberty and freedom. The exchange of ideas, goods, and services affects the balance of freedom and liberty.</p>	<p>How are the tools of history used to examine the struggle to balance freedom and liberty? How does interdependence among nations affect the balance of freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>patron, proprietor, quit rent</p>	<p>Quilt</p>
<p>Standard - 7.1.5.B Describe and locate places and regions as defined by physical and human features. Standard - 7.2.5.A Describe the characteristics of places and regions. Standard - 7.1.5.D Describe and locate places and regions as defined by physical and human features. Standard - 7.3.5.A Identify the human characteristics of places and regions using the concept of place. Population Culture Economic activities Political activities</p>	<p>Explain the transition from New Amsterdam to New York City. Label the chart for New York and New Jersey on a map. Explain how the New Jersey colony was more democratic than many colonies.</p>	<p>Unit 1 - Lesson 5: The Middle Colonies</p>	<p>The phenomenon of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty. The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How do physical features, such as low land, geographically influence freedom and liberty? How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>How does Pennsylvania's history affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>Quilt</p>
<p>Standard - 7.1.5.D Describe and locate places and regions as defined by physical and human features. Standard - 7.3.5.A Identify the human characteristics of places and regions using the concept of place. Population Culture Economic activities Political activities</p>	<p>Explain the founding of Pennsylvania, Delaware, and Maryland. Identify William Penn as the Quaker founder of Pennsylvania and the first governor and other Quakers' faith and the Catholic founders of Maryland as a haven for Catholics.</p>	<p>Unit 1 - Lesson 6: To western Triumphs</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>Quilt</p>
<p>Standard - 8.3.5.C Differentiate how continuity and change in U.S. history are small and operate. Beliefs and systems and religion Commerce and industry Technology Political and government Physical and human geography Social organizations</p>	<p>Analyze the actions of Benjamin Franklin and apply it to today. Analyze a brief biography of Benjamin Franklin. Analyze Franklin's most important accomplishments.</p>	<p>Unit 1 - Lesson 7 - Benjamin Franklin An American Renaissance Man</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>Quilt</p>

<p>Standard - 7.1.5.B Describe and locate a place and region as defined by physical and human features. Standard - 7.3.5.A Identify the human characteristics of a place and region using the following: Population Culture Settlement Economic activities Political activities</p>	<p>Locate on a map the southern colonies of Virginia, North Carolina, South Carolina, and Georgia. Describe plantation life for owners, women, slaves, and small farmers.</p>	<p>Unit - Lesson 6: Colonial on the South</p>	<p>The phenomenon of the north, in physical features, places and resources, have been and will be an influence on freedom and liberty. The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? How do physical features, places and resources, have been and will be an influence on freedom and liberty?</p>							
<p>Standard - 7.1.5.B Describe and locate a place and region as defined by physical and human features. Standard - 7.3.5.A Identify the human characteristics of a place and region using the following: Population Culture Settlement Economic activities Political activities</p>	<p>Describe William Penn in colonial Pennsylvania. Use the Internet to acquire information on William Penn.</p>	<p>Unit - Lesson 9: (10 days) AVA to William Penn</p>									
<p>Standard - 7.1.5.B Describe and locate a place and region as defined by physical and human features. Standard - 7.3.5.A Identify the human characteristics of a place and region using the following: Population Culture Settlement Economic activities Political activities</p>	<p>Describe the democratic practices in North Carolina, including religious toleration. Identify James Oglethorpe as the founder of Georgia as a haven for debtors. Describe the meaning of the idiom and knowledge from previous lessons. Identify Charles on a map and describe the social structure there in colonial times as a mixture of autonomy, poor whites, and slaves. Describe the founding of North Carolina, South Carolina, and Georgia.</p>	<p>Unit - 10: Colonial Life in the South</p>	<p>The study of the past gives information for today to make choices or liberty and freedom. The phenomenon of the north, in physical features, places and resources, have been and will be an influence on freedom and liberty.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? How do physical features, places and resources, have been and will be an influence on freedom and liberty?</p>						Quit	
<p>Standard - 7.1.5.B Describe and locate a place and region as defined by physical and human features. Standard - 7.3.5.A Identify the human characteristics of a place and region using the following: Population Culture Settlement Economic activities Political activities</p>	<p>Analyze a map of colonial trade and trace the major routes and products of the三角贸易. Interpret maps for information about natural resources. Summarize information gained from the diary of Captain John Smith. Categorize resources as renewable or nonrenewable. Categorize resources as renewable or nonrenewable.</p>	<p>Unit - Lesson 11: Things as of Trade</p>	<p>The study of the past gives information for today to make choices or liberty and freedom. The phenomenon of the north, in physical features, places and resources, have been and will be an influence on freedom and liberty.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? How do physical features, places and resources, have been and will be an influence on freedom and liberty?</p>							Quit
<p>Standard - 7.1.5.B Describe and locate a place and region as defined by physical and human features. Standard - 7.3.5.A Identify the human characteristics of a place and region using the following: Population Culture Settlement Economic activities Political activities</p>	<p>Describe the history of the idiom and knowledge from previous lessons.</p>	<p>Unit - Lesson 12: Unit Review</p>	<p>The study of the past gives information for today to make choices or liberty and freedom. The phenomenon of the north, in physical features, places and resources, have been and will be an influence on freedom and liberty.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? How do physical features, places and resources, have been and will be an influence on freedom and liberty?</p>							
<p>Standard - 7.1.5.B Describe and locate a place and region as defined by physical and human features. Standard - 7.3.5.A Identify the human characteristics of a place and region using the following: Population Culture Settlement Economic activities Political activities</p>	<p>Describe plantation life for owners, women, slaves, and small farmers. Summarize the transition from New Amsterdam to New York. Explain the origins and results of the Pequot War and King Philip's War. Identify James Oglethorpe as the founder of Georgia as a haven for debtors. Explain the reasons for conflict between English settlers and Native Americans as action and the displacement over land use and ownership. Analyze Franklin's most important accomplishments. Identify William Penn as the Quaker founder of Pennsylvania and the first to use the other Quakers found in England. Identify Lord Baltimore and the Catholics as the Catholic founders of Maryland as a haven for Catholics. Describe the status of women in Puritan society. Identify Roger Williams as the founder of Rhode Island and a supporter of religious freedom and the founder of Rhode Island. Explain the status and life in the Pennsylvania and Maryland.</p>	<p>Unit - Lesson 13: Unit Assessment</p>	<p>The study of the past gives information for today to make choices or liberty and freedom. The phenomenon of the north, in physical features, places and resources, have been and will be an influence on freedom and liberty.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? How do physical features, places and resources, have been and will be an influence on freedom and liberty?</p>							Unit Assessment
<p>Standard - 5.1.5.A Understand the rule of law in protecting property rights, individual rights and the common good. Standard - 5.1.5.C Describe the principles and goals shaping local, state, and national government. Liberty / Freedom Democracy Just as Equity</p>	<p>Identify Peter Zenger. Prepare for the unit by reviewing what you will learn and do. Summarize the major events of the Peter Zenger Trial. Define that.</p>	<p>Unit 5 Lesson 1: Peter a Press</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>							Order the students answer by page
<p>Standard - 6.2.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania in response to individual and community needs. Ethnicity and race Working conditions Immigration Military conflicts Economic activity</p>	<p>Explain the causes of the French and Indian War. Analyze Franklin's role in the Albany Plan of Union. Identify George Washington as the leader of the Continental Army during the French and Indian War.</p>	<p>Unit 5 Lesson 2: The French and Indian War</p>	<p>Citizens by ending their freedom and battles in one form of government create actions that will impact or harm in other forms of government. The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? How do actions of citizens affect their rights and responsibilities as citizens in other governments?</p>							Order the students answer
<p>Standard - 6.2.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania in response to individual and community needs. Ethnicity and race Working conditions Immigration Military conflicts Economic activity</p>	<p>Describe the problems faced by Native Americans in the Ohio River Valley in 1763, including the Proclamation of 1763. Locate the Appalachian Mountains on a map and explain that the British did not need mining as a source of revenue for economic and security. Describe the problems the British government faced in 1763 in trying to limit westward migration and why many American settlers opposed this. Summarize the outcome of the French and Indian War as the end of the French presence in most of North America.</p>	<p>Unit 5.3: Living West</p>	<p>Citizens by ending their freedom and battles in one form of government create actions that will impact or harm in other forms of government. The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity? How do actions of citizens affect their rights and responsibilities as citizens in other governments?</p>							
<p>Standard - 6.2.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania in response to individual and community needs. Ethnicity and race Working conditions Immigration Military conflicts Economic activity</p>	<p>Analyze primary sources to gain information. Describe the meaning of the idiom and knowledge from previous lessons. Identify Daniel Boone as an early American pioneer.</p>	<p>Unit 5 Lesson 4: (Optional) Boone West Over the Mountains</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>							

<p>Standard - 8.2.5.D</p> <p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <p>Ethnicity and race Working conditions Investigation Military conflict Economic stability</p>	<p>Identify and describe the Stamp Act, the Boston Tea Party, and the Boston Massacre. Explain the significance of the Boston Tea Party. Describe the reasons for and results of the Boston Tea Party.</p>	<p>Unit 5 Lesson 5: The Stamp Act and the Boston Tea Party</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>The 5 way Act</p>				
<p>Standard - 8.2.5.D</p> <p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <p>Ethnicity and race Working conditions Investigation Military conflict Economic stability</p>	<p>Identify the Boston Tea Party and the Boston Massacre. Analyze Patrick Henry's speech.</p>	<p>Unit 5 Lesson 6: The Boston Massacre</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>-Patrick -Quaker -Congress -Boston</p>				
<p>Standard - 8.2.5.D</p> <p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <p>Ethnicity and race Working conditions Investigation Military conflict Economic stability</p>	<p>Identify the Boston Tea Party and the Boston Massacre. Analyze the significance of the Boston Tea Party. Describe the reasons for and results of the Boston Tea Party.</p>	<p>Unit 5 Lesson 7: The Boston Massacre</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>Massacre</p>			<p>Quilt</p>	
<p>Standard - 8.2.5.D</p> <p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <p>Ethnicity and race Working conditions Investigation Military conflict Economic stability</p>	<p>Summarize the events at Lexington and Concord and explain the significance of the Boston Tea Party. Use a map to understand the battle of Lexington and Concord.</p>	<p>Unit 5 Lesson 8: The Boston Tea Party</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>					
<p>Standard - 7.1.5.A</p> <p>Describe how common geographic tools are used to represent and to extract information about space, place, and environment.</p> <p>Standard - 7.1.5.B</p> <p>Describe and create places and regions as defined by physical and human features.</p>	<p>Compare maps and tables to assess change over time. Identify major landforms in the United States. Use landform maps and relief maps to locate physical features. Do the same on a height above sea level.</p>	<p>Unit 5 Lesson 9: Maps</p>	<p>The phenomena of the earth, its physical features, places and resources, have been and will be influenced by human activity.</p>	<p>How do physical features, natural resources, and location (geography) influence freedom and liberty?</p>				<p>Quilt</p>	
<p>Standard - 8.2.5.D</p> <p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. Ethnicity and race Working conditions Investigation Military conflict Economic stability</p>	<p>Explain the purpose of the Second Continental Congress and describe the kinds of men who attended the Second Continental Congress as mostly educated, wealthy and prominent. Explain the reasons for choosing George Washington to command the Continental Army, including his experience and character.</p>	<p>Unit 5 Lesson 10: A Continental Congress</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>second continen of congress</p>				
<p>Standard - 8.2.5.D</p> <p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. Ethnicity and race Working conditions Investigation Military conflict Economic stability</p>	<p>Describe the battle at Brandywine and the Battle of Germantown. Explain the significance of the Battle of Germantown.</p>	<p>Unit 5 Lesson 11: The Battle of Brandywine</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>					
<p>Standard - 8.2.5.D</p> <p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. Ethnicity and race Working conditions Investigation Military conflict Economic stability</p>	<p>Demonstrate mastery of the skills and knowledge from previous lessons. Explain how Thomas Jefferson was chosen to write the Declaration of Independence. Identify the Declaration of Independence. Summarize the Declaration of Independence.</p>	<p>Unit 5 Lesson 12: Will You Sign?</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>				<p>Quilt</p>	
<p>Standard - 8.2.5.D</p> <p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. Ethnicity and race Working conditions Investigation Military conflict Economic stability</p>	<p>Analyze the Declaration of Independence to gain understanding of its meaning.</p>	<p>Unit 5 Lesson 13: U.S. Liberty and the Pursuit of Happiness</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>					
<p>Standard - 8.2.5.D</p> <p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. Ethnicity and race Working conditions Investigation Military conflict Economic stability</p>	<p>Summarize the ideas and events leading to the American Revolution.</p>	<p>Unit 5 Lesson 14: The American Revolution</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>					
<p>Standard - 8.2.5.D</p> <p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. Ethnicity and race Working conditions Investigation Military conflict Economic stability</p>	<p>Analyze the Declaration of Independence to gain understanding of its meaning. Explain the purpose of the Second Continental Congress and describe the kinds of men who attended the Second Continental Congress as mostly educated, wealthy and prominent. Explain the causes of the French and Indian War as a competition between France and England for land and power. Summarize the events at Lexington and Concord and explain the significance of the Boston Tea Party. Describe the reasons for and results of the Boston Tea Party. Identify George Washington as a leader in the Continental Army during the French and Indian War. Identify the Boston Massacre as a clash between colonists and British soldiers. Identify John Adams as a Boston lawyer who defended the British soldiers in the Boston Massacre. Identify the Boston Massacre as a clash between colonists and British soldiers. Identify John Adams as a Boston lawyer who defended the British soldiers in the Boston Massacre. Describe the problems the British government faced after 1763 in trying to limit westward expansion and why many American citizens wanted a revolution.</p>	<p>Unit 5: The American Revolution</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>				<p>Unit Assessment</p>	
<p>Standard - 8.2.5.D</p> <p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. Ethnicity and race Working conditions Investigation Military conflict Economic stability</p>	<p>Identify John Adams's role in declaring independence as one of early and persistent patriots. Describe the role of women during the Revolution, including maintaining farms and businesses, nursing to the war effort, fighting, and being politically vocal. Prepare for the unit by reviewing what you will learn and do.</p>	<p>Unit 5: The American Revolution</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>					
<p>Standard - 8.2.5.D</p> <p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. Ethnicity and race Working conditions Investigation Military conflict Economic stability</p>	<p>Summarize the ideas and events leading to the American Revolution. Describe the role of women during the Revolution.</p>	<p>8.2: Declaration of Independence</p>	<p>The study of the past gives information for today to make choices or liberty and freedom.</p>	<p>How does the history of the United States affect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?</p>	<p>-Boston -Security</p>				

<p>Standard - 8.3.5.D</p> <p>Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <p>Ethnicity and race Working conditions Immigration Military conflict Economic stability</p> <p>Options: PGR Print</p> <p>Materials & Resources</p>	<p>Compare and contrast the views of Hamilton and Jefferson on the power of government, the power of the people, and the economy of the nation. Identify the major federal buildings and national monuments including the Capitol, White House, Washington Monument, and Lincoln and Jefferson memorials. Define federalism, federalism, and Democratic-Republican. Reflect on what you have learned and prepare for the next lesson or assessment.</p>	<p>8.3: Federalism and Change</p>	<p>Government is the protection or abridgment of the rights, liberty, and freedom.</p>	<p>How do governments define authority to control the exercise of rights, liberty, and freedom? Is liberty granted by power or power granted by liberty?</p>	<p>Federalism, Federalist, and Democratic-Republican</p>	<p>Quiz</p>
<p>Standard - 8.3.5.C: DE</p> <p>Examine how Washington, D.C., became the nation's capital. Identify Benjamin Franklin as the inventor of the nation's capital. Identify major federal buildings and national monuments including the Capitol, White House, Washington Monument, and Lincoln and Jefferson memorials.</p>	<p>Explain how Washington, D.C., became the nation's capital. Identify Benjamin Franklin as the inventor of the nation's capital.</p>	<p>8: Capital Ideas</p>	<p>Government is the protection or abridgment of the rights, liberty, and freedom.</p>	<p>How do governments define authority to control the exercise of rights, liberty, and freedom? Is liberty granted by power or power granted by liberty?</p>		
<p>Standard - 8.3.5.C: DE</p> <p>Examine how Washington, D.C., became the nation's capital. Identify Benjamin Franklin as the inventor of the nation's capital. Identify major federal buildings and national monuments including the Capitol, White House, Washington Monument, and Lincoln and Jefferson memorials.</p>	<p>Describe the strengths and weaknesses of John Adams as president. Summarize the life of John Adams, and assess the impact of his presidency on the course of American history.</p>	<p>8.5: Adams Takes the Helm</p>	<p>Government is the protection or abridgment of the rights, liberty, and freedom.</p>	<p>How do governments define authority to control the exercise of rights, liberty, and freedom? Is liberty granted by power or power granted by liberty?</p>	<p>Adams and John Jay's correspondence</p>	
<p>Standard - 8.3.5.C: DE</p> <p>Examine how Washington, D.C., became the nation's capital. Identify Benjamin Franklin as the inventor of the nation's capital. Identify major federal buildings and national monuments including the Capitol, White House, Washington Monument, and Lincoln and Jefferson memorials.</p>	<p>Assess the possible outcomes of the Virginia and Kentucky Resolutions and the role of the US Constitution. Explain the role of John Marshall as the chief justice who established the role of the Supreme Court in judicial review.</p>	<p>8.8: Who Will Decide?</p>	<p>Government is the protection or abridgment of the rights, liberty, and freedom.</p>	<p>How do governments define authority to control the exercise of rights, liberty, and freedom? Is liberty granted by power or power granted by liberty?</p>		
<p>Standard - 8.3.5.C: DE</p> <p>Examine how Washington, D.C., became the nation's capital. Identify Benjamin Franklin as the inventor of the nation's capital. Identify major federal buildings and national monuments including the Capitol, White House, Washington Monument, and Lincoln and Jefferson memorials.</p>	<p>Explain the significance of the Louisiana Purchase as doubling the size of the country. Identify Thomas Jefferson as the first president.</p>	<p>8.7: The Louisiana Purchase and More</p>	<p>Government is the protection or abridgment of the rights, liberty, and freedom.</p>	<p>How do governments define authority to control the exercise of rights, liberty, and freedom? Is liberty granted by power or power granted by liberty?</p>		<p>Quiz</p>
<p>Standard - 8.3.5.C: DE</p> <p>Examine how Washington, D.C., became the nation's capital. Identify Benjamin Franklin as the inventor of the nation's capital. Identify major federal buildings and national monuments including the Capitol, White House, Washington Monument, and Lincoln and Jefferson memorials.</p>	<p>Identify the states of New York, New Jersey, and Pennsylvania as the original 13 states. Identify the major physical features of the Louisiana Purchase, including the Mississippi River, Rocky Mountains, and the Louisiana Purchase.</p>	<p>8.8: An Expansion</p>	<p>Government is the protection or abridgment of the rights, liberty, and freedom.</p>	<p>How do governments define authority to control the exercise of rights, liberty, and freedom? Is liberty granted by power or power granted by liberty?</p>	<p>War Heroes</p>	
<p>Standard - 8.3.5.C: DE</p> <p>Examine how Washington, D.C., became the nation's capital. Identify Benjamin Franklin as the inventor of the nation's capital. Identify major federal buildings and national monuments including the Capitol, White House, Washington Monument, and Lincoln and Jefferson memorials.</p>	<p>Identify Sagoyewew and Takanah as American Indian leaders of the early nineteenth century.</p>	<p>8.9: (Optional) A Powerful Culture and the Great Inequality</p>	<p>Government is the protection or abridgment of the rights, liberty, and freedom.</p>	<p>How do governments define authority to control the exercise of rights, liberty, and freedom? Is liberty granted by power or power granted by liberty?</p>		
<p>Standard - 8.3.5.C: DE</p> <p>Examine how Washington, D.C., became the nation's capital. Identify Benjamin Franklin as the inventor of the nation's capital. Identify major federal buildings and national monuments including the Capitol, White House, Washington Monument, and Lincoln and Jefferson memorials.</p>	<p>Describe three reasons for the War of 1812 and identify the war as the last of the country that supported or opposed the war. Summarize the major events of the War of 1812, including the attacks on Washington, D.C., and Baltimore, and the role of the British in burning the White House.</p>	<p>8.10: Another War!</p>	<p>Government is the protection or abridgment of the rights, liberty, and freedom.</p>	<p>How do governments define authority to control the exercise of rights, liberty, and freedom? Is liberty granted by power or power granted by liberty?</p>	<p>Impacts of the War</p>	
<p>Standard - 8.3.5.C: DE</p> <p>Examine how Washington, D.C., became the nation's capital. Identify Benjamin Franklin as the inventor of the nation's capital. Identify major federal buildings and national monuments including the Capitol, White House, Washington Monument, and Lincoln and Jefferson memorials.</p>	<p>Explain the meaning of the words of the Declaration of Independence. Describe the significance of the War of 1812.</p>	<p>8.11: By the Dawn's Early Light</p>	<p>Government is the protection or abridgment of the rights, liberty, and freedom.</p>	<p>How do governments define authority to control the exercise of rights, liberty, and freedom? Is liberty granted by power or power granted by liberty?</p>	<p>Declaration of Independence</p>	
<p>Standard - 8.3.5.C: DE</p> <p>Examine how Washington, D.C., became the nation's capital. Identify Benjamin Franklin as the inventor of the nation's capital. Identify major federal buildings and national monuments including the Capitol, White House, Washington Monument, and Lincoln and Jefferson memorials.</p>	<p>Explain the phrase "land of the free" and "home of the brave." Summarize the major events of the Monroe Doctrine as the closing of the Americas to European colonialism. Identify the boundary changes that occurred between 1800 and 1820, including the Louisiana Purchase and the addition of new states. Demonstrate mastery of the skills and knowledge from previous lessons.</p>	<p>8.12: The Monroe Doctrine</p>	<p>Government is the protection or abridgment of the rights, liberty, and freedom.</p>	<p>How do governments define authority to control the exercise of rights, liberty, and freedom? Is liberty granted by power or power granted by liberty?</p>		<p>Quiz</p>

<p>Identify the major ethnic groups that came to the United States. Explain why the Santa Fe Trail fell out of use. Describe the push and pull factors that caused people to leave their home countries and migrate to the United States, including social, political, and economic problems at home and opportunities in the United States. Explain how the United States gained control of New Mexico.</p>	10.3: Movement and Migration										Quiz	
<p>Identify the reasons why people chose to go west, including the opportunity to start a new life and to acquire land. Describe the pioneer, pioneer, and wagon train. Analyze photographs and written documents to describe the journey west and its difficulties, including disease, lack of water, and loss of livestock.</p>	10.4: Westward Ho!					pioneer, pioneer, and wagon train						
<p>Identify the reasons the Mormons migrated to the West, including persecution and opportunity. Identify Joseph Smith, Brigham Young, and the Mormons. Demonstrate mastery of the skills and standards listed in the standards.</p>	10.5: Settlers and Movers										Quiz	
<p>Describe the pioneer experience, including the difficulties of the journey.</p>	10.6: (Cp area) Don't Forget to Rest											
<p>Explain why President Polk and other Americans wanted to gain control of California, including to settle farmers, ranchers, and miners, and the idea of Manifest Destiny. Describe the population of California in 1845 as Native Americans, Spanish-speaking settlers, missionaries, and rancheros.</p>	10.7: Manifest Destinies											
<p>Identify Stephen Austin as the leader of American settlers in Texas, Santa Anna as the Mexican dictator, and Sam Houston as the first president of the Republic of Texas. Explain how Texas became an independent country and then a state in the United States. Explain the causes of the conflict between Mexicans and Anglo settlers, including the settlers' violation of oral and written agreements and Santa Anna's violation of the Mexican Constitution.</p>	Lesson 10: Remember More Than the Alamo											
<p>Identify the fifty states and their capitals. Describe the expansion of the United States from the 1700s to the present.</p>	10.8: More and More States										Quiz	
<p>Identify on a map the territory the United States gained as a result of the Mexican War and other territory gained by 1852. Describe the causes of the Mexican War, including border disputes and manifest destiny. Describe the controversy over the war and the fight against American soldiers who opposed the war, including Henry David Thoreau and Abraham Lincoln.</p>	10.10: The Mexican War										Quiz	
<p>Demonstrate mastery of the skills and standards listed in the standards. Define Gold Rush, forty-niner, Forty-Niners, and 49ers. Describe the law of supply and demand in effect in California in terms of prospectors such as Levi Strauss. Describe the results of immigration to California, including statehood and the rise of railroads. Explain why people wanted to go to California after 1848 and how they could get there and settle.</p>	10.11: Rushing for Gold											
<p>Describe prior art knowledge and its importance in the arts. Demonstrate mastery of the skills and standards listed in the standards.</p>	10.12: Unit Review											
<p>Describe the Indian Removal Act and the economic reasons for it. Identify Stephen Austin as the leader of American settlers in Texas, Santa Anna as the Mexican dictator, and Sam Houston as the first president of the Republic of Texas. Identify on a map the territory the United States gained as a result of the Mexican War and other territory gained by 1852. Identify the reasons why people chose to go west, including the opportunity to start a new life and to acquire land. Describe the causes of the Mexican War, including border disputes and manifest destiny. Explain why people wanted to go to California after 1848 and how they could get there and settle. Describe the population of California in 1845 as Native Americans, Spanish-speaking settlers, missionaries, and rancheros. Identify Joseph Smith, Brigham Young, and the Mormons. Describe the trail of tears. Describe the law of supply and demand in effect in California in terms of prospectors such as Levi Strauss. Describe the controversy over the war and the fight against American soldiers who opposed the war, including Henry David Thoreau and Abraham Lincoln. Explain how Texas became an independent</p>	10.13: Unit Assessment										Unit Assessment	
<p>10.14: Review and Reflection</p>												
<p>Describe early nineteenth-century education reforms, including public schools, women's colleges, and new books, and the reasons for these reforms, including the need for industrial workers. Identify Sarah and Anna the Grimké as abolitionists and Elizabeth Blackwell as the first woman to attend medical school in the United States. Describe reformer ideas in the United States in the 1820s. Prepare for the unit by previewing what you will learn and do.</p>	11.1: Reforming a Nation											
<p>Describe the second Great Awakening and its influence on reform movements. Describe the accomplishments and reform goals of two of the following: Elizabeth Cady Stanton, Dorothea Dix, Anne W. Sherman, Susan B. Anthony, and Edouard Tivoli. Define abolition and Seneca Falls Declaration. Demonstrate mastery of the skills and standards listed in the standards.</p>	11.2: Achieving Their Potential										Quiz	
<p>Use the Internet to gain information on one reformer. Describe the Puritan values that influenced people in the 1800s. Identify at least two of the following American writers of the early nineteenth century and their contributions to American literature: Emerson, Thoreau, Alcott, and Longfellow. Identify Henry David Thoreau as the author of Civil Disobedience, and Mahatma Gandhi and Martin Luther King, Jr. as political leaders influenced by his work.</p>	11.3: Writing in America											
<p>Write a paragraph expressing a reaction to the work of an American author. Identify at least three of the following American writers of the mid-1800s and their contributions to American literature: Melville, Twain, Stowe, and Emerson.</p>	11.4: (Cp area) Well-timed Every Time											
<p>Identify Audubon and Callin as two prominent American artists of the early and mid-1800s. Describe how nature art works of Ansel Adams from 1900 to 1950 express the American experience. Describe the contributions of the artists of the early and mid-1800s to American culture.</p>	11.5: Art in America											
<p>Identify Audubon and Callin as two prominent American artists of the early and mid-1800s. Describe how nature art works of Ansel Adams from 1900 to 1950 express the American experience. Describe the contributions of the artists of the early and mid-1800s to American culture.</p>	11.6: (Cp area) Made in America											
<p>Describe examples of nature art in American art and art of the early and mid-1800s. Identify individuals who helped expand the fields of art. Explain the goals, achievements, and difficulties of major reform movements before 1880.</p>	11.7: Unit Review											

<p>Describe early nineteenth-century education reform, including public schools, women's colleges, and new books, and the reasons for these reforms, including the need for educated voters.</p> <p>11: Unit Assessment</p>					Unit Assessment
<p>Describe the rights denied to blacks, including personal freedom and political rights.</p> <p>Explain how individuals experienced slavery and fought slavery, and your reactions to this.</p> <p>Prepare for the unit by pre-reading what you will learn and do.</p> <p>12: Slavery in a Free Country</p>					
<p>Identify the Missouri Compromise as the 1820 law that maintained the federal balance in the Senate and forbade slavery in most of the Louisiana Purchase territory.</p> <p>Identify William Lloyd Garrison as an abolitionist leader.</p> <p>Explain with examples the terms New South and Old South and the role of the cotton gin in transforming them.</p> <p>Describe the growing differences between North and South after 1820, including changes in population, economy, and political power.</p>					
<p>Use the Internet to gain information on Frederick Douglass.</p> <p>Summarize the major hardships the young Frederick Douglass faced and the causes he worked for including abolition, voting rights, and women's suffrage for Chinese and Indians, and education.</p> <p>Explain the goals of Clay, Calhoun, and Webster on slavery and in the 1850s.</p> <p>Identify Henry Clay, John C. Calhoun, and Daniel Webster as representatives of different parts of the country and identify the section of the country they represented.</p>					
<p>Summarize the goals of the Missouri Compromise (Compromise of 1820) and the Compromise of 1850.</p> <p>Explain why and how.</p> <p>Explain that there was diversity of opinion on the issue of slavery and secession in 1850.</p> <p>Explain why antislavery people such as Daniel Webster were willing to compromise on the issue of slavery.</p>					Quiz
<p>Explain the argument and position in the Dred Scott case.</p> <p>Describe the Underground Railroad.</p> <p>Describe the risks some people took to escape slavery or help others do so.</p> <p>Describe the risks some people took to escape slavery or help others do so.</p> <p>Identify the reasons, justifications, and consequences of seceding from the Union.</p> <p>Identify Harriet Tubman as an escaped slave and conductor on the Underground Railroad.</p> <p>Reflect on what you have learned and prepare for the final assessment.</p>					
<p>Summarize the way in which Harriet Beecher Stowe worked to end slavery.</p> <p>Analyze a primary source to gain understanding of Harriet Beecher Stowe's impact.</p> <p>Reflect on what you have learned and prepare for the final assessment.</p> <p>Summarize the way in which John Brown worked to end slavery and evaluate the effectiveness of his methods.</p> <p>Analyze the quote from Lincoln: "Old John Brown has done more for the Union against a State, than could be done, even though he agreed with us in thinking slavery wrong. That cannot excite violence, to punish, and destroy."</p>					Quiz
<p>Compare or contrast the goals and actions of Harriet Beecher Stowe and John Brown.</p> <p>Describe the pro-secederism of the states of Abraham Lincoln, including his threat of youth, loss of learning, and ability to see the moral issues in the secession.</p> <p>Describe the morality of the act and its implications from various sources.</p>					
<p>Explain the argument and position in the Dred Scott case.</p> <p>Take in lecture, or further your own learning.</p>					Unit Assessment
<p>Identify the basic principles that were at stake in the Civil War, including the rights of states on a slavery and the right to secede from the Union.</p> <p>List the advantages of the North (more people, industry, and food) and of the South (slaves, cotton, iron, and other raw materials) and explain how they were fighting or that led to the war.</p> <p>Identify if chosen as the capital of the Confederacy and Jefferson Davis as its president.</p> <p>Define "hell on wheels" and border states.</p> <p>Prepare for the unit by pre-reading what you will learn and do.</p> <p>Summarize the challenges that Lincoln faced, including the importance of border states and the 1862 Emancipation Proclamation.</p>					
<p>Identify on a map and explain the significance of the fact that the Union (the North) was changing at the outbreak of war in both the North and the South.</p> <p>Summarize the role of naval soldiers as believing the war would be quick and go on and the reasons they were incorrect, including new weapons and lack of experience.</p> <p>Identify on a map and explain the significance of Fort Sumter as initiating the war.</p> <p>Locate on a map the states that seceded and the border states.</p>					
<p>Compare or contrast the North and the South in 1861, including Northern urbanization versus Southern pastoral life, and different social structures.</p> <p>Explain how the Civil War differed from earlier wars.</p> <p>Describe Civil War soldiers and give some reasons so many died, including the use of new weapons and old tactics.</p> <p>Identify Robert E. Lee as the leader of Confederate forces and recognize that he chose to secede from the Union or not to reply to his offer.</p> <p>Describe the Anaconda Plan as the strategy for Union victory.</p> <p>Identify General S. Grant as the general who led the Union victory by ending the war.</p> <p>Identify border states including the Missouri (Union) and the Maryland, or Virginia (Confederate) as one of the reasons the Civil War is considered a secession war.</p> <p>Identify General Sherman as the Union general who commanded Union forces to capture the Mississippi River.</p>					Quiz
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<p>Analyze Brady photos on the to gain understanding of the Civil War.</p> <p>Identify Matthew Brady as the major photographer of the Civil War.</p> <p>Explain the impact of photography on the public's perception of the war.</p> <p>Explain the impact of the Battle of Antietam in terms of the end of the myth of the "Glorious 31" and the Emancipation Proclamation.</p> <p>Explain the Emancipation Proclamation in terms of freeing slaves and its impact on the goals of the war.</p> <p>Locate Antietam on a map.</p> <p>Summarize the story of the 5th Massachusetts Regiment and their role in changing Northern attitudes.</p> <p>Explain the reasons for the refusal to allow blacks in the Union army at the start of the war.</p>					Quiz

<p>On the farm, did we and explain its purpose.</p> <p>Describe Lee's reasons for moving into the North.</p> <p>Identify the fact at Gettysburg as the turning point of the war in the east and Vicksburg as the turning point in the west.</p> <p>Label Gettysburg and Vicksburg as a major and explain Vicksburg's strategic importance.</p> <p>Identify the major reason for the high casualties at Gettysburg as the use of traditional tactics in a day of more modern weapons.</p>	<p>9. Gettysburg and Vicksburg</p>												
<p>Analyze the Gettysburg Address to your class.</p> <p>Describe the Lincoln area speech in the war as an attempt to end the war as quickly as possible by tapping Lee's army.</p> <p>Explain why Lincoln was able to win a second term in office.</p> <p>Identify Sherman as the general who captured Atlanta and used total war tactics in Georgia and the Carolinas.</p>	<p>10. Inauguration, War</p>												
<p>Describe the change in Lincoln's view on slavery between his first and second speeches.</p> <p>Summarize Lincoln's view of Reconstruction as one of generosity and kindness to North and South.</p> <p>Summarize the summary of Appomattox and explain why it is considered the end of the war.</p>	<p>11. Appomattox</p>												
<p>Describe the context of the 13th and 14th Amendments.</p> <p>Explain the significance of the Battle of Appomattox in terms of the end of the Civil War and psychological impact.</p> <p>Identify the major battles including the Monitor (Union) and the Merrimack, or Virginia (Confederate) as one of the reasons the Civil War is considered a modern war.</p> <p>Describe the change in Lincoln's view on slavery between his first and second speeches.</p> <p>Identify the basic principles that were at North and South in 1861, including the right to secede and the right to leave the Union.</p> <p>Identify Richmond as the capital of the Confederacy and Jefferson Davis as its president.</p> <p>Summarize Lincoln's view of Reconstruction as one of generosity and kindness to North and South.</p> <p>Summarize the story of the 13th Massachusetts Regiment and its role in changing Northern attitudes.</p> <p>Identify Ulysses S. Grant as the general who led the Union to victory by cutting the enemy and winning many battles.</p> <p>Identify Sherman as the general who captured Atlanta and used total war tactics in Georgia and the Carolinas.</p> <p>Identify Robert E. Lee as the leader of the Confederate forces and recognize that the war is over.</p>	<p>12. End of the War</p>												
<p>Describe Lincoln's assassination and identify John Wilkes Booth as the assassin.</p> <p>Define Reconstruction or describe it.</p> <p>Prepare for the unit by previewing what you will learn and do.</p>	<p>13. Unit Assessment</p>												
<p>Summarize Lincoln's approach to Reconstruction.</p> <p>Describe the strengths and weaknesses Andrew Johnson brought to the presidency.</p> <p>Identify the social and economic issues the United States faced at the end of the Civil War.</p> <p>List political issues that had to be addressed during Reconstruction.</p> <p>Summarize the ways in which some white Southerners desired justice to Blacks.</p> <p>Identify the Freedmen's Bureau and describe its mission.</p>	<p>1. Unit Assessment</p>												
<p>Identify the ways in which the government attempted to give Blacks full citizenship.</p> <p>Explain the impact of the 13th Amendment on the federal balance of power.</p> <p>Describe the effects of congressional Reconstruction as opposed to presidential Reconstruction.</p> <p>Identify the leader of the Radical Republicans.</p> <p>Define impeachment and explain its purpose.</p> <p>Define scalawag.</p>	<p>2. New Era, New President</p>												
<p>Explain how Andrew Johnson's impeachment affected the balance of power in the U.S. government.</p> <p>Describe the process of impeachment under the U.S. Constitution.</p> <p>Identify Edmund Ross and his view of Johnson's impeachment.</p>	<p>3. Reconstruction</p>												
<p>Describe the ways many Southern whites were denied basic rights after Reconstruction ended.</p> <p>Summarize the problems many Southern whites believed were caused by Reconstruction.</p> <p>Define and describe sharecropping and explain why it kept people in poverty.</p> <p>Identify Edmund Ross and his view of Johnson's impeachment.</p>	<p>4. Reconstruction</p>												
<p>Describe the strengths and weaknesses Andrew Johnson brought to the presidency.</p> <p>Describe the ways many Southern whites were denied basic rights after Reconstruction ended.</p> <p>Identify the social and economic issues the United States faced at the end of the Civil War.</p> <p>Identify the Freedmen's Bureau and describe the kind of work it did.</p> <p>Identify the ways in which the government attempted to give Blacks full citizenship.</p> <p>Explain how Andrew Johnson's impeachment affected the balance of power in the U.S. government.</p> <p>Summarize Lincoln's approach to Reconstruction.</p> <p>Explain the impact of the 13th Amendment on the federal balance of power.</p> <p>Summarize the problems many Southern whites believed were caused by Reconstruction.</p> <p>Summarize the ways in which some white Southerners desired justice to Blacks.</p> <p>Define and describe sharecropping and explain why it kept people in poverty.</p> <p>Identify Edmund Ross and his view of Johnson's impeachment.</p>	<p>5. Reconstruction</p>												
<p>Describe the context of the 13th and 14th Amendments.</p>	<p>6. Unit Assessment</p>												
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<p>Describe the context of the 13th and 14th Amendments.</p> <p>Identify a major territory the United States gained as a result of the Mexican War and other territory gained by 1850.</p> <p>Summarize the goals of the Missouri Compromise (Compromise of 1820) and the Compromise of 1850.</p> <p>Compare or contrast the views of Hamilton and Jefferson on the power of government, the power of the people, and the economy of the nation.</p> <p>Identify Ulysses S. Grant as the general who led the Union to victory by cutting the enemy and winning many battles.</p> <p>Describe the ways in which the Cherokee Nation attempted to keep its land, including assimilation and war.</p> <p>Assess the impact of Lincoln's death on the North, the South, and Reconstruction.</p> <p>Identify major and immediate major and long-term effects to Reconstruction.</p> <p>Identify the social and economic issues the United States faced at the end of the Civil War.</p> <p>Describe the significance of the War of 1812.</p> <p>Identify Robert E. Lee as the leader of Confederate forces and recognize that he chose to leave the Union out of loyalty to his state.</p> <p>Identify the ways in which the government attempted to give Blacks full citizenship.</p> <p>Analyze the Gettysburg Address to gain understanding of its message.</p>	<p>14. Unit Assessment</p>												

ISPA Math Plus Yellow Course Mapping

[Virtual Manipulatives](#)

Curriculum Map

Standard # and Brief Description	Objectives/Essential Understandings	Unit and Lessons	Assessments	Additional Resources (opt)
Unit 1 Whole Numbers and Powers				
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	Round Whole Numbers in Story Problems; Estimate and Find Sums and Differences; Estimate Sums and Differences (parts A, B); Multiply Multidigit Whole Numbers; Divide Multidigit Whole Numbers; Place-Value Patterns; Bases and Exponents (parts A, B) Core Focus	Lesson 1 Round Whole Numbers in Story Problems	Lesson Checkpoint	http://www.aboia.com/first_grade_word_problems_add_subtract.htm
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	Demonstrate automatic recall of subtraction facts with minuends through 20; use the inverse relationship of multiplication and division to computer and check results; demonstrate automatic recall of multiplication facts; demonstrate automatic recall of addition facts with sums through 20; explain and apply standard step-by-step approaches for addition; explain and apply standard step-by-step approaches for subtractions; estimate sums and differences on a number line	Lesson 2 Estimate and Find Sums and Differences		http://www.thebestmath.com/ny.com/addition.html
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	Estimate or calculate a sum or a difference in a whole-number story problem; estimate or calculate a sum or a difference in a whole-number problem; use estimation to predict a solution to a story problem and to verify the reasonableness of the calculated result	Lesson 3 Estimate Sums and Differences		
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	Estimate or calculate a sum or a difference in a whole-number story problem; estimate or calculate a sum or a difference in a whole-number problem; use estimation to predict a solution to a story problem and to verify the reasonableness of the calculated result	Lesson 4 Estimate Sums and Differences (B)	Lesson Checkpoint	
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	Fluently multiply multidigit whole numbers using the standard algorithm; explain and apply standard step-by-step approaches for multiplication	Lesson 5 Multiply Whole Numbers	Lesson Checkpoint	
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	Solve with proficiency for quotients of up to a four-digit dividend by a 2-digit divisor using the standard algorithm; determine a missing number in an equation or an inequality; demonstrate automatic recall of multiplication facts; solve with proficiency for quotients of up to a 4-digit dividend by a 2-digit divisor using strategies; explain and apply standard step-by-step approaches for division of a multidigit number by 11- or 2-digit divisor	Lesson 6 Divide Whole Numbers	Lesson Checkpoint	
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	Fluently multiply multidigit whole numbers using the standard algorithm. Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies. Determine whether multiplication or division is the appropriate operation to use to solve a story problem.	Lesson 7 Solve Story Problems		
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies. Solve multistep story problems using multiple operations. Fluently multiply multidigit whole numbers using the standard algorithm. Determine which operations are appropriate to use to solve a multi-step story problem. Analyze a story problem by identifying the question, recognizing relevant information, and developing a solution strategy. Solve a division problem that has a multidigit dividend, a one-digit divisor, and no remainder.	Lesson 8 Multistep Story Problems	Lesson Checkpoint	
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	Recognize that in a multidigit 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.	Lesson 9 Place Value Patterns		
	Represent and compute a power by using repeated multiplication.	Lesson 10 Base and Exponents (A)		
	Represent and compute a power by using repeated multiplication.	Lesson 11 Base and Exponents (B)	Lesson Checkpoint	
	Determine which operations are appropriate to use to solve a multi-step story problem. Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies. Fluently multiply multidigit whole numbers using the standard algorithm. Solve multistep story problems using multiple operations.	Lesson 12 Core Focus	Lesson Checkpoint	
	Solve a problem that involves powers. Fluently multiply multidigit whole numbers using the standard algorithm. Solve multistep story problems using multiple operations. Round whole numbers in a story problem. Estimate or calculate a sum or a difference in a whole-number problem. Represent and compute a power by using repeated multiplication. Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using the standard algorithm. Recognize that in a multidigit 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. Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies. Estimate or calculate a sum or a difference in a whole-number story problem.	Lesson 13 Unit Review		
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Lesson 14 (Optional) Your Choice		
		Lesson 15 Unit Checkpoint	Lesson Checkpoint	

	Analyze Complex problems using mathematical knowledge and skills.	Lesson 16 Extended Problems Reasoning	Graded Assignment	
Unit 2: Geometry				
	Identify, measure, and draw angles with appropriate math tools. Identify or draw a two-dimensional view of a three-dimensional object. Identify and draw perpendicular or parallel lines with appropriate math tools. Predict, describe, and perform transformations on two-dimensional shapes. Construct rectangles or triangles with appropriate math tools. Identify that the sum of the interior angles of any quadrilateral is 360° and solve related problems. Identify that the sum of the interior angles of any triangle is 180° and solve related problems. State and recognize the definitions of a right angle, an acute angle, an obtuse angle, and a straight angle. Demonstrate understanding of relative angle measures.	Lesson 1 Angles (A)		
	Identify, measure, and draw angles with appropriate math tools. Demonstrate understanding of relative angle measures. Solve a division problem that has a multidigit dividend, a one-digit divisor, and no remainder.	Lesson 2 Angles (B)	Lesson Checkpoint	
	Identify and draw perpendicular or parallel lines with appropriate math tools. Identify lines that are perpendicular. Identify lines that are parallel or intersecting.	Lesson 3 Perpendicular and Parallel Lines	Lesson Checkpoint	
CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties	Define and sketch different types of triangles and identify their attributes. Understand that attributes that apply to a category of two-dimensional figures also apply to all subcategories of that category. Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of multiplication facts. Identify attributes of isosceles, equilateral, and right triangles.	Lesson 4 Identify and Classify Triangles	Lesson Checkpoint	
CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties	Know how to define and sketch different quadrilaterals. Understand that attributes that apply to a category of two-dimensional figures also apply to all subcategories of that category. Classify two-dimensional figures in a hierarchy based on their properties. Identify attributes of parallelograms, rectangles, and squares. State and recognize the definitions of a right angle, an acute angle, an obtuse angle, and a straight angle. Estimate and measure the length of an object to the nearest centimeter. Determine the answer to a story problem to a specific degree of accuracy, such as hundredths.	Lesson 5 Identify and Classify Quadrilaterals (A)		
CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties	Know how to define and sketch different quadrilaterals. Understand that attributes that apply to a category of two-dimensional figures also apply to all subcategories of that category. Classify two-dimensional figures in a hierarchy based on their properties. Identify attributes of parallelograms, rectangles, and squares.	Lesson 6 Identify and Classify Quadrilaterals (B)		
CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties	Know how to define and sketch different quadrilaterals. Understand that attributes that apply to a category of two-dimensional figures also apply to all subcategories of that category. Classify two-dimensional figures in a hierarchy based on their properties. Identify attributes of parallelograms, rectangles, and squares.	Lesson 7 Identify and Classify Quadrilaterals (C)	Lesson Checkpoint	
CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties	Construct rectangles or triangles with appropriate math tools. Define and sketch different types of triangles and identify their attributes. Know how to define and sketch different quadrilaterals.	Lesson 8 Construct Triangles and Quadrilaterals	Lesson Checkpoint	
CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties	Order three or more decimal numbers. Use objects or sketches to solve a story problem that involves addition or subtraction of fractions. Identify the diameter and radius of a circle. Estimate the length of a line segment to the nearest inch or centimeter. Identify attributes of isosceles, equilateral, and right triangles. Define and sketch different types of triangles and identify their attributes. Identify that the sum of the interior angles of any triangle is 180° and solve related problems.	Lesson 9 Angles and Triangles (A)		
CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties	Identify attributes of isosceles, equilateral, and right triangles. Define and sketch different types of triangles and identify their attributes. Identify that the sum of the interior angles of any triangle is 180° and solve related problems.	Lesson 10 Angles and Triangles (B)	Lesson Checkpoint	
CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties	Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of multiplication facts. Demonstrate automatic recall of addition facts with sums through 20. Use the inverse relationship of multiplication and division to compute and check results. Identify attributes of parallelograms, rectangles, and squares. Know how to define and sketch different quadrilaterals. Identify that the sum of the interior angles of any quadrilateral is 360° and solve related problems.	Lesson 11 Angles in a Quadrilateral (A)		
CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties	Identify attributes of parallelograms, rectangles, and squares. Know how to define and sketch different quadrilaterals. Identify that the sum of the interior angles of any quadrilateral is 360° and solve related problems.	Lesson 12 Angles in a Quadrilateral (B)	Lesson Checkpoint	
	Understand that attributes that apply to a category of two-dimensional figures also apply to all subcategories of that category. Classify two-dimensional figures in a hierarchy based on their properties. Define and sketch different types of triangles and identify their attributes. Know how to define and sketch different quadrilaterals.	Lesson 13 Core Focus	Lesson Checkpoint	

	Know how to define and sketch different quadrilaterals. Identify and draw perpendicular or parallel lines with appropriate math tools. Identify that the sum of the interior angles of any triangle is 180° and solve related problems. Define and sketch different types of triangles and identify their attributes. Identify that the sum of the interior angles of any quadrilateral is 360° and solve related problems. Classify two-dimensional figures in a hierarchy based on their properties. Understand that attributes that apply to a category of two-dimensional figures also apply to all subcategories of that category. Identify, measure, and draw angles with appropriate math tools.	Lesson 14 Unit Review		
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Lesson 15 (Optional) Your Choice		
		Lesson 16 Unit Checkpoint	Unit Checkpoint	
	Apply mathematical knowledge and skills to evaluate and analyze real-world situations.	Lesson 17 Extended Problems Real-World Application	Graded Assignment	
Unit 3: Fractions: Multiplication & Division				
CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Recognize and determine equivalent fractions. Determine a missing number in an equation or an inequality. Demonstrate automatic recall of multiplication facts. Use models and equations to multiply a whole number or a fraction by a fraction.	Lesson 1 Fraction Multiplication (A)	Lesson Checkpoint	
CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Use models and equations to multiply a whole number or a fraction by a fraction.	Lesson 2 Fraction Multiplication (B)	Lesson Checkpoint	
CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Recognize and determine equivalent fractions. Use models and equations to multiply a whole number or a fraction by a fraction.	Lesson 3 Fraction Multiplication (C)	Lesson Checkpoint	
CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Use models and equations to multiply a whole number or a fraction by a fraction.	Lesson 4 Fraction Multiplication (D)	Lesson Checkpoint	
CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Interpret multiplication as scaling. Compare the size of a product to the size of one factor on the basis of the size of the other factor, without multiplying. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a given number by a positive fraction less than 1 results in a product smaller than the given number.	Lesson 5 Multiplication as Scaling		
CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Explain and give examples of different interpretations of fractions. Divide whole numbers by unit fractions and unit fractions by whole numbers.	Lesson 6 Fractions as Division Problems	Lesson Checkpoint	
CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of multiplication facts. Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of addition facts with sums through 20. Divide whole numbers by unit fractions and unit fractions by whole numbers.	Lesson 7 Fraction Division (A)		
CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Multiply a fraction by a whole number to solve a story problem. Divide whole numbers by unit fractions and unit fractions by whole numbers. Represent division of a unit fraction by a whole number such as using objects and pictorial models, including area models.	Lesson 8 Fraction Division (B)	Lesson Checkpoint	
CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Divide whole numbers by unit fractions and unit fractions by whole numbers.	Lesson 9 Fraction Division (C)	Lesson Checkpoint	
	Solve real-world problems involving multiplication of fractions and mixed numbers. Use models and equations to multiply a whole number or a fraction by a fraction.	Lesson 10 Core Focus	Lesson Checkpoint	

	<p>Interpret multiplication as scaling.</p> <p>Represent division of a unit fraction by a whole number such as using objects and pictorial models, including area models.</p> <p>Divide whole numbers by unit fractions and unit fractions by whole numbers.</p> <p>Compare the size of a product to the size of one factor on the basis of the size of the other factor, without multiplying.</p> <p>Explain and give examples of different interpretations of fractions.</p> <p>Use models and equations to multiply a whole number or a fraction by a fraction.</p> <p>Explain how multiplying two fractions or multiplying a fraction and a whole number affects the size of the product.</p> <p>Solve real-world problems involving multiplication of fractions and mixed numbers.</p> <p>Measure angles and identify types of angles.</p> <p>Identify and master skills and tasks from earlier in the course that have not yet been mastered.</p>	Lesson 11 Unit Review		
		Lesson 12 (Optional) Your Choice		
		Lesson 13 Unit Checkpoint	Unit Checkpoint	
	Analyze complex problems using mathematical knowledge and skills.□	Lesson 14 Extended Problems Reasoning	Graded Assignment	
		Unit 4: Problems Involving Fractions		
	<p>Solve a story problem involving multiplication or division of fractions.□</p> <p>□</p> <p>Solve a division problem that has a multidigit dividend, a one-digit divisor, and no remainder.□</p> <p>□</p> <p>Solve real-world problems involving multiplication of fractions and mixed numbers.□</p> <p>□</p> <p>Multiply fractions and explain a step-by-step approach.</p>	Lesson 1 Fraction Multiplication Story Problems (A)		
	<p>□</p> <p>Solve real-world problems involving multiplication of fractions and mixed numbers.□</p> <p>□</p> <p>Multiply fractions and explain a step-by-step approach.</p>	Lesson 2 Fraction Multiplication Story Problems (B)	Lesson Checkpoint	
CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions	Solve a simple problem involving addition or subtraction of fractions.	Lesson 3 Add and Subtract Fractions (A)	Lesson Checkpoint	
CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions	Solve a simple problem involving addition or subtraction of fractions.	Lesson 4 Add and Subtract Fractions (B)		
CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions	Solve a simple problem involving addition or subtraction of fractions.	Lesson 5 Add and Subtract Fractions (C)	Lesson Checkpoint	
CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions	Solve a simple problem involving addition or subtraction of fractions.	Lesson 6 Add and Subtract Fractions (D)	Lesson Checkpoint	
	Solve a simple problem involving addition or subtraction of fractions.	Lesson 7 Core Focus	Lesson Checkpoint	
	<p>Solve a simple problem involving addition or subtraction of fractions.□</p> <p>□</p> <p>Solve real-world problems involving multiplication of fractions and mixed numbers.</p>	Lesson 8 Unit Review		
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Lesson 9 (Options) Your choice)		
	<p>□</p> <p>Solve real-world problems involving multiplication of fractions and mixed numbers.□</p> <p>□</p> <p>Solve problems involving addition of fractions using information recorded in line plots (limited to , , and).□</p> <p>□</p> <p>Represent a data set of measurements in fractions of a unit on a line plot (limited to , , and).□</p> <p>□</p> <p>Solve problems involving subtraction of fractions using information recorded in line plots (limited to , , and).□</p> <p>□</p> <p>Solve a simple problem involving addition or subtraction of fractions.□</p> <p>□</p> <p>Apply mathematical knowledge and skills to evaluate and analyze real-world situations.</p>	Lesson 10 Unit Checkpoint	Unit Checkpoint	
		Lesson 11 Extended Problems Real-World Application		
		Unit 5: Decimals Addition and Subtraction		

CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Identify decimal place values through thousandths.□ Compare decimal numbers.□ Solve a division problem that has a multidigit dividend, a one-digit divisor, and no remainder. 	Lesson 1 Compare Decimals		
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Recognize that in a multidigit 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 1 represents in the place to its left.□ Read, write, compare, and order decimals to thousandths.□ Write decimals in expanded form. 	Lesson 2 Compare and Expand Decimals		
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Solve problems by using combinations of coins and bills.□ Determine a missing number in an equation or an inequality.□ Demonstrate an understanding of how addition and subtraction affect whole numbers.□ Determine whether addition, subtraction, multiplication, or division is the appropriate operation to use to solve a story problem and solve the problem.□ Order three or more decimal numbers.□ Compare decimal numbers. 	Lesson 3 Order 3 Decimal Numbers	Lesson Checkpoint	
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Demonstrate automatic recall of subtraction facts with minuends through 20.□ Demonstrate automatic recall of multiplication facts.□ Demonstrate automatic recall of addition facts with sums through 20.□ Use the inverse relationship of multiplication and division to compute and check results.□ Round a decimal number to any place through hundredths. 	Lesson 4 Round Decimals Through Hundredths	Lesson Checkpoint	
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Lesson 5 (Optional) Your Choice		
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Add or subtract decimals to hundredths, using models or drawings and strategies based on place value.□ Identify decimal place values through thousandths. 	Lesson 6 Decimal Addition		
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Add or subtract decimals to hundredths, using models or drawings and strategies based on place value. 	Lesson 7 Decimal Subtraction	Lesson Checkpoint	
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Solve a story problem involving addition or subtraction of decimal numbers.□ Add or subtract decimals to hundredths, using models or drawings and strategies based on place value. 	Lesson 8 Solve Story Problems with Decimals	Lesson Checkpoint	
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Estimate the sum or difference in a problem involving decimal numbers.□ Use estimation to predict a solution to a story problem and to verify the reasonableness of the calculated result.□ Add or subtract decimals to hundredths, using models or drawings and strategies based on place value.□ Round a decimal number. 	Lesson 9 Estimate Decimal Sums and Differences	Lesson Checkpoint	
	<ul style="list-style-type: none"> Solve an addition or subtraction problem involving decimal numbers.□ Round a decimal number to any place through hundredths.□ Estimate the sum or difference of positive decimal numbers.□ Recognize that in a multidigit 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 1 represents in the place to its left.□ Add or subtract decimals to hundredths, using models or drawings and strategies based on place value. 	Lesson 10 Core Focus	Lesson Checkpoint	

	<ul style="list-style-type: none"> Estimate the sum or difference in a problem involving decimal numbers. Recognize that in a multidigit 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 1 represents in the place to its left. Order three or more decimal numbers. Solve a story problem involving addition or subtraction of decimal numbers. Compare decimal numbers. Round a decimal number to any place through hundredths. Read, write, compare, and order decimals to thousandths. Write decimals in expanded form. Add or subtract decimals to hundredths, using models or drawings and strategies based on place value. 	Lesson 11 Unit Review		
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	Lesson 12 (Optional) Your Choice		
		Lesson 13 Unit Checkpoint	Unit Checkpoint	
	Analyze complex problems using mathematical knowledge and skills.	Lesson 14 Extended Problems Reasoning	Graded Assignment	
		Unit 6 Decimals: Multiplication and Division		
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Multiply or divide by a multiple or power of 10. Estimate or calculate a product or a quotient in a whole-number problem. 	Lesson 1 Multiply and Divide by Powers of 10	Lesson Checkpoint	
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Identify decimal place values through thousandths. Solve a division problem that has a multidigit dividend, a one-digit divisor, and no remainder. Compare decimal numbers. Write decimals in expanded form. 	Lesson 2 Expand and Compare Decimal Numbers	Lesson Checkpoint	
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Use place value to round decimals to any place. Estimate the product or quotient of a computation problem involving decimal numbers. Demonstrate automatic recall of multiplication facts. Determine a missing number in an equation or an inequality. Round numbers through 10,000. 	Lesson 3 Round to Estimate Decimal Products and Quotients	Lesson Checkpoint	
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Estimate or calculate a product or quotient in a whole-number story problem. Estimate or calculate a sum or a difference in a whole-number problem. Solve a story problem involving multiplication or division of fractions. Estimate the sum or difference in a problem involving decimal numbers. Estimate or calculate a sum or a difference in a whole-number story problem. Solve a multiplication or division problem that involves decimal numbers. Estimate or calculate a product or a quotient in a whole-number problem. 	Lesson 4 Multiply and Divide Decimals (A)		
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Solve a multiplication or division problem that involves decimal numbers. Estimate or calculate a product or a quotient in a whole-number problem. 	Lesson 5 Multiply and Divide Decimals (B)		
CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	<ul style="list-style-type: none"> Solve a story problem that involves multiplication or division of decimal numbers. Solve a multiplication or division problem that involves decimal numbers. 	6 Compute Decimal Story Problems (A)		
	<ul style="list-style-type: none"> Solve a multiplication or division problem that involves decimal numbers. Solve a story problem that involves multiplication or division of decimal numbers. 	7 Compute Decimal Story Problems (B)		
	<ul style="list-style-type: none"> Solve a story problem that involves multiplication or division of decimal numbers. 	8 Compute Decimal Story Problems (C)		

	<ul style="list-style-type: none"> □ Verify that the calculated result of a problem involving multiplication or division of decimal numbers is reasonable.□ □ Solve a multiplication or division problem that involves decimal numbers.□ □ Demonstrate automatic recall of multiplication facts.□ □ Demonstrate automatic recall of subtraction facts with minuends through 20.□ □ Demonstrate automatic recall of addition facts with sums through 20.□ □ Use the inverse relationship of multiplication and division to compute and check results. 	9 Multiply and Divide Decimals (C)	Lesson Checkpoint	
	<ul style="list-style-type: none"> □ Estimate the product or quotient of a computation problem involving decimal numbers.□ □ Read, write, compare, and order decimals to thousandths.□ □ Use place value to round decimals to any place. 	10 Core Focus	Lesson Checkpoint	
	<ul style="list-style-type: none"> □ Estimate the product or quotient of a computation problem involving decimal numbers.□ □ Write decimals in expanded form.□ □ Multiply or divide by a multiple or power of 10.□ □ Solve a story problem that involves multiplication or division of decimal numbers.□ □ Compare decimal numbers.□ □ Verify that the calculated result of a problem involving multiplication or division of decimal numbers is reasonable.□ □ Use place value to round decimals to any place.□ □ Solve a multiplication or division problem that involves decimal numbers. 	11 Unit Review	Lesson Checkpoint	
	<ul style="list-style-type: none"> □ Identify and master skills and tasks from earlier in the course that have not yet been mastered. 	12 (Optional) Your Choice		
		13 Unit Checkpoint	Unit Checkpoint	
	<ul style="list-style-type: none"> □ Solve a story problem involving addition or subtraction of decimal numbers.□ □ Organize or display data using tables, bar graphs, line graphs or pictographs. (M4.E.1.2)□ □ Solve simple put-together problems using information from a bar graph.□ □ Solve a story problem that requires finding rectangular area.□ □ Estimate the product or quotient of a computation problem involving decimal numbers.□ □ Solve a story problem that involves multiplication or division of decimal numbers.□ □ Use place value to round decimals to any place.□ □ Compare decimal numbers.□ □ Apply mathematical knowledge and skills to evaluate and analyze real-world situations.□ □ Multiply or divide by a multiple or power of 10. 	14 Extended Problems: Real-World Application		
		Unit 7: Semester Review and Checkpoint:		
	<ul style="list-style-type: none"> □ Represent and compute a power by using repeated multiplication. □ Identify that the sum of the interior angles of any quadrilateral is 360° and solve related problems. □ Solve a simple problem involving addition or subtraction of fractions. □ Identify and represent decimal numbers, fractions, mixed numbers, and positive and negative integers on a number line. □ Solve a problem involving addition or subtraction of integers. □ Use models and equations to multiply a whole number or a fraction by a fraction. □ Solve a problem that involves powers. □ Fluently multiply multi-digit whole numbers using the standard algorithm. □ Order three or more decimal numbers. □ Identify that the sum of the interior angles of any triangle is 180° and solve related problems. □ Verify that the calculated result of a problem involving multiplication or division of decimal numbers is reasonable. □ Read, write, compare, and order decimals to thousandths. □ Solve real-world problems involving multiplication of fractions and mixed numbers. □ Use place value to round decimals to any place. 	1 Semester Review		
	<ul style="list-style-type: none"> □ Identify and master skills and tasks from earlier in the course that have not yet been mastered. 	2 (Optional) Your Choice		
		3 Semester Checkpoint 1	Semester Assessment	

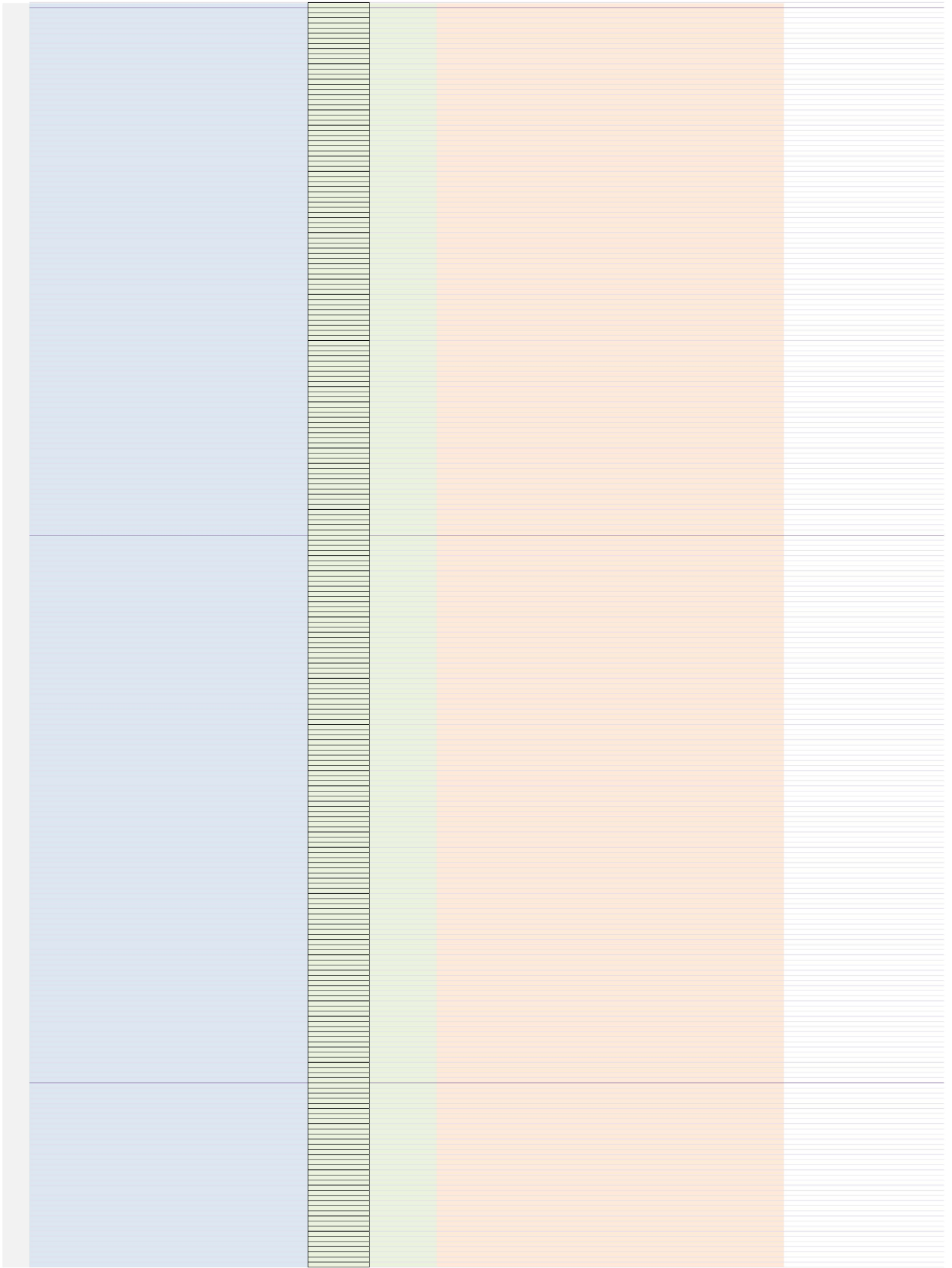
	<p>Read, write, compare, and order decimals to thousandths.□</p> <p>Represent division of a unit fraction by a whole number such as using objects and pictorial models, including area models.□</p> <p>Know how to define and sketch different quadrilaterals.□</p>	4 Semester Checkpoint 2	Semester Assessment	
Unit 8: Algebra				
	<p>Demonstrate automatic recall of subtraction facts with minuends through 20.□</p> <p>Demonstrate automatic recall of multiplication facts.□</p> <p>Use the inverse relationship of multiplication and division to compute and check results.□</p> <p>Demonstrate automatic recall of addition facts with sums through 20.□</p> <p>Use a letter to represent an unknown value in an expression or an equation.□</p> <p>Use symbols to stand for variables in simple expressions or equations.□</p>	1 Understand Variables in Algebra (A)		
	<p>Use a letter to represent an unknown value in an expression or an equation.□</p> <p>Solve a problem that involves powers.□</p> <p>Estimate or calculate a product or a quotient in a whole-number problem.□</p> <p>Solve a simple problem involving addition or subtraction of fractions.□</p> <p>Recognize and determine equivalent fractions.□</p> <p>Identify that the sum of the interior angles of any quadrilateral is 360° and solve related problems.</p> <p>Identify and master skills and tasks from earlier in the course that have not yet been mastered.</p>	2 Understand Variables in Algebra (B)	Lesson Checkpoint	
	<p>Simplify expressions with grouping symbols.□</p> <p>Use the order of operations to simplify expressions with mixed operations.</p>	3 (Optional) Your Choice		
	<p>Find a mathematical expression that corresponds to a given word phrase.□</p> <p>Interpret a numerical expression without evaluating the expression.□</p> <p>Use models and math symbols to represent subtraction.□</p> <p>Recognize that the \times sign refers to multiplication.□</p> <p>Use models and math symbols to represent addition.□</p> <p>Recognize that the \div sign refers to division.</p>	4 Evaluate Numerical Expressions	Lesson Checkpoint	
	<p>Evaluate a simple algebraic expression in one variable by using substitution.□</p> <p>Use parentheses and the order of operations to write or evaluate an expression.</p>	5 Create and Interpret Numerical Expressions	Lesson Checkpoint	
CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations	<p>Evaluate a simple algebraic expression in one variable by using substitution.□</p> <p>Use parentheses and the order of operations to write or evaluate an expression.</p>	6 One Variable in Algebraic Expressions	Lesson Checkpoint	
	<p>Identify and master skills and tasks from earlier in the course that have not yet been mastered.</p> <p>Evaluate a simple algebraic expression in one variable by using substitution.□</p> <p>Identify or use an expression or an equation to answer questions about a problem.□</p> <p>Solve a division problem that has a multidigit dividend, a one-digit divisor, and no remainder.</p>	7 (Optional) Your Choice		
	<p>Identify or use an expression or an equation to answer questions about a problem.□</p> <p>Solve for one variable in a two-variable equation when the value of the other variable is given.□</p> <p>Use a letter to represent an unknown value in an expression or an equation.</p>	8 Expression and Equation Problems (A)		
	<p>Identify or use an expression or an equation to answer questions about a problem.</p> <p>Solve for one variable in a two-variable equation when the value of the other variable is given.□</p> <p>Use a letter to represent an unknown value in an expression or an equation.</p>	9 Expression and Equation Problems (B)	This is an adaptive lesson. It will customize based on performance.	
	<p>Identify or use an expression or an equation to answer questions about a problem.</p> <p>Simplify expressions with grouping symbols.□</p> <p>Evaluate numerical expressions using order of operations (expressions include with parentheses and powers, whole numbers only).□</p> <p>Find a mathematical expression that corresponds to a given word phrase.</p>	10 Expression and Equation Problems (C)	Lesson Checkpoint	
	<p>Simplify expressions with grouping symbols.□</p> <p>Evaluate numerical expressions using order of operations (expressions include with parentheses and powers, whole numbers only).□</p> <p>Find a mathematical expression that corresponds to a given word phrase.</p>	11 Core Focus	Lesson Checkpoint	

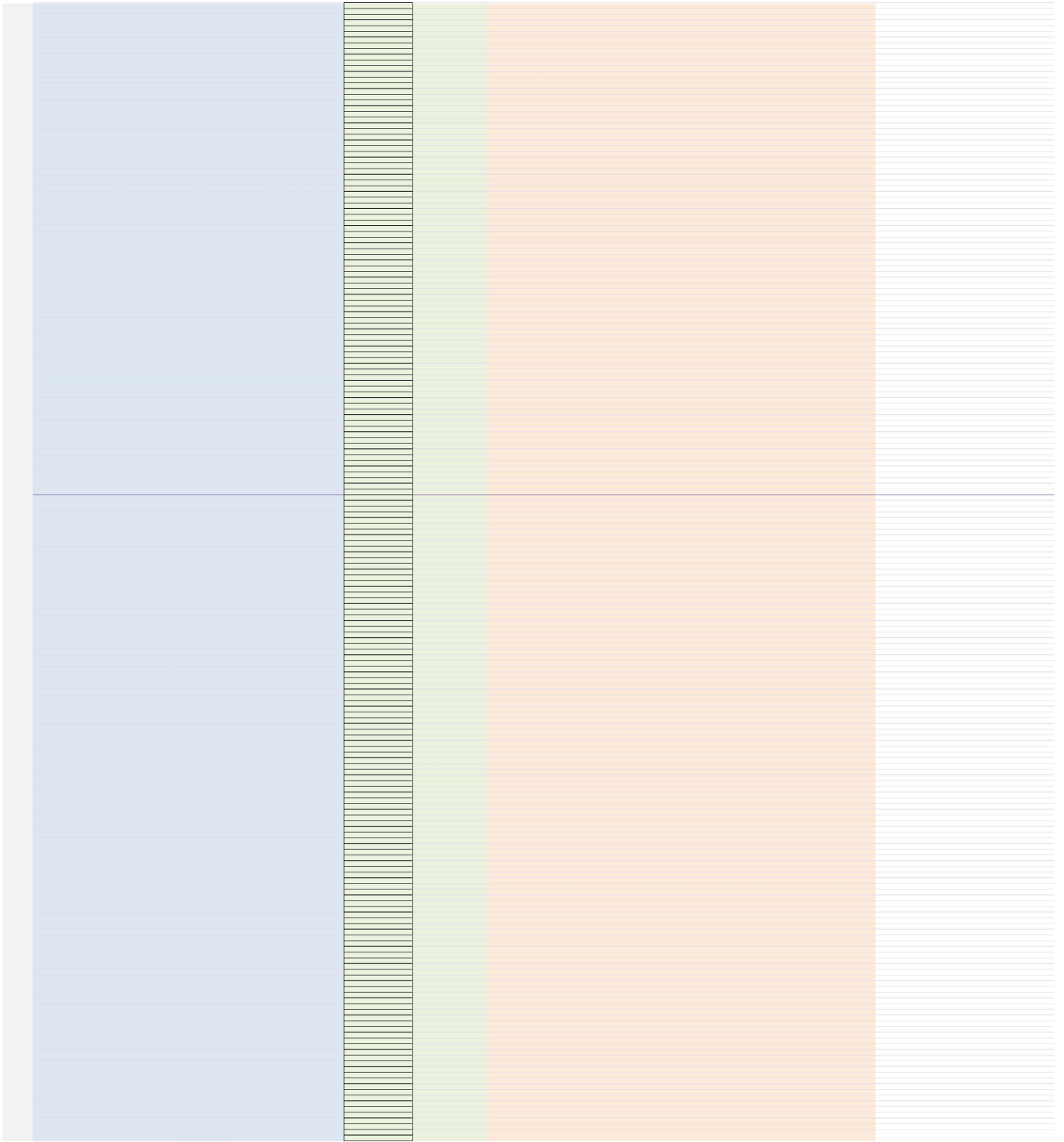
	<p>Use the order of operations to simplify expressions with mixed operations.□</p> <p>Evaluate numerical expressions using order of operations (expressions include with parentheses and powers, whole numbers only).□</p> <p>Interpret a numerical expression without evaluating the expression.□</p> <p>Simplify expressions with grouping symbols.□</p> <p>Find a mathematical expression that corresponds to a given word phrase.□</p> <p>Identify and apply the distributive property in an equation or an expression with variables.□</p> <p>Evaluate a simple algebraic expression in one variable by using substitution.□</p> <p>Identify or use an expression or an equation to answer questions about a problem.□</p> <p>Use a letter to represent an unknown value in an expression or an equation.</p>	12 Unit Review		
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	13 (Optional) Your Choice		
	Apply mathematical knowledge and skills to evaluate and analyze real-world situations.	14 Unit Checklist	Unit Checklist	
		15 Extended Problems Real-World Application	Graded Assignment	
		Unit 9 Coordinate Planes		
CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	<p>Demonstrate automatic recall of subtraction facts with minuends through 20.□</p> <p>Demonstrate automatic recall of multiplication facts.□</p> <p>Demonstrate automatic recall of addition facts with sums through 20.□</p> <p>Use the inverse relationship of multiplication and division to compute and check results.□</p> <p>Identify the parts of a coordinate graph, including x-axis, y-axis, x-coordinate, y-coordinate, ordered pair, and origin.□</p> <p>Solve word problems involving graphs of points on a coordinate plane.□</p> <p>Locate and plot points in Quadrant I of the coordinate plane.</p>	1 The Coordinate Plane	Lesson Checklist	
CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	Use the situation presented in a problem to describe the meaning of each coordinate of an ordered pair displayed on a graph	2 Ordered Pairs	Lesson Checklist	
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	3 (Optional) Your Choice		
CC.2.2.5.A.4 Analyze patterns and relationships using two rules CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	Graph or write an equation to solve a problem that involves a linear function.	4 Graph or Write an Equation (A)		
CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	Graph or write an equation to solve a problem that involves a linear function.	5 Graph or Write an Equation (B)		
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	6 (Optional) Your Choice		
CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	Graph or write an equation to solve a problem that involves a linear function.□ Determine a missing number in an equation or an inequality.	7 Graph or Write an Equation (C)		
CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	Graph or write an equation to solve a problem that involves a linear function.	8 Graph or Write an Equation (D)	This is an adaptive lesson. It will customize based on performance.	
	Graph to compare the corresponding terms of two patterns.□ Given a rule such as "Add 3," generate and graph ordered pairs on a coordinate plane.□ Plot a linear relationship in the first quadrant of a coordinate plane.	9 Core Focus	Lesson Checklist	
	Use the situation presented in a problem to describe the meaning of each coordinate of an ordered pair displayed on a graph.□ Identify and graph ordered pairs in all quadrants of a coordinate plane.□ Graph or write an equation to solve a problem that involves a linear function	10 Unit Review		
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	11 (Optional) Your Choice		
		12 Unit Checklist	Unit Checklist	
	Graph or write an equation to solve a problem that involves a linear function.□ Determine which operations are appropriate to use to solve a multi-step story problem.□ Interpret a numerical expression without evaluating the expression.□ Solve multistep story problems using multiple operations.□ Use the situation presented in a problem to describe the meaning of each coordinate of an ordered pair displayed on a graph.□ Apply mathematical knowledge and skills to evaluate and analyze real-world situations.□ Use a variable to represent an unknown number in an equation.	13 Extended Problems Real-World Application		
		Unit 10 Perimeter, Area, and Volume		

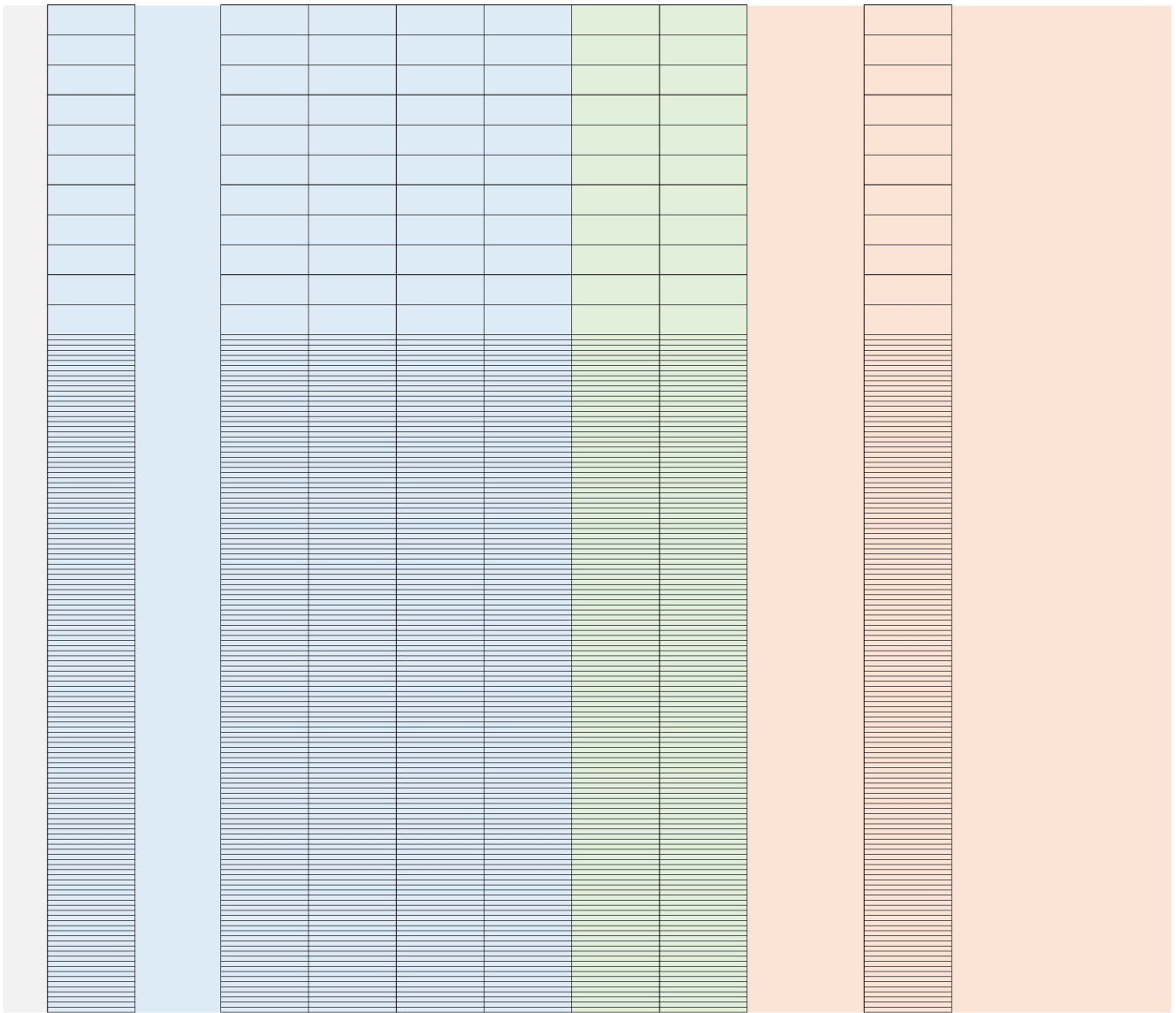
	<p>Demonstrate automatic recall of subtraction facts with minuends through 20.<input type="checkbox"/></p> <p>Demonstrate automatic recall of multiplication facts.<input type="checkbox"/></p> <p>Use the inverse relationship of multiplication and division to compute and check results.<input type="checkbox"/></p> <p>Demonstrate automatic recall of addition facts with sums through 20.<input type="checkbox"/></p> <p>Define and demonstrate understanding of the perimeter of any polygon.<input type="checkbox"/></p> <p>Use a formula to find the perimeter of a rectangle or a square.<input type="checkbox"/></p> <p>Determine the perimeter of a plane figure and use appropriate units.<input type="checkbox"/></p>	1 Find the Perimeter of Plane Figures	Lesson Checkpoint	
	<p>Determine a missing number in an equation or an inequality.<input type="checkbox"/></p> <p>Demonstrate automatic recall of multiplication facts.<input type="checkbox"/></p> <p>Identify or draw a two-dimensional view of a three-dimensional object.<input type="checkbox"/></p> <p>Construct a cube or a rectangular box from a two-dimensional pattern and determine the surface area.<input type="checkbox"/></p>	2 Nets, Solids, and Surface Area	Lesson Checkpoint	
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	3 (Optional) Your Choice		
	<p>Demonstrate automatic recall of subtraction facts with minuends through 20.<input type="checkbox"/></p> <p>Use squares to approximate the area of an irregular shape.<input type="checkbox"/></p> <p>Define and demonstrate understanding of the area of any plane figure.<input type="checkbox"/></p> <p>Find the area of a rectangular shape and use the appropriate unit.<input type="checkbox"/></p>	4 Area of Irregular Shapes	Lesson Checkpoint	
CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	<p>Estimate or determine the number of cubes required to fill a solid figure.<input type="checkbox"/></p> <p>Demonstrate automatic recall of multiplication facts.<input type="checkbox"/></p> <p>Demonstrate automatic recall of addition facts with sums through 20.<input type="checkbox"/></p> <p>Demonstrate automatic recall of subtraction facts with minuends through 20.<input type="checkbox"/></p> <p>Use the inverse relationship of multiplication and division to compute and check results.<input type="checkbox"/></p>	5 How Many Cubes Does It Take?	Lesson Checkpoint	
CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	<p>Estimate or determine the number of cubes required to fill a solid figure.<input type="checkbox"/></p> <p>Explain and determine the volume of a solid figure and use appropriate units.<input type="checkbox"/></p>	6 Volume of Solid Figures (A)		
CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	<p>Explain and determine the volume of a solid figure and use appropriate units.<input type="checkbox"/></p> <p>Identify figures that have rotational symmetry.<input type="checkbox"/></p> <p>Recognize and sketch a two-dimensional representation of a three-dimensional object.<input type="checkbox"/></p> <p>Identify figures that have bilateral symmetry and draw the line or lines of symmetry.<input type="checkbox"/></p> <p>Use negative numbers in story problems that involve owing money.<input type="checkbox"/></p> <p>Identify that the sum of the interior angles of any triangle is 180° and solve related problems.<input type="checkbox"/></p>	7 Volume of Solid Figures (B)	Lesson Checkpoint	
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	8 (Optional) Your Choice		
CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	<p>Differentiate among appropriate units to measure perimeter, area, and volume.<input type="checkbox"/></p> <p>Determine the appropriate type of measurement for a given situation (for example appropriate units for perimeter, circumference, area, surface area, and volume m, m², m³).<input type="checkbox"/></p>	9 Units of Perimeter, Area, and Volume	Lesson Checkpoint	
CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	<p>Explain and determine the volume of a solid figure and use appropriate units.<input type="checkbox"/></p> <p>Use the fact that volume is additive to solve problems.<input type="checkbox"/></p>	10 Core Focus	Lesson Checkpoint	
	<p>Differentiate among appropriate units to measure perimeter, area, and volume.<input type="checkbox"/></p> <p>Determine the perimeter of a plane figure and use appropriate units.<input type="checkbox"/></p> <p>Derive and use the formula for the area of a parallelogram and use appropriate units.<input type="checkbox"/></p> <p>Explain and determine the volume of a solid figure and use appropriate units.<input type="checkbox"/></p> <p>Construct a cube or a rectangular box from a two-dimensional pattern and determine the surface area.<input type="checkbox"/></p> <p>Use squares to approximate the area of an irregular shape.<input type="checkbox"/></p> <p>Derive and use the formula for the area of a triangle and use appropriate units.<input type="checkbox"/></p> <p>Estimate or determine the number of cubes required to fill a solid figure.<input type="checkbox"/></p>	11 Unit Review		
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	12 (Optional) Your Choice		
	Analyze complex problems using mathematical knowledge and skills.	13 Unit Checkpoint	Unit Checkpoint	
		14 Extended Problems Reasoning	Graded Assignment	

		Unit 11 Math Reasoning Methods and Strategies		
	<ul style="list-style-type: none"> □ Prioritize and sequence the information in a story problem that involves multiplication or division of decimal numbers.□ □ Analyze a story problem by identifying the question, recognizing relevant information, sequencing and prioritizing information, and developing a solution strategy. 	1 Steps to Solve Story Problems (A)		
	<ul style="list-style-type: none"> □ Prioritize and sequence the information in a story problem that involves multiplication or division of decimal numbers.□ □ Analyze a story problem by identifying the question, recognizing relevant information, sequencing and prioritizing information, and developing a solution strategy.□ □ Determine a missing number in an equation or an inequality. 	2 Steps to Solve Story Problems (B)	Lesson Checkpoint	
	<ul style="list-style-type: none"> □ Determine when and how to break a multistep whole-number story problem or money problem into simpler parts.□ 	3 Break Down Multistep Problems	Lesson Checkpoint	
	<ul style="list-style-type: none"> □ Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning in nonroutine or complex problems.□ □ Explain mathematical reasoning in a story problem by using multiple representations. 	4 Mathematical Reasoning Methods (A)	This is an adaptive lesson. It will customize based on performance.	
	<ul style="list-style-type: none"> □ Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning in nonroutine or complex problems. 	5 Mathematical Reasoning Methods (B)	This is an adaptive lesson. It will customize based on performance.	
	<ul style="list-style-type: none"> □ Identify and master skills and tasks from earlier in the course that have not yet been mastered. 	6 (Optional) Your Choice		
	<ul style="list-style-type: none"> □ Identify and generalize methods for solving problems that are similar to each other.□ □ Apply strategies or results from a simpler problem to a similar or more complex problem.□ □ Demonstrate automatic recall of subtraction facts with minuends through 20.□ □ Demonstrate automatic recall of multiplication facts.□ □ Use the inverse relationship of multiplication and division to compute and check results.□ □ Demonstrate automatic recall of addition facts with sums through 20. 	7 Choose and Use Strategies (A)		
	<ul style="list-style-type: none"> □ Identify and generalize methods for solving problems that are similar to each other.□ □ Solve a problem that involves powers.□ □ Use the situation presented in a problem to describe the meaning of each coordinate of an ordered pair displayed on a graph.□ □ Estimate or calculate a sum or a difference in a whole-number story problem.□ □ Estimate or calculate a product or a quotient in a whole-number problem.□ □ Identify and graph ordered pairs in all quadrants of a coordinate plane. 	8 Choose and Use Strategies (B)		
	<ul style="list-style-type: none"> □ Identify and generalize methods for solving problems that are similar to each other.□ 	9 Choose and Use Strategies (C)	This is an adaptive lesson. It will customize based on performance.	
	<ul style="list-style-type: none"> □ Apply strategies and results from simple story problems involving fractions to more complex problems.□ □ Solve a story problem involving multiplication or division of fractions. 	10 Solve Simple to Complex Problems (A)		
	<ul style="list-style-type: none"> □ Apply strategies and results from simple story problems involving fractions to more complex problems.□ □ Solve a story problem involving multiplication or division of fractions. 	11 Solve Simple to Complex Problems (B)	Lesson Checkpoint	
	<ul style="list-style-type: none"> □ Graph or write an equation to solve a problem that involves a linear function.□ □ Estimate or calculate a product or quotient in a whole-number story problem.□ □ Solve for one variable in a two-variable equation when the value of the other variable is given. 	12 Core Focus	Lesson Checkpoint	
	<ul style="list-style-type: none"> □ Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning in nonroutine or complex problems.□ □ Identify and generalize methods for solving problems that are similar to each other.□ □ Prioritize and sequence the information in a story problem that involves multiplication or division of decimal numbers.□ □ Determine when and how to break a multistep whole-number story problem or money problem into simpler parts.□ □ Apply strategies and results from simple story problems involving fractions to more complex problems. 	13 Unit Review		
	<ul style="list-style-type: none"> □ Identify and master skills and tasks from earlier in the course that have not yet been mastered. 	14 (Optional) Your Choice		
		15 Unit Checkpoint	Unit Checkpoint	
	<ul style="list-style-type: none"> □ Analyze complex problems using mathematical knowledge and skills. 	16 Extended Problems Reasoning	Graded Assignment	
		Unit 12 Math Reasoning Solutions		

	Express clear and logical solutions to equal-measure problems and rate problems. □ Solve a story problem involving equal measures. □ Solve a division problem that has a multidigit dividend, a one-digit divisor, and no remainder.	1 Solve Problems Logically		
	Use estimation in addition or subtraction of fractions to verify whether calculated results are reasonable. □ Solve a simple problem involving addition or subtraction of fractions.	2 Estimation and Reasonable Answers	Lesson Checkpoint	
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	3 (Optional) Your Choice		
CC.2.4.5.A.1 Solve problems using conversions within a given measurement system	Write a simple unit conversion, such as inches to feet, as an expression or an equation. □ Convert among different-sized standard measurement units within a given measurement system.	4 Change Measurement	Lesson Checkpoint	
CC.2.4.5.A.1 Solve problems using conversions within a given measurement system	Use measurement conversions to solve single- and multistep real-world problems. □ Solve a story problem involving equal measures.	5 Measurements in Story Problems	Lesson Checkpoint	
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	6 (Optional) Your Choice		
	Make precise calculations and use the situation presented in a problem involving decimal-number operations to check the validity of the result. □ Explain the advantages of exact solutions and approximate solutions to problems involving addition or subtraction of decimal numbers, and give answers to a specified degree of accuracy, such as hundredths. □ Answer a story problem to a specified degree of accuracy, such as hundredths. □ Use estimation to predict a solution to a story problem and to verify the reasonableness of the calculated result. □ Solve a simple problem involving addition or subtraction of fractions.	7 Decimal Solutions	Lesson Checkpoint	
	Evaluate whether a solution for a problem is reasonable. □ Determine a missing number in an equation or an inequality. □ Demonstrate automatic recall of multiplication facts.	8 Reasonable Solutions	Lesson Checkpoint	
	Write a simple unit conversion, such as inches to feet, as an expression or an equation. □ Use measurement conversions to solve single- and multistep real-world problems.	9 Core Focus	Lesson Checkpoint	
	Evaluate whether a solution for a problem is reasonable. □ Solve a story problem involving equal measures. □ Explain the advantages of exact solutions and approximate solutions to problems involving addition or subtraction of decimal numbers, and give answers to a specified degree of accuracy, such as hundredths. □ Make precise calculations and use the situation presented in a problem involving decimal-number operations to check the validity of the result. □ Use estimation in addition or subtraction of fractions to verify whether calculated results are reasonable.	10 Unit Review		
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	11 (Optional) Your Choice		
		12 Unit Checkpoint	Unit Checkpoint	
	Analyze complex problems using mathematical knowledge and skills.	13 Extended Problems: Reasoning	Lesson Checkpoint	
		Unit 13 Data Analysis and Representation		
CC.2.4.5.A.2 Represent and interpret data using appropriate scale	Organize and display single-variable data in a histogram. □ Systematically record numerical data.	1 Organize Data to Draw Histograms (A)		
CC.2.4.5.A.2 Represent and interpret data using appropriate scale	Organize and display single-variable data in a histogram.	2 Organize Data to Draw Histograms (B)	Lesson Checkpoint	
CC.2.4.5.A.2 Represent and interpret data using appropriate scale	Represent a fraction with a sketch. □ Organize and display single-variable data in a circle graph.	3 Create Circle Graphs	Lesson Checkpoint	
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	4 (Optional) Your Choice		
CC.2.4.5.A.2 Represent and interpret data using appropriate scale CC.2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot.	Create a line plot to display a set of measurements in fractions of a unit.	5 Line Plots (A)		
CC.2.4.5.A.2 Represent and interpret data using appropriate scale CC.2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot.	Use operations on fractions to solve problems involving information presented in line plots.	6 Line Plots (B)		
	Identify and master skills and tasks from earlier in the course that have not yet been mastered.	7 (Optional) Your Choice		
CC.2.4.5.A.2 Represent and interpret data using appropriate scale	Interpret information displayed in a graph or table. □ Answer questions about one- and two-variable data graphs. □ Organize and display single-variable data in a circle graph.	8 Interpret Graphs and Tables	Lesson Checkpoint	







ISPA Math 6A Course Mapping

Identify Learning Targets		Mastery of Learning Targets			Outline Instructional Practices							
Duration	Standard	Power Standard	K12 Module & Lesson	Objectives	Formative Assessments	Summative Assessments	Key Vocabulary	Resources	Differentiation (Remediation)	Differentiation (Enrichment)	Describe/Eligible Content	
Day 1			Course Introduction			Readiness Checkpoint						
Day 2			Readiness Checkpoint									
Day 3		CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples	Unit 1: Number Proper ies Lesson 1: Exchange Ideas	Classify whole numbers from 1 to 100 as prime or composite. Ex - green check 1 prime, red x if composite, si de with 2 numbers, student s identify prime with pointer tool	Po is cha/white board - check understanding of prime and composite through activities and questioning Ex - green check 1 prime, red x if composite, si de with 2 numbers, student s identify prime with pointer tool	1.01 Exchange Ideas Discussion		Prime Composite on line sort https://www.helpingwithmath.com/resources/games/primeprime1.html h tps://docs.google.com/document/d/10-rW5YHrLax_jGm0z_zvGVWVRPqarAEs_rqLjJpFis/edit?usp=sharing				
Day		CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi digit numbers.	Unit 1: Number Proper ies Lesson 2: Divide Who e Numbers	Divide multi digit whole numbers with and without remainders. Solve word problems using long division. Represent division in three ways.	Po is cha/white board to check knowledge of order of steps Breakout rooms with partners to practice (rally round - students solve their own problem then check partners and discuss errors)	1.02 Quiz	quotient (grade 3).	Math Antics video https://youtu.be/LGq8OUYua Division steps poster https://www.teacherspayteachers.com/Product/LONG-DIVISION-POSTER-1889388 h tps://drive.google.com/file/d/1Hv6LJB87j10E7EZ8IDHOPWZ38NEMBVew?usp=sharing	CUBES vocab graph paper for linement scaffold simple ones first			
Day 5		CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples	Unit 1: Number Proper ies Lesson 5: Factors and Prime Factorization	Determine the prime factorization of a number less than or equal to 100.	Polis cha/white board to show understanding of factoring Breakout rooms with partners to practice a lo of factor trees o lists		ac or grade 3), factor pair (grade 1)	Factor trees or repeated division https://www.onlinemathlearning.com/image-factors-prime-factorization.png	direct instruction on factor tree			
Day 6		CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples	Unit 1: Number Proper ies Lesson 7: Greatest Common Factor	Find the greatest common factor of whole numbers.	Po is cha/white board - check understanding of factoring, identifying common multiples, finding LCM Breakout rooms with partners to practice	1.07 Quiz	greatest common factor GCF	GCF image https://www.mathsisfun.com/numbers/images/greatest-common-factor.svg GCF calculator to check work https://www.calculatorsoup.com/calculators/math/gcf.php	direct instruction on factor tree vocab		M6-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. M6-A-N-2.2.2 Apply the distributive property; express a sum of two whole numbers, 1 through 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. Example: Express 36 + 8 as (9 × 2).	
Day 7		CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples	Unit 1: Number Proper ies Lesson 8: Least Common Multiple	Determine the least common multiple of two whole numbers.	Po is cha/white board - check understanding of multiples, identifying common multiples, finding LCM Breakout rooms with groups of 3 to practice (top partner list multiples of 2 numbers, middle partner circle a all common multiples, bottom partner identify LCM - switch jobs)	1.08 Quiz	least common multiple LCM, multiple (grade 1)	LCM image https://i.imgur.com/viZ5-LkaV8qUwmaxresdefault.jpg h tps://www.math.com/school/subject1/mimg/es/USL3GL.gif LCM calculator to check work https://www.calculatorsoup.com/calculators/math/lcm.php	direct instruction on factor tree vocab		M6-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. M6-A-N-2.2.2 Apply the distributive property; express a sum of two whole numbers, 1 through 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. Example: Express 36 + 8 as (9 × 2).	
Day 8		CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions	Unit 1: Number Proper ies Lesson 9: Distributive Property	Use the distributive property to multiply a number by a sum or difference. Use the distributive property to rewrite the product or sum of two whole numbers.	Polis cha/whiteboard - practice problems such as: Which expression is equivalent to (23×7) + (20×7)? What expressions are equivalent to 2(25×200)? 2(10×15)	1.09 Quiz	numerical expression (grade 5), expression, distributive property	Math Antics video https://youtu.be/VZjG3W53hE	PEMDAS acronym		M6-A-N-2.2.2 Apply the distributive property; express a sum of two whole numbers, 1 through 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. Example: Express 36 + 8 as (9 × 2).	
Day 9		CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions	Unit 1: Number Proper ies Lesson 10: Unit Review	Rev at Review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each section. Ask for help on any Practice problems you did not fully understand.	Revisit formative/summative assessment examples from unit 1			Unit 1 Study Guide https://docs.google.com/document/d/1VUL8HD-CF0D_FkpJpJJC_6C0ym5SDJuaAFBkw/edit?usp=sharing	modified assessment formulas limited MC options study guides word banks			
Day 10		CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions	Unit 1: Number Proper ies Lesson 11: Unit Test Part 1	Solve a real-world problem involving the division of multi digit whole numbers, limited to answers that do not include a remainder. Divide multi digit whole numbers, limited to answers that include a remainder. Solve a real-world problem involving the division of multi digit whole numbers, limited to answers that include a remainder. Divide multi digit whole numbers, limited to answers that do not include a remainder. Represent a multi digit division problem using three different formats. Determine the greatest common factor of two whole numbers less than or equal to 100. Determine the prime factorization of a number less than or equal to 100. Determine the least common multiple of two whole numbers less than or equal to 12. Apply the distributive property to express the product of two whole numbers from 1 to 100 as the product of one of the numbers and a sum equivalent to the other. Example: 5(18) = 9(10) + 5(9) = 9(27)		1.11 Unit 1 Test - Part 1		NEW: DISTRIBUTIVE PROPERTY, EXPRESS ON, GREATEST COMMON FACTOR GCF, LEAST COMMON MULTIPLE LCM		use their interest/key terms in word problem Review division PEMDAS		
Day 11		CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi digit numbers.	Unit 1: Number Proper ies Lesson 11: Unit Test Part 2	Classify whole numbers as prime or composite. Determine the greatest common factor of two whole numbers. Apply the distributive property.		1.11 Unit 1 Test - Part 2		NEW: DISTRIBUTIVE PROPERTY, EXPRESS ON, GREATEST COMMON FACTOR GCF, LEAST COMMON MULTIPLE LCM		all of the above		M6-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. M6-A-N-2.2.2 Apply the distributive property; express a sum of two whole numbers, 1 through 100, with a common factor as a multiple of a sum of two whole numbers with no common factor. Example: Express 36 + 8 as (9 × 2).
Day 12		Standard - CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Unit 2: Fractions Lesson 1: Exchange Ideas	Add fractions and mixed numbers with unlike denominators. Subtract fractions and mixed numbers with unlike denominators.		2.01 Exchange Ideas Discussion		https://www.mathsisfun.com/fractions-menu.html	vocab, direct instruction		M6-A-N-1.1.1 Interpret and compute quotients of fractions (including mixed numbers), and solve word problems involving division of fractions by fractions. Example 1: Given a story context for (2/3) ÷ (3/4), explain that (2/3) ÷ (3/4) = 8/9 because (3/4) of 8/9 is (2/3). In general, (a/b) ÷ (c/d) = (a/b) × (d/c) = ad/bc. Example 2: How wide is a rectangular strip of land with length (3/4) mi and area 1/2 square mi? Example 3: How many 2 1/4-foot pieces can be cut from a 15 1/2-foot board?	

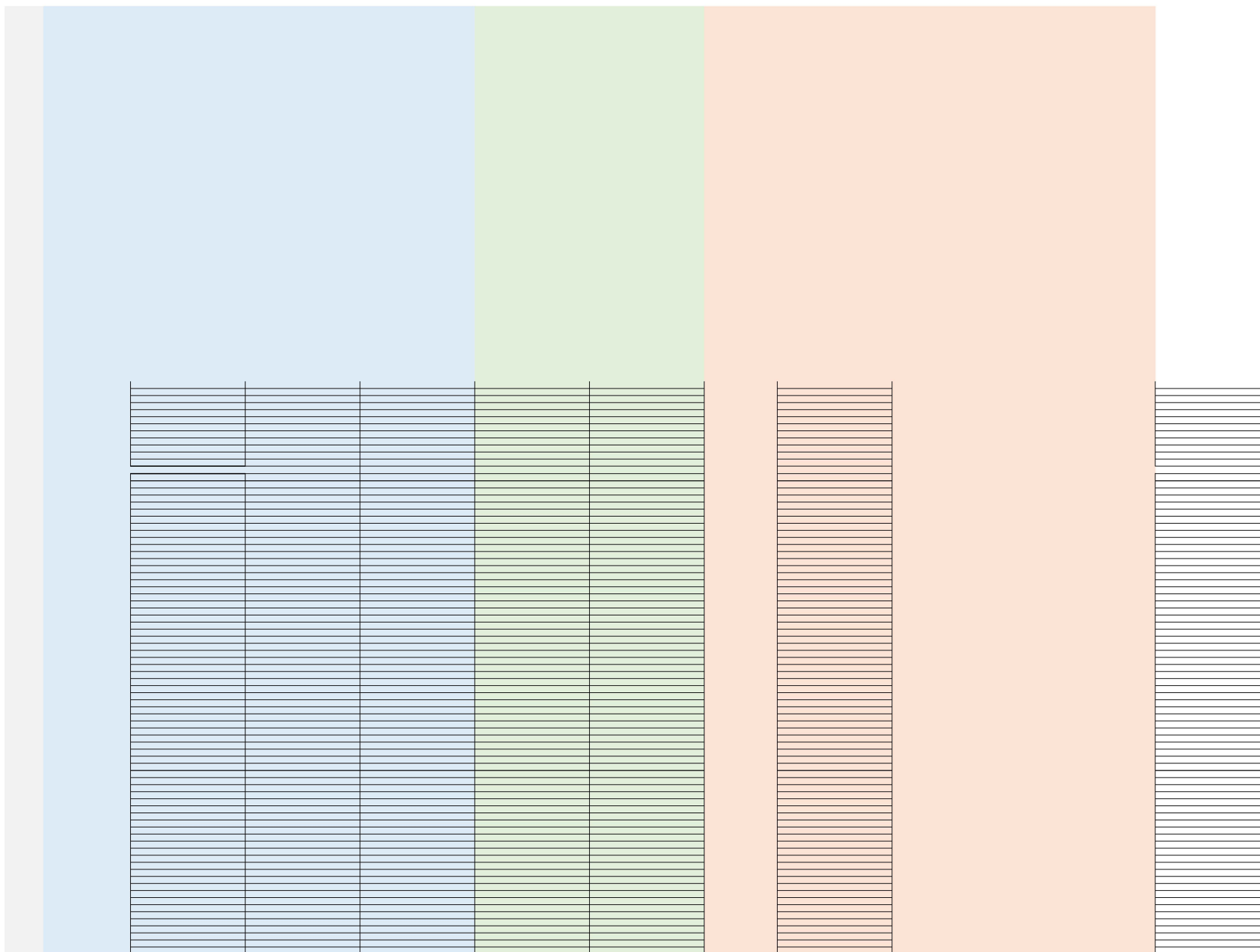
Day 13			Unit 1: Fractions Lesson 2: Simplify Fractions	Write a fraction in simplest form. Write an improper fraction as a mixed number and a mixed number as an improper fraction.	Pol/schat/whiteboard - review GCF and check understanding of application of GCF when simplifying (provide a set of fractions with a mixed number - student to do the simplifying)	2.02 Quiz		Simplifying Fractions Cheat Sheet https://drive.google.com/file/d/1RfWZFAKJ7-_S6z2msrh5VEvCqKvVew7usp/sharing	vocab, diagrams, direct instruction			
Day 1			Unit 2: Fractions Lesson 3: Write Fractions with Common Denominators	Write equivalent fractions Find the least common denominator of two or more fractions. Compare two fractions using the symbols $>$, $<$, or $=$.	Pol/schat/whiteboard - ask students to compare fractions	2.03 Quiz		https://www.mathsfun.com/improper-fractions.html https://ecdn.teacherspayteachers.com/thumbitem/Finding-Common-Denominators-Poster-278118-150087350-original-278118-1.jpg	vocab, diagrams, direct instruction			
Day 15			Unit 2: Fractions Lesson 5: Add Fractions with Unlike Denominators	Add fractions with unlike denominators. Add mixed numbers with unlike denominators.	Pol/schat/whiteboard - re-write fractions so they have like denominators; write mixed numbers as improper fractions			Math Antics Video https://youtu.be/pypf2bYRms	vocab, diagrams, direct instruction			
Day 16			Unit 2: Fractions Lesson 6: Add Mixed Numbers with Unlike Denominators	Add mixed numbers with unlike denominators Use addition of mixed numbers to solve word problems.	Pol/schat/whiteboard - re-write fractions so they have like denominators; write mixed numbers as improper fractions	2.06 Quiz		Math Antics Video https://youtu.be/pypf2bYRms https://www.mathsisfun.com/numbers/fractions-mixed-addition.html https://www.georgebrown.ca/uploadedFiles/TLC/_documents/Adding%20and%20Subtracting%20Mixed%20Numbers%20and%20Improper%20Fractions.pdf	vocab, diagrams, direct instruction			
Day 17			Unit 2: Fractions Lesson 7: Subtract Fractions with Unlike Denominators	Subtract fractions with unlike denominators Solve word problems with fractions that have unlike denominators.	Pol/schat/whiteboard - re-write fractions so they have like denominators; solve problems			Math Antics Video https://youtu.be/RqUPSZLwHH0	vocab, diagrams, direct instruction			
Day 18			Unit 2: Fractions Lesson 8: Subtract Mixed Numbers with Unlike Denominators	Subtract mixed numbers with unlike denominators without regrouping Subtract mixed numbers with unlike denominators using regrouping.	Pol/schat/whiteboard - re-write fractions so they have like denominators; write mixed numbers as improper fractions	2.08 Quiz		Math Antics Video https://youtu.be/RqUPSZLwHH1 https://www.georgebrown.ca/uploadedFiles/TLC/_documents/Adding%20and%20Subtracting%20Mixed%20Numbers%20and%20Improper%20Fractions.pdf	vocab, diagrams, direct instruction			
Day 19		Standard - CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Unit 2: Fractions Lesson 10: Multiply Fractions	Multiply fractions. Multiply mixed numbers Solve word problems using fractions.	Pol/schat/whiteboard - multiply fractions; write mixed numbers as improper fractions; use tools to identify parts of a word problem - students can use tools to circle, underline, box... (CUBES)	2.10 Quiz	Review these vocab: fraction (3), numerator (3), denominator (3), number sentence (3), mixed and improper fractions, sum, difference, product, quotient, simplest form, dividend, divisor, fractional notation ()	Multiply Fractions Cheat Sheet https://drive.google.com/file/d/1FMyRtAM9bMaEuXS0q_dUwLZ3mD_2view/usp=sharing CUBES video https://youtu.be/v93qqmQAA CUBES poster https://3.files.edlib.org/18/09/25/1900_5-16_39298-c33e-bce-9261-a1102ff69d3.jpg	vocab, diagrams, direct instruction, use their interesting terms in word problem	M6 A-N.1.1.1 Interpret and compute quotients of fractions (including mixed numbers), and solve word problems involving division of fractions by fractions. Example 1: Given a story context for $(2/3) \div (3/4)$, explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = (a/b) \times (d/c) = ad/bc$.) Example 2: How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? Example 3: How many $2/3$ -foot pieces can be cut from a $15 \frac{1}{2}$ -foot board?		
Day 20			Unit 2: Fractions Lesson 11: Divide Fractions 1	Find the reciprocal of fractions. Find the reciprocal of mixed numbers.	Pol/schat/whiteboard - write mixed numbers as improper fractions and find the reciprocal.			KFC strategy https://ecdn.teacherspayteachers.com/thumbitem/Animated-dividing-fractions-with-kfc-video-1-10073331-original-359661-3.jpg	vocab, diagrams, direct instruction			
Day 21		Standard - CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Unit 2: Fractions Lesson 12: Divide Fractions 2	Divide fractions and mixed numbers. Divide a mixed number by a mixed number. Solve word problems that involve dividing fractions and mixed numbers.	Pol/schat/whiteboard - write mixed numbers as improper fractions and find the reciprocal; use these examples to divide fractions	2.12 Quiz		Multiply Fractions Cheat Sheet https://drive.google.com/file/d/1FMyRtAM9bMaEuXS0q_dUwLZ3mD_2view/usp=sharing	vocab, diagrams, direct instruction		M6 A-N.1.1.1 Interpret and compute quotients of fractions (including mixed numbers), and solve word problems involving division of fractions by fractions. Example 1: Given a story context for $(2/3) \div (3/4)$, explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = (a/b) \times (d/c) = ad/bc$.) Example 2: How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? Example 3: How many $2/3$ -foot pieces can be cut from a $15 \frac{1}{2}$ -foot board?	
Day 22		Standard - CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Unit 2: Fractions Lesson 13: Unit Review	Review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems you did not fully understand.	https://qzjz.com/admin/search/fraction%20operations (Can click edit to duplicate and remove or edit)			Unit 2 Study Guide https://drive.google.com/file/d/1pLLbVQYLK8jV7kxw-wk1d4X0c-NjKvew7usp/sharing https://drive.google.com/file/d/1bYDMgdXXCjplV9gmBkCpV62YV4ZqZqVew7usp/sharing	all of the above			
Day 23		Standard - CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Unit 2: Fractions Lesson 1: Unit Test Part 1	Divide fractions and/or mixed numbers. Solve a real-world problem involving the division of mixed numbers. Determine the reciprocal of a fraction on a mixed number. Solve a real-world problem involving the division of fractions and/or mixed numbers. Divide two fractions. Solve a real-world problem involving the division of two fractions. Divide mixed numbers.		2.1 Unit 2 Test - Part 1				modified assessment formulas limited MC options study guides word banks		
Day 2		Standard - CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Unit 2: Fractions Lesson 1: Unit Test Part 2			2.1 Unit 2 Test - Part 2				all of the above		

Day 25			Interim Checkpoint Review				Access to practice materials - study guides, practice problems (in OLS, Classkick, Quizizz, etc)			
Day 26			Interim Checkpoint 1 Part 1	Div de fractions and/or mixed numbers. Solve a real-world problem involving the division of mixed numbers. Determine the reciprocal of a fraction or a mixed number. Solve a real-world problem involving the division of fractions and/or mixed numbers. Divide two fractions. Solve a real-world problem involving the division of two fractions. Divide mixed numbers. Solve a real-world problem involving the division of multi-digit whole numbers, limited to answers that do not include a remainder. Divide multi-digit whole numbers, limited to answers that include a remainder. Solve a real-world problem involving the division of multi-digit whole numbers, limited to answers that include a remainder. Divide multi-digit whole numbers, limited to answers that do not include a remainder. Represent a multi-digit division problem using three different formats. Determine the greatest common factor of two numbers less than or equal to 100.	Interim Checkpoint 1 - Part 1					
Day 27			Interim Checkpoint 1 continued Part 2		Interim Checkpoint 1 - Part 2					
Day 28		CC.2.1.8.E.2 - Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Unit 3: Decimals Lesson 1: Exchange Ideas	Solve real-world problems involving multiple operations using multi-digit decimals.	3.01 Exchange Ideas Discussion		Math Antics Video (Decimal Arithmetic) https://youtu.be/kahSD1T0Fc https://drive.google.com/filed/1Ury5_nMdsKaSPS_BoGMjwbpk2YpoMum/view?usp=sharing	vocab, diagrams, review games (compare/contrast) direct instruction	M06.A-N.2.1.1 Solve problems involving operations (+, -, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.	
Day 29		CC.2.1.8.E.2 - Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Unit 3: Decimals Lesson 2: Add Decimals	Add multi-digit decimals. Solve word problems by adding decimals.	3.02 Quiz		Poli's chat/wh/teboard/breakout rooms - add 2-3 numbers with decimals to the thousandths place (Ex: .851 + 9.57) BO rooms for more individualized data	vocab, diagrams, review games (compare/contrast) direct instruction	M06.A-N.2.1.1 Solve problems involving operations (+, -, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.	
Day 30		CC.2.1.8.E.2 - Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Unit 3: Decimals Lesson 3: Subtract Decimals 1	Subtract multi-digit decimals.	3.03 Quiz		http://www.coolmath.com/files/coolmathimages/decimals/30.pdf	vocab, diagrams, review games (compare/contrast) direct instruction	M06.A-N.2.1.1 Solve problems involving operations (+, -, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.	
Day 31		CC.2.1.8.E.2 - Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Unit 3: Decimals Lesson 4: Subtract Decimals 2	Subtract multi-digit decimals. Solve word problems involving multi-digit decimals.	3.04 Quiz		Poli's chat/wh/teboard/breakout rooms - subtract numbers with decimals to the thousandths place; subtract a decimal from a whole number (ex: 10 - 9.05)	vocab, diagrams, review games (compare/contrast) direct instruction	M06.A-N.2.1.1 Solve problems involving operations (+, -, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.	
Day 32		CC.2.1.8.E.2 - Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Unit 3: Decimals Lesson 5: Multiply Decimals	Multiply multi-digit decimals. Solve word problems involving multiplying multi-digit decimals.	3.05 Quiz		https://www.onlinemathlearning.com/images/emuliply-decimals.png Multiplying Decimals Song - https://youtu.be/E3DQPcDu	vocab, diagrams, review games (compare/contrast) direct instruction	M06.A-N.2.1.1 Solve problems involving operations (+, -, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.	
Day 33		CC.2.1.8.E.2 - Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Unit 3: Decimals Lesson 7: Divide a Decimal by a Whole Number	Divide a decimal by a whole number.	3.06 Quiz		Poli's chat/wh/teboard/breakout rooms - divide a decimal by a whole number with decimals to the thousandths place (ex: 80.36 ÷ 9)	vocab, diagrams, review games (compare/contrast) direct instruction	M06.A-N.2.1.1 Solve problems involving operations (+, -, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.	
Day 34		CC.2.1.8.E.2 - Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Unit 3: Decimals Lesson 9: Divide a Decimal by a Decimal	Divide a decimal by a decimal.	3.07 Quiz		Poli's chat/wh/teboard/breakout rooms - divide a decimal by a decimal with decimals to the thousandths place (Ex: 17.325 ÷ 5)	Review these vocab: decimal notation, quotient, sum, product, difference https://www.youtube.com/watch?v=0905g1f1h3k https://www.khanacademy.org/math/sixth-grade-math/6th-grade-math/operations-on-decimals/a/dividing-a-decimal-by-a-whole-number	vocab, diagrams, review games (compare/contrast) direct instruction	M06.A-N.2.1.1 Solve problems involving operations (+, -, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.
Day 35		CC.2.1.8.E.2 - Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Unit 3: Decimals Lesson 10: Divide a Whole Number by a Decimal	Divide a whole number by a decimal.	3.10 Quiz		Poli's chat/wh/teboard/breakout rooms - divide a whole number by a decimal with decimals to the thousandths place (Ex: 19 ÷ .325)	https://www.youtube.com/watch?v=0905g1f1h3k	vocab, diagrams, review games (compare/contrast) direct instruction	
Day 36		CC.2.1.8.E.2 - Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Unit 3: Decimals Lesson 11: Problem Solve with Decimals		3.11 Quiz		Poli's chat/wh/teboard/breakout rooms - divide whole numbers and decimals with decimals to the thousandths place; use tools to identify parts of a word problem - students can use tools to circle, underline, box... (CUBES)	vocab, diagrams, review games (compare/contrast) direct instruction		
Day 37		CC.2.1.8.E.2 - Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Unit 3: Decimals Lesson 12: Unit Review	Review all Review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems you did not fully understand.	Quizizz or formative with sample test problems		Unit 3 Study Guide https://docs.google.com/document/d/1QbyZWNVjwMk728TApyrbyukwPvGzaV36OEDuGq30ed1Tusp/sharing	all of the above	M06.A-N.2.1.1 Solve problems involving operations (+, -, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.	
Day 38		CC.2.1.8.E.2 - Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Unit 3: Decimals Lesson 13: Unit Test Part 1	Solve a real-world problem involving the addition of multi-digit decimals. Subtract multi-digit decimals. Solve a real-world problem involving multiple operations, using multi-digit decimals. Divide a multi-digit decimal by a whole number. Divide multi-digit decimals. Solve a real-world problem involving the subtraction of multi-digit decimals. Solve a real-world problem involving the multiplication of multi-digit decimals. Add multi-digit decimals. Multiply multi-digit decimals. Solve a real-world problem involving the division of multi-digit decimals.	3.13 Unit 3 Test - Part 1			modified assessment formulas/limited MC options study guides word banks		
Day 39		CC.2.1.8.E.2 - Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Unit 3: Decimals Lesson 13: Unit Test Part 2		3.13 Unit 3 Test - Part 2			all of the above		

Day 0			Unit : Rational Numbers Lesson 1: Exchange Ideas		.01 Exchange Ideas Discussion				vocab, repetition and drill, direct instruction, use their interest/key terms in word problem		
Day 1		CC.2.1.6.E Apply and extend previous understandings of numbers to the system of rational numbers.	Unit : Rational Numbers Lesson 2: Integers	Identify positive and negative numbers on a number line State the coordinate of a point on a number line. Solve word problems using positive and negative numbers.	Whiteboard - use of student pointers or ID positive and negative numbers Polling Tools - show student's number line with letters A,B,C,D ask students what letter represents a specific number			Interactive number line tool https://apps.mathlearningcenter.org/number-line/	vocab, repetition and drill, direct instruction, use their interest/key terms in word problem		
Day 2		CC.2.1.6.E Apply and extend previous understandings of numbers to the system of rational numbers.	Unit : Rational Numbers Lesson 3: Rational Numbers	Represent a rational number as a point on a number line Graph a rational number on a number line. Solve word problems using rational numbers and a number line.	Whiteboard - use of student pointers to represent positive and negative numbers Polling Tools - show student's number line with letters A,B,C,D ask students what letter represents a specific number	.03 Quiz		Interactive number line tool https://apps.mathlearningcenter.org/number-line/	vocab, repetition and drill, direct instruction, use their interest/key terms in word problem		M06-A-N.3.1 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values and locate one on the number line and coordinate plane.
Day 3		CC.2.1.6.E Apply and extend previous understandings of numbers to the system of rational numbers.	Unit : Rational Numbers Lesson 5: Compare Rational Numbers	Use a number line to compare rational numbers. Compare and order rational numbers in a real-world situation.	Whiteboard - check understanding of rational numbers and ordering numbers through activities and questioning **Specifically use the words to highlight higher/lower **Compare series of numbers that include fractions and decimals together	.05 Quiz		Interactive number line tool https://apps.mathlearningcenter.org/number-line/	vocab, repetition and drill, direct instruction, use their interest/key terms in word problem		M06-A-N.3.2 Understand ordering and absolute value of rational numbers.
Day		CC.2.1.6.E Apply and extend previous understandings of numbers to the system of rational numbers.	Unit : Rational Numbers Lesson 6: Opposites and Absolute Value	Identify opposite numbers. Find the absolute value of a number. Order absolute values and integers. Compare absolute values and integers.	Whiteboard - check understanding of rational numbers and ordering numbers through activities and questioning **Specifically use the words to highlight higher/lower; positive and opposite **Order series of numbers that include the absolute values of fractions or decimals	.06 Quiz		https://youtu.be/ApKvLqz3eU https://drive.google.com/file/d/1tswawWUOeTKimWxvCjEKhgJZDe030vew	vocab, repetition and drill, direct instruction, use their interest/key terms in word problem		M06-A-N.3.2.1 Write, interpret, and explain a statement of order for rational numbers in real-world contexts. Example: Write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C . 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. Example: For an account balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars, and recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars. M06-A-N.3.2.3 Solve real-world and mathematical problems by plotting points in a four-quadrant coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
Day 5		CC.2.1.6.E Apply and extend previous understandings of numbers to the system of rational numbers.	Unit : Rational Numbers Lesson 8: The Coordinate Plane	Solve a problem by graphing rational number pairs in any quadrant of the coordinate plane. Solve a real-world problem using ordered pairs in all four quadrants of the coordinate plane. Name the location of an ordered pair (quadrant 1, 2, 3, or 4; x- or y-axis; or origin). Name an integer pair on a coordinate plane.	Have students ID Quadrants 1, 2, 3, using pointer tool Chat tool to name points on a coordinate plane Whiteboard tools to plot points on a coordinate plane.	.08 Quiz		Interactive coordinate grid https://www.geogebra.org/m/jmMXz2uM Point plotting activity (see checking) http://www.shodor.org/interactivate/activities/simp-coordinates/	vocab, repetition and drill, direct instruction, use their interest/key terms in word problem		M06-A-N.3.1.3 Locate and plot integers and other rational numbers on a horizontal or vertical number line; locate and plot pairs of integers and other rational numbers on a coordinate plane.
Day 6		CC.2.1.6.E Apply and extend previous understandings of numbers to the system of rational numbers.	Unit : Rational Numbers Lesson 9: Find Distances in the Coordinate Plane	Find the distance between two points using ordered pairs, with the same first or second coordinate, using a coordinate plane. Solve word problems using ordered pairs in a coordinate plane.	Whiteboard/whiteboard - distance between 2 points, students plot 2 given points on a coordinate plane, use various methods to determine the distance between the 2 points	.09 Quiz		Coordinate Grid Games https://www.mathnook.com/math/activities/coordinate-grid-games.php	vocab, repetition and drill, direct instruction, use their interest/key terms in word problem		M06-A-N.3.1.3 Locate and plot integers and other rational numbers on a horizontal or vertical number line; locate and plot pairs of integers and other rational numbers on a coordinate plane.
Day 7		CC.2.1.6.E Apply and extend previous understandings of numbers to the system of rational numbers.	Unit : Rational Numbers Lesson 10: Unit Review	Review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems you did not fully understand.				Unit Study Guide https://docs.google.com/document/d/1gFW0YhRURH7ZSD-jBKCBD50w5bQFD5agOXrp/edit?usp=sharing	all of the above		
Day 8		CC.2.1.6.E Apply and extend previous understandings of numbers to the system of rational numbers.	Unit : Rational Numbers Lesson 11: Unit Test Part 1	Compare or order absolute value expressions. Distinguish between a comparison of absolute value from a statement about order. Solve a problem by graphing integer pairs in any quadrant of the coordinate plane. Solve a real-world problem using ordered pairs in all four quadrants of the coordinate plane. Interpret opposite numbers. Graph a rational number on a number line. Name the location of an ordered pair (quadrant 1, 2, 3, or 4; x- or y-axis; or origin). Name a rational number pair on a coordinate plane. Compare or order rational numbers, at a sixth grade level.		.11 Unit Test - Part 1			modified assessment formulas limited MC options study guides word banks		
Day 9		CC.2.1.6.E Apply and extend previous understandings of numbers to the system of rational numbers.	Unit : Rational Numbers Lesson 11: Unit Test Part 2			.11 Unit Test - Part 2			all of the above		
Day 50			Interim Checkpoint Review					Access to practice materials - study guides, practice problems (in OLS, Class ic: Qizzizz etc)			
Day 51			Interim Checkpoint 2 Part 1			Interim Checkpoint 2 - Part 1 Interim Checkpoint 2 - Part 2					

Day	Standard	Lesson	Unit	Topic	Assessment	Notes	Resources	Other
Day 52			Interim Checkpoint 2					
Day 53	CC.2.2.6.B.1	Apply and extend properties of operations to solve problems involving addition and subtraction of rational numbers.	Unit 5: Expressions Lesson 1: Exchange Ideas	Exchange Ideas	5.01 Exchange Ideas Discussion			vocab, review exponents in a calculator, review PEMDAS, CUBES, use key terms in word problems (relate info)
Day 54	CC.2.2.6.B.1	Apply and extend properties of operations to solve problems involving addition and subtraction of rational numbers.	Unit 5: Expressions Lesson 2: Exponents	Evaluate expressions with exponents. Write mathematical expressions involving exponents. Write expressions with exponents to represent a real-world situation.	5.02 Quiz			vocab, review exponents in a calculator, review PEMDAS, CUBES, use key terms in word problems (relate info)
Day 55	CC.2.2.6.B.1	Apply and extend properties of operations to solve problems involving addition and subtraction of rational numbers.	Unit 5: Expressions Lesson 3: Order of Operations	Evaluate expressions with multiple operations with and without grouping symbols. Evaluate expressions with whole-number exponents. Use grouping symbols to represent mathematical problems.	5.03 Quiz			vocab, review exponents in a calculator, review PEMDAS, CUBES, use key terms in word problems (relate info)
Day 56	CC.2.2.6.B.1	Apply and extend properties of operations to solve problems involving addition and subtraction of rational numbers.	Unit 5: Expressions Lesson 5: Algebraic Expressions	Explain that a variable represents an unknown number or any number in a set. Identify all the parts of an expression using mathematical terms.	5.05 Quiz			vocab, review exponents in a calculator, review PEMDAS, CUBES, use key terms in word problems (relate info)
Day 57	CC.2.2.6.B.1	Apply and extend properties of operations to solve problems involving addition and subtraction of rational numbers.	Unit 5: Expressions Lesson 6: Read and Write Algebraic Expressions 1	Write algebraic expressions from verbal phrases. Write verbal phrases from algebraic expressions.				vocab, review exponents in a calculator, review PEMDAS, CUBES, use key terms in word problems (relate info)
Day 58	CC.2.2.6.B.1	Apply and extend properties of operations to solve problems involving addition and subtraction of rational numbers.	Unit 5: Expressions Lesson 7: Read and Write Algebraic Expressions 2	Use expressions to represent mathematical situations, using variables for the unknowns. Use expressions to represent real-world situations. Use variables for the unknowns.	5.07 Quiz			vocab, review exponents in a calculator, review PEMDAS, CUBES, use key terms in word problems (relate info)
Day 59	CC.2.2.6.B.1	Apply and extend properties of operations to solve problems involving addition and subtraction of rational numbers.	Unit 5: Expressions Lesson 9: Evaluate Expressions	Evaluate expressions using given values for variables.	5.09 Quiz	Review these vocab: numerical expression (with no variables), equivalent expression NEW: algebraic expression, exponent, coefficient, variable		vocab, review exponents in a calculator, review PEMDAS, CUBES, use key terms in word problems (relate info)
Day 60	CC.2.2.6.B.1	Apply and extend properties of operations to solve problems involving addition and subtraction of rational numbers.	Unit 5: Expressions Lesson 10: Equivalent Expressions	Apply the properties of operations to generate equivalent expressions. Identify equivalent expressions.	5.10 Quiz			vocab, review exponents in a calculator, review PEMDAS, CUBES, use key terms in word problems (relate info)
Day 61			Unit 5: Expressions Lesson 11: Unit Review	Review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each lesson. Ask for help on any practice problems you did not understand.		Unit 5 Study Guide https://docs.google.com/document/d/1wC-FvAhtWVCEnmDq8ChpuB6NahEjUvHJdgg9R0MAedfTuspprsharing		all of the above
Day 62	CC.2.2.6.B.1	Apply and extend properties of operations to solve problems involving addition and subtraction of rational numbers.	Unit 5: Expressions Lesson 12: Unit Test Part 1	Apply the properties of operations to generate equivalent expressions. Represent a mathematical problem using an expression involving whole-number exponents. Evaluate a numerical expression involving whole-number exponents. Represent a mathematical operation using expressions with numbers and with letters standing for numbers. Evaluate an expression using given values for variables. Identify equivalent expressions. Represent an expression using a mathematical description. Represent a real-world situation as an expression, using a variable for the unknown. Represent a mathematical situation as an expression, using a variable for the unknown.	5.12 Unit 5 Test - Part 1			modified assessment formulas limited MC options study guides word banks
Day 63	CC.2.2.6.B.1	Apply and extend properties of operations to solve problems involving addition and subtraction of rational numbers.	Unit 5: Expressions Lesson 12: Unit Test Part 2		5.12 Unit 5 Test - Part 2 (79)			all of the above
Day 64			Unit 6: Equations and Inequalities Lesson 1: Exchange Ideas		6.01 Exchange Ideas Discussion			vocab, direct instruction, CUBES,
Day 65	CC.2.2.6.B.2	Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems.	Unit 6: Equations and Inequalities Lesson 2: Compare Expressions	You have used these symbols to compare numbers: <, >, and =. In these activities, you will use these symbols to compare expressions. You will also review the properties of operations and how they relate to comparing expressions. Let's get started!	6.02 Quiz	Review these vocab: equation, number line NEW: inequality, substitution, constraint, condition		vocab, direct instruction, CUBES,
Day 66	CC.2.2.6.B.2	Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems.	Unit 6: Equations and Inequalities Lesson 3: Solve Equations by Substitution	Determine if two expressions form an equation. Using substitution, determine if a number from a replacement set makes an equation true.	6.03 Quiz	Review these vocab: equation, number line NEW: inequality, substitution, constraint, condition		vocab, direct instruction, CUBES,
Day 67	CC.2.2.6.B.2	Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems.	Unit 6: Equations and Inequalities Lesson 5: Read and Write Equations	Write an equation from a verbal sentence. Translate an equation into a verbal sentence. Determine if an equation is true by substituting values from a set into the equation.	6.05 Quiz	Review these vocab: equation, number line NEW: inequality, substitution, constraint, condition		vocab, direct instruction, CUBES,
Day 68	CC.2.2.6.B.2	Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems.	Unit 6: Equations and Inequalities Lesson 6: Solve Equations Using Related Equations 1	Determine related equations of a given fact family. Solve mathematical problems by writing and solving equations in the form $ax + p = q$.		Review these vocab: equation, number line NEW: inequality, substitution, constraint, condition		vocab, direct instruction, CUBES,
Day 69	CC.2.2.6.B.2	Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems.	Unit 6: Equations and Inequalities Lesson 7: Solve Equations Using Related Equations 2	Determine related equations of a given fact family. Solve mathematical problems by writing and solving equations in the form $ax + c = q$.		Review these vocab: equation, number line NEW: inequality, substitution, constraint, condition		vocab, direct instruction, CUBES,

Day 70	CC.2.2.6.B.2 Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems	Unit 6: Equations and Inequalities Lesson 9: Problem Solve with Equations	Solve a mathematical problem by writing and solving an equation in the form $px + q = r$, limited to nonnegative rational numbers. Solve a real-world problem by writing and solving an equation in the form $px + q = r$, limited to nonnegative rational numbers. Solve an equation in the form $x - p = q$, limited to nonnegative rational numbers. Solve a real-world problem by solving an equation in the form $x - p = q$, limited to nonnegative rational numbers.	6.09 Quiz	Review these vocab: equation, number line NEW: inequality, substitution, constraint, condition		vocab, direct instruction, CUBES,	
Day 71	CC.2.2.6.B.2 Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems	Unit 6: Equations and Inequalities Lesson 10: Solve Inequalities by Substitution	Classify inequalities as true or false. Using substitution of a given number from a specified set, determine if an inequality is true or false.	6.10 Quiz	Review these vocab: equation, number line NEW: inequality, substitution, constraint, condition		vocab, direct instruction, CUBES,	
Day 72	CC.2.2.6.B.2 Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems	Unit 6: Equations and Inequalities Lesson 11: Read and Write Inequalities	Write an inequality to model a verbal sentence. Write and solve an inequality to represent a word problem.		Review these vocab: equation, number line NEW: inequality, substitution, constraint, condition		vocab, direct instruction, CUBES, key terms to relate real-world problems	
Day 73	CC.2.2.6.B.2 Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems	Unit 6: Equations and Inequalities Lesson 12: Graph Inequalities on a Number Line	Determine solutions to inequalities. Graph the solution of an inequality on a number line. Write an inequality given its graph.	6.12 Quiz	Review these vocab: equation, number line NEW: inequality, substitution, constraint, condition		vocab, direct instruction, CUBES, key terms to relate real-world 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.
Day 74	CC.2.2.6.B.3 Represent and analyze quantitative relationships between dependent and independent variables	Unit 6: Equations and Inequalities Lesson 13: Equal Ones in Two Variables	Classify data as discrete or continuous. Represent data from a graph as a table or ordered pair. Represent data from a table, ordered pair, or graph as an equation. Analyze the relationship between dependent and independent variables using graphs and tables. Represent the relationship between dependent and independent variables as an equation.	6.13 Quiz	Review these vocab: equation, number line, ordered pair NEW: inequality, substitution, constraint, condition, discrete or continuous, classified data, independent variable, dependent variable		vocab, direct instruction, CUBES, key terms to relate real-world 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 $kx + p = q$ and $px + q = k$ for cases in which p, q, k , and x are all non-negative rational numbers. M06-B-E.2.1 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.
Day 75		Unit 6: Equations and Inequalities Lesson 1: Unit Review	Review and review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems you did not fully understand.		Review these vocab: equation, number line, ordered pair NEW: inequality, substitution, constraint, condition, discrete or continuous, classified data, independent variable, dependent variable	Unit 6 Study Guide https://docs.google.com/document/d/1oHtCAtSUHJHjpeLAL5zQpHtEBDgGN8XgMmBroe2atUsp/edit	all the above	
Day 76		Unit 6: Equations and Inequalities Lesson 15: Unit Test Part 1	Represent an inequality using the form $x > c$ or $x < c$ as a word sentence. Determine solutions to inequalities in the form $x > c$ or $x < c$. Represent the relationship between the dependent and independent variables as an equation. Evaluate an expression, using given values for variables. Compare variables expressions for a given value of the variable. Determine whether a given number in a specified set makes an inequality true, using substitution. Determine whether a given number in a specified set makes an equation true, using substitution. Solve a mathematical problem by writing and solving an equation in the form $px + q = r$, limited to nonnegative rational numbers. Solve an equation in the form $x - p = q$, limited to nonnegative rational numbers. Solve a real-world problem by solving an equation in the form $x - p = q$, limited to nonnegative rational numbers.	6.15 Unit 6 Test - Part 1	Review these vocab: equation, number line, ordered pair NEW: inequality, substitution, constraint, condition, discrete or continuous, classified data, independent variable, dependent variable		modified assessment formulas limited MC options study guides word banks	
Day 77		Unit 6: Equations and Inequalities Lesson 15: Unit Test Part 2		6.15 Unit 6 Test - Part 2	Review these vocab: equation, number line, ordered pair NEW: inequality, substitution, constraint, condition, discrete or continuous, classified data, independent variable, dependent variable		all the above	
Day 78		Unit 7: Math 6 Semester A Assessments Lesson 1: Your Choice	Review and review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems you did not fully understand.		all vocab from Semester 1		modified assessment formulas limited MC options study guides word banks	
Day 79		Unit 7: Math 6 Semester A Assessments Lesson 1: Semester A Test, Part 1		Semester A Test, Part 1	all vocab from Semester 1		modified assessment formulas limited MC options study guides word banks	
Day 80		Unit 7: Math 6 Semester A Assessments Lesson 1: Semester A Test, Part 2		Semester A Test, Part 2				



Day 123	CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Unit 1 : Surface Area and Volume Lesson 1: Exchange Ideas	Represent three-dimensional figures using nets made up of rectangles and triangles. Determine the surface area of a three-dimensional figure using a net made up of rectangles and triangles.	.01 Exchange Ideas Discussion		Review these vocab: area, perimeter, quadrilateral, polygon, parallelogram, coordinate plane, id, quadrant, ordered pair, volume, vertex, line segment, face, edge NEW: trapezoid, irregular polygon, net		review of key vocab, use of visuals, guided notes on scaffolding
Day 124	CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Unit 1 : Surface Area and Volume Lesson 2: Nets of Three-Dimensional Figures	Represent three-dimensional figures using nets made up of rectangles and triangles.	.02 Quiz		Review these vocab: area, perimeter, quadrilateral, polygon, parallelogram, coordinate plane, id, quadrant, ordered pair, volume, vertex, line segment, face, edge NEW: trapezoid, irregular polygon, net		review of key vocab, use of visuals, guided notes on scaffolding
Day 125	CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Unit 1 : Surface Area and Volume Lesson 3: Surface Area	Use nets to represent three-dimensional figures made up of rectangles and triangles. Use nets to determine the surface area of three-dimensional figures. Solve real-world problems by using nets to find surface areas.	.03 Quiz		Review these vocab: area, perimeter, quadrilateral, polygon, parallelogram, coordinate plane, id, quadrant, ordered pair, volume, vertex, line segment, face, edge NEW: trapezoid, irregular polygon, net		review of key vocab, use of visuals, guided notes on scaffolding
Day 126	CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Unit 1 : Surface Area and Volume Lesson 7: Volume of Rectangular Prisms 1	Determine the volume of a right rectangular prism with whole-number side lengths and face/side lengths. Solve real-world problems involving the volume of right rectangular prisms with whole-number side lengths and face/side lengths.			Review these vocab: area, perimeter, quadrilateral, polygon, parallelogram, coordinate plane, id, quadrant, ordered pair, volume, vertex, line segment, face, edge NEW: trapezoid, irregular polygon, net		review of key vocab, use of visuals, guided notes on scaffolding
Day 126	CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Unit 1 : Surface Area and Volume Lesson 8: Volume of Rectangular Prisms 2	Solve problems involving the volume of right rectangular prisms with whole-number and face/side lengths. Solve real-world problems about the volume of right rectangular prisms with fractional edge lengths.	.08 Quiz		Review these vocab: area, perimeter, quadrilateral, polygon, parallelogram, coordinate plane, id, quadrant, ordered pair, volume, vertex, line segment, face, edge NEW: trapezoid, irregular polygon, net		review of key vocab, use of visuals, guided notes on scaffolding
Day 127								
Day 128		Unit 1 : Surface Area and Volume Lesson 9: Unit Review Part 1	Revisit Review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems you did not fully understand.	.09 Unit 1 Test Part 1		Unit 1 Study Guide https://docs.google.com/document/d/1p3d3006bqpe-15NwV5SmvMqYQ2MRCy019Rb3YAVed7usp/sharing		all the above
Day 129	CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Unit 1 : Surface Area and Volume Lesson 9: Unit Review Part 2	Represent three-dimensional figures using nets made up of triangles and rectangles. Use nets of three-dimensional figures to find the surface area in a real-world situation. Find the volume of right rectangular prisms.	.09 Unit 1 Test Part 2		Review these vocab: area, perimeter, quadrilateral, polygon, parallelogram, coordinate plane, id, quadrant, ordered pair, volume, vertex, line segment, face, edge NEW: trapezoid, irregular polygon, net		all the above
Day 130		Review Unit 1 and 2 for interim checkpoint						
Day 131		Interim Checkpoint Part 1	Objectives/Essential Understandings from Unit 1 & 2	Interim Checkpoint - Part 1				
Day 132		Review Unit 3 and 4 for interim checkpoint						
Day 133		Interim Checkpoint Part 2		Interim Checkpoint - Part 2				
Day 134	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 5: Statistical Graphs Lesson 1: Exchange Ideas	Represent numerical data on histograms and frequency tables.	5.01 Exchange Ideas Discussion		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, surface area, quartile, angle, rate, ratio		review of key vocab, use of visuals, scaffolded model, teach, practice) show how real world is related to topic
Day 135		Unit 5: Statistical Graphs Lesson 2: Write and Identify Statistical Questions	Classify a question as a statistical or non-statistical question and explain why. Write or identify a question that can be used to collect statistical information.	5.02 Quiz		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, surface area, quartile, angle, rate, ratio		review of key vocab, use of visuals, scaffolded model, teach, practice) show how real world is related to topic
Day 136	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 5: Statistical Graphs Lesson 3: Line Plots	Represent and analyze data on a dot plot and line plot. Solve problems involving addition and subtraction of fractions using information in a line plot.	5.03 Quiz		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, surface area, quartile, angle, rate, ratio		review of key vocab, use of visuals, scaffolded model, teach, practice) show how real world is related to topic
Day 137	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 5: Statistical Graphs Lesson 5: Histograms	Represent numerical data on a frequency table and a histogram.			Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, surface area, quartile, angle, rate, ratio		review of key vocab, use of visuals, scaffolded model, teach, practice) s o o real world is related to topic
Day 138	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 5: Statistical Graphs Lesson 6: Histograms 2	Interpret and analyze data represented on a histogram.	5.08 Quiz		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, surface area, quartile, angle, rate, ratio		review of key vocab, use of visuals, scaffolded model, teach, practice) s o o real world is related to topic
Day 139	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 5: Statistical Graphs Lesson 8: Box Plots 1	Determine the median of a data set. Determine the quartiles of a data set. Determine the 5-number summary of a data set. Interpret data on a stem-and-leaf plot.			Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, surface area, quartile, angle, rate, ratio, stem-and-leaf plot		review of key vocab, use of visuals, scaffolded model, teach, practice) show how real world is related to topic
Day 140	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 5: Statistical Graphs Lesson 9: Box Plots 2	Represent numerical data on a box plot. Interpret and analyze data represented on a box plot.	5.09 Quiz		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, surface area, quartile, angle, rate, ratio, stem-and-leaf plot		review of key vocab, use of visuals, scaffolded model, teach, practice) s o o real world is related to topic
Day 141	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 5: Statistical Graphs Lesson 10: Unit Review	Revisit Review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems you did not fully understand.			Unit 5 Study Guide https://docs.google.com/document/d/1TKY0_Lk0Y1N7p2M3JUMSCd4ASV4a5Bn8D0V1E2ed7usp/sharing		all the above
Day 142	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 5: Statistical Graphs Lesson 11: Unit Test Part 1	Classify a question as a statistical or non-statistical question. Represent numerical data on a box plot. Analyze data represented on a box plot. Determine the mean of a numerical data set. Determine the quartiles of a data set. Analyze data represented on a line or dot plot. Interpret data represented on a stem-and-leaf plot. Analyze data represented on a histogram. Represent numerical data on a line or dot plot. Represent numerical data on a histogram.	5.11 Unit 5 Test - Part 1		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, surface area, quartile, angle, rate, ratio, stem-and-leaf plot		modified assessment form as limit ed MC: colons study guides word banks
Day 143	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 5: Statistical Graphs Lesson 11: Unit Test Part 2	Represent and analyze data on a line plot. Represent and interpret data on a histogram. Represent and interpret data on a stem-and-leaf plot.	5.11 Unit 5 Test - Part 2		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, surface area, quartile, angle, rate, ratio, stem-and-leaf plot		all the above
Day 144	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 6: Measures of Center and Spread Lesson 1: Exchange Ideas	Determine the mean of a numerical data set.	6.01 Exchange Ideas Discussion		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, surface area, quartile, angle, rate, ratio, stem-and-leaf plot		review of key vocab, use of visuals, combining like terms, guided practice, scaffolded
Day 145	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 6: Measures of Center and Spread Lesson 2: Mean	Determine the mean of a data set. Know the difference between measures of center and measure of variation. Analyze data represented on a box plot, stem-and-leaf plot and line plot.	6.02 Quiz		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, surface area, quartile, angle, rate, ratio, stem-and-leaf plot		review of key vocab, use of visuals, combining like terms, guided practice, scaffolded

Day 1.6	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 6: Measures of Center and Spread Lesson 3: Mean	Determine the mean of a set of data. Analyze data represented on a line plot and stem-and-leaf plot.	6.03 Quiz	Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, sur area, quartile, angle, rate, ratio, stem-and-leaf plot, interquartile range	review of key vocab, use of visuals, combining like terms, guided practice, scaffolding
Day 1.7	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 6: Measures of Center and Spread Lesson 6: Interquartile Range 1	Determine the range of a numerical data set. Determine the interquartile range of a numerical data set.		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, sur area, quartile, angle, rate, ratio, stem-and-leaf plot, interquartile range	review of key vocab, use of visuals, combining like terms, guided practice, scaffolding
Day 1.8	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 6: Measures of Center and Spread Lesson 7: Interquartile Range 2	Describe an overall pattern and any striking deviations from the overall pattern.	6.07 Quiz	Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, sur area, quartile, angle, rate, ratio, stem-and-leaf plot, interquartile range	review of key vocab, use of visuals, combining like terms, guided practice, scaffolding
Day 1.9	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 6: Measures of Center and Spread Lesson 9: Mean Absolute Deviation (MAD)	Explain that a measure of center for a numerical data set summarizes all of its values with a single number. Explain that a measure of variability for a numerical data set summarizes how its values vary with a single number. Determine the absolute deviation of a numerical data set. Determine and interpret mean absolute deviation of a data set.	6.09 Quiz	Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, sur area, quartile, angle, rate, ratio, stem-and-leaf plot, interquartile range	review of key vocab, use of visuals, combining like terms, guided practice, scaffolding
Day 1.10	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 6: Measures of Center and Spread Lesson 10: Distributions	Explain that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape. Classify a distribution as uniform, normal, skewed left, or skewed right. Relate the choice of measures of center and variability to the shape of the distribution and the context in which the data were gathered.		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, sur area, quartile, angle, rate, ratio, stem-and-leaf plot, interquartile range	review of key vocab, use of visuals, combining like terms, guided practice, scaffolding
Day 1.11	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 6: Measures of Center and Spread Lesson 11: Summarize Distributions	Relate the measure of center or variability to the shape of the data distribution. Summarize a numerical data set, how it was measured and units of measure. Summarize numerical data sets by reporting the number of observations. Analyze data represented on a histogram. Interpret data on a line plot. Determine the interquartile range of a numerical data set.	6.11 Quiz	Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, sur area, quartile, angle, rate, ratio, stem-and-leaf plot, interquartile range	review of key vocab, use of visuals, combining like terms, guided practice, scaffolding
Day 1.12	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 6: Measures of Center and Spread Lesson 12: Unit Review	Revisit Review activities located before each quiz in the unit. Look at the Summary activities in each lesson. Read through the Reference Guide pages linked in each lesson. Ask for help on any Practice problems you did not fully understand.		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, sur area, quartile, angle, rate, ratio, stem-and-leaf plot, interquartile range	all the above
Day 1.13	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 6: Measures of Center and Spread Lesson 13: Unit Test Part 1	Explain that a measure of center for a numerical data set summarizes all of its values with a single number and a measure of variation describe how its values vary with a single number. Determine the median of a numerical data set. Determine the interquartile range of a numerical data set at a 6th grade level. Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. Classify a distribution displayed on a graph or in a list as uniform, normal, skewed left, or skewed right. Determine the weighted average of a data set. Determine the absolute deviation of a numerical data set. Determine the mean absolute deviation of a numerical data set. Interpret the mean absolute deviation of a numerical data set. Determine the mean of a numerical data set.	6.13 Unit 6 Test - Part 1	Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, sur area, quartile, angle, rate, ratio, stem-and-leaf plot, interquartile range	modified assessment form as limited MC options study guides word banks
Day 1.14	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 6: Measures of Center and Spread Lesson 13: Unit Test Part 2	Determine the mean, median, and interquartile range of a data set and analyze these data in a box plot. Determine the absolute deviation of a data set. Determine and interpret the mean absolute deviation of a data set.	6.13 Unit 6 Test - Part 2	Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, sur area, quartile, angle, rate, ratio, stem-and-leaf plot, interquartile range	all the above
Day 1.15		Review Semester A				
Day 1.16	All Power Standards	Unit 6: Grade 6 Semester A and B Assessments Lesson 1: Semester A Test, Part 1	All objectives covered from all units in semester 1	8.01 Semester A Test - Part 1		modified assessment form as limited MC options study guides word banks
Day 1.17	All Power Standards	Unit 6: Grade 6 Semester A and B Assessments Lesson 1: Semester A Test, Part 2	All objectives covered from all units in semester 2	8.01 Semester A Test - Part 2		modified assessment form as limited MC options study guides word banks
Day 1.18		Review Semester B				
Day 1.19	All Power Standards	Unit 6: Grade 6 Semester A and B Assessments Lesson 3: Semester B Test, Part 1	All objectives covered from all units in semester 2	8.03 Semester B Test - Part 1		modified assessment form as limited MC options study guides word banks
Day 1.20	All Power Standards	Unit 6: Grade 6 Semester A and B Assessments Lesson 3: Semester B Test, Part 2	All objectives covered from all units in semester 3	8.03 Semester B Test - Part 2		modified assessment form as limited MC options study guides word banks
Day 1.21	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 7: Project: Data, Data Everywhere Lesson 1: Collect and Organize Numeric Data	Represent and analyze data on a dot plot. Represent and analyze data on a box plot. Determine the median and quartiles of a data set. Determine the range and interquartile range of a data set. Determine the mean, absolute deviation, and mean absolute deviation of a data set. Classify the distribution of a data set.	7.01 Project: Data, Data Everywhere	Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, sur area, quartile, angle, rate, ratio, stem-and-leaf plot, interquartile range	review of key words, combining like terms, scaffold practice
Day 1.22	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 7: Project: Data, Data Everywhere Lesson 2: Find Number Summaries	Represent and analyze data on a dot plot. Represent and analyze data on a box plot. Determine the median and quartiles of a data set. Determine the range and interquartile range of a data set. Determine the mean, absolute deviation, and mean absolute deviation of a data set. Classify the distribution of a data set.		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, sur area, quartile, angle, rate, ratio, stem-and-leaf plot, interquartile range	review of key words, combining like terms, scaffold practice
Day 1.23	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 7: Project: Data, Data Everywhere Lesson 3: Construct Box Plots	Represent and analyze data on a dot plot. Represent and analyze data on a box plot. Determine the median and quartiles of a data set. Determine the range and interquartile range of a data set. Determine the mean, absolute deviation, and mean absolute deviation of a data set. Classify the distribution of a data set.		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, sur area, quartile, angle, rate, ratio, stem-and-leaf plot, interquartile range	review of key words, combining like terms, scaffold practice
Day 1.24	Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions. CC.2.6.B.1	Unit 7: Project: Data, Data Everywhere Lesson 4: Analyze and Compare Data Sets	Represent and analyze data on a dot plot. Represent and analyze data on a box plot. Determine the median and quartiles of a data set. Determine the range and interquartile range of a data set. Determine the mean, absolute deviation, and mean absolute deviation of a data set. Classify the distribution of a data set.		Review these vocab: NEW: histogram, maximum, mean, MAD, measures of center, measures of variability, median, minimum, mode, sur area, quartile, angle, rate, ratio, stem-and-leaf plot, interquartile range	review of key words, combining like terms, scaffold practice

Understand ratio concepts and use ratio reasoning to solve problems.	CC.2.1.6.D.1
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	CC.2.1.6.E.1 X
Identify and choose appropriate processes to compute fluently with multi-digit numbers.	CC.2.1.6.E.2 X
Develop and/or apply number theory concepts to find common factors and multiples.	CC.2.1.6.E.3 X
Apply and extend previous understandings of numbers to the system of rational numbers.	CC.2.1.6.E.4 X
Apply and extend previous understandings of arithmetic to algebraic expressions.	CC.2.2.6.B.1 X
Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems.	CC.2.2.6.B.2 X
Represent and analyze quantitative relationships between dependent and independent variables.	CC.2.2.6.B.3 X
Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	CC.2.3.6.A.1
Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.	CC.2.4.6.B.1

x=this semester

Designation:	Wording:
3.17 B	Use evidence of characteristics of life to differentiate between living and nonliving things
3.1.7.A	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.
3.1.7.A2	Describes how organisms obtain and use energy throughout their lives.
3.1.7.B2	Compare sexual reproduction with asexual reproduction.

K12 Unit/Lesson (In Sequence)	Identify Learning Targets				Evidence of Learning		Outline Instructional Practices	
	Standard (PA Core/National/PA Content)	Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities, Assignments and/or Modifications	Key Vocabulary	Resources outside of OLS
1. Narrative Techniques & Structure	text and analyze its development over the course of the text, including how theme emerges and is shaped and defined by specific details; provide an objective summary of the text.—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.—CC.1.3.9-10.A.Determine main ideas and central ideas of a text and analyze its development over the course of the text, including how theme emerges and is shaped and defined by specific details; provide an objective summary of the text.—CC.1.3.9-10.B.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.—	A reader must infer what the text does to make meaning of the character, conflict, and theme.	How do I actively engage with a text? Why do I have to actively engage with a text?	Make meaning of the character and the development and write to explain how the character, conflict, and theme are related. Themes are given to the students, and they must use the character and conflict to relate to its development.	QUIZ 1.01 Quiz: Academic and Domain-Specific Words 1.04 Quiz: Narrative and Central Idea 1.10 Quiz: Author's Viewpoint and Purpose TEST 1.12 Unit Test: Parts A & B 1.13 Graded Assignment: Write a Short Story		Complicating Incident Rising Action Climax Falling Action Resolution Central Idea Topic First-person point of view Limited narrator Omniscient narrator	
2. Development of Theme	text and analyze its development over the course of the text, including how theme emerges and is shaped and defined by specific details; provide an objective summary of the text.—CC.1.3.9-10.B.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.—	Effectively demonstrate the ability to make appropriate inferences to determine a theme in a text.	Why doesn't an author just tell us the theme? What's the text really about?	Demonstrate the ability to make appropriate inferences to determine a theme in a text.	DISCUSSION 2.08 Explore Story Character QUIZ 2.01 Quiz: Vocabulary in Context 2.04 Quiz: Analyze Theme and Central Idea in Narratives 2.08 Quiz: Character and Character Development Theme 2.09 Quiz: Noun and Verb Phrases TEST 3.04 Discussion: Explore a Moral Dilemma		Context Inference Reference Material Context Clue Central Idea Theme Evidence Inference Textual Evidence Topic	
3. Character & Effects	character develop over the course of a text, interacting with other characters, and advance the plot or develop the theme.—CC.1.2.9-10.F. Analyze how words and phrases shape meaning and tone in texts.—CC.1.3.9-10.E. Analyze how an author's choices concerning how to structure a text, or to events within it and manipulate time create an effect.—CC.1.3.9-10.G. Analyze	Effectively analyze how character is developed throughout a text. Critical thinking actively engage with a text to analyze character and the overall impact on a text.	How do character affect the meaning of the text? How does understanding character help us understand conflict and theme and help us make meaning of a text?	Use the appropriate strategies to analyze character in a text.	QUIZ 3.01 Quiz: Adjective and Prepositional Phrases 3.04 Quiz: Character and Character Development Plot 3.08 Quiz: Tone Voice and Humorous Narration TEST 3.05 Graded Assignment: Write a One-Act Play, Two Meddles		Chronological order Complex character Flat character Flashback Irony Pun Tone Voice	
4. Author's Techniques & Tools	text and analyze its development over the course of the text, including how theme emerges and is shaped and defined by specific details; provide an objective summary of the text.—CC.1.2.9-10.C. Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and	Effectively use appropriate strategies to construct meaning. Critical thinking actively engage with a text to analyze, evaluate, and synthesize information.	How do strategies create meaning from informational and literary text?	Use the appropriate strategies to make meaning of a text and understand different literary techniques and how they are represented in a text.	DISCUSSION 4.02 Discussion: Insight into Archetypes and Allusions 4.05 Discussion: Explore Archetypes and Stereotypes 4.11 Discussion: Illustrate and Reverse Short Story QUIZ 4.01 Quiz: Paraphrase and Absolute Phrases 4.05 Quiz: Archetypes Allusions and Sources 4.10 Quiz: Structure and Language of Poetry TEST 5.02 Discussion: Shakespeare Family Traditions 5.05 Discussion: Personal Identity 5.11 Discussion: Peer Collaboration 5.14 Discussion: Reflect on Your Research Project		Allusion Source Archetype Imagery Ironic rhyme Metaphor Mood figurative language	
5. The Way to Rany Mountain	the content of standards of English when speaking based on grade 9-10 level and content.—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 theme emerges and is shaped and defined by specific details; provide an objective summary of the text.—CC.1.2.9-10.E. Analyze in detail how an author's ideas or claims are developed and defined	Effectively research eques multiple sources of information to gain or expand knowledge. Critical reading actively and skillfully interpret, analyze, evaluate, and synthesize information.	What does a reader look for and how can s/he find it? How do readers know what to believe in what they read, hear, and view?	Identify and demonstrate a formal, objective style writing and tone to inform and persuade. Understand how the structure of a text can strengthen its meaning and how to use information from multiple sources.	5.02 Discussion: Shakespeare Family Traditions 5.05 Discussion: Personal Identity 5.11 Discussion: Peer Collaboration 5.14 Discussion: Reflect on Your Research Project QUIZ 5.01 Quiz: Effects of the Patterns of Word Changes 5.02 Quiz: The Way to Rany Mountain A 5.04 Quiz: The Way to Rany Mountain C 5.08 Quiz: The Way to Rany Mountain F 6.03 Discussion: Investigate a Health Issue 6.06 Discussion: Compare Laws Across States		Research Source Plagiarism Paragraph Tone	
6. Med and Message	author's ideas or claims are developed and defined by particular sentences, paragraphs, or large portions of a text.—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), determine in which detail is emphasized in each account.—CC.1.2.9-10.I. Analyze seminal U.S. documents of historical and literary significance,	Audience and purpose influence the writer's choice of organizational pattern, language, and literary techniques.	Why am I writing? What's my purpose? What makes clear and effective writing? Who's my audience?	Identify when an author uses rhetoric and analyze how rhetorical strategies help or hurt the point of view or purpose. Analyze how authors speak using language for a purpose.	QUIZ 6.01 Quiz: Spelling 6.03 Quiz: Text Structure and Multiple Sources 6.08 Quiz: Seminal Works 6.09 Quiz: Related and Adverbial Clauses TEST		Captain Heading Informational Text Sarcasm Text Feature Seminal Work Claim Counterclaim Evidence	

Identifying Learning Targets					Evidence of Learning		Outline Instructional Practices	
KT12 Unit/Lesson (In Sequence)	Standard (PA Core/National PA Content)	Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities, Assignments and/or Modifications	Key Vocabulary	Resources outside of OLS
1: Arguments & Speeches	Determine an author's particular point of view and analyze how rhetoric advances the point of view. CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9-10.I Analyze seminal U.S. documents of	Students read, write, speak, observe and listen to synthesize information to analyze and evaluate arguments and to develop and defend argumentative positions.	How do I communicate my thoughts to intended audiences?	1.) Analyze how authors or speakers use language for a purpose. 2.) Learn how to organize information and present a persuasive speech.	1. 0 Discussion: Diverse Perspectives and New Connections 1.19 Discussion: Share your Argument QUIZ: 1.03 Quiz: Evaluate Arguments and Fallacious Reasoning 1.05 Quiz: Analyze a Speaker's Argument 1.08 Quiz: Parallel Structure 1.12 Quiz: Rhetoric: Purpose and Devices 1.14 Quiz: Formal vs Informal Language		Argument Fallacious reasoning Claim Relevant Credible Charged Language Evidence	
2: The Power of Language	CC.1.2.9-10.D: Determine an author's particular point of view and analyze how rhetoric advances the point of view. CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the	Effective writers and speakers fit their language to their purpose.	How is language used effectively?	1.) Plan, research, craft and present a media project combining nonfiction text with images or sounds. 2.) Witness power of language to create effects and achieve author's purpose	2.01 Quiz: Misplaced and Dangling Modifiers 2.04 Quiz: Figures of Speech and Language Creates Effects 2.08 Quiz: Rhetoric Develops Purpose and Viewpoint TEST: 2.09 Graded Assignment: Write a Summary of an Informational Text 2.11 Unit Test Parts 1 & 2 2.12 Graded Assignment: Media Project		Hyperbole Understatement Imagery Word choice Connotation Nuance Anaphora Rhetorical Device Paradox Symbolism	
3: A Midsummer Night's Dream	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10.H	Authors choose different text structures to create different effects on the reader.	How does the way in which a story is told affect its meaning?	1.) Infer information about a drama from character interactions, theme, plot, narration. 2.) Examine how plot structure develops meaning	3.03 Discussion: Just a Dream QUIZ: 3.01 Quiz: Verby Definitions of Unfamiliar Words of Phrases 3.02 Quiz: Drama and Shakespeare 3.05 Quiz: A Midsummer Night's Dream C 3. 0 Quiz: A Midsummer Night's Dream G		Blank verse Prose Parallel Plots Source Adapt Transform	
4: Informational Works	CC.1.3.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text. 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. 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. CC.1.3.9-10.B	Research is a process that requires continual reassessment of your thesis and your evidence.	What research strategies are most critical to me as a researcher?	Determine the validity, accuracy, currency, objectivity, etc. of source material.	4.05 Discussion: Research Topic Feedback QUIZ: 4.01 Quiz: Vocabulary Reference Materials 4.03 Quiz: Journalism and Research Develop Ideas 4.04 Quiz: Semicolons TEST: 4.05 Graded Assignment: Research Project 4.08 Graded Assignment		Reference Materials Dictionary Thesaurus Glossary Parts of Speech Etymology Technical Language Journalism Concise Formal Language Unbiased	
5: Cultural Perspectives	CC.1.3.9-10.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. CC.1.3.9-10.B	Texts are socially, culturally, and historically constructed.	1.) How are cultural viewpoints and experiences reflected in literature? 2.) How does culture or history shape and influence literature?	Understand culture and the effect it has on literature and author's choices	5.05 Quiz: Cultural Viewpoints and Experience 5.06 Quiz: Colons TEST: 5.07 Graded Assignment: Write about Culture or Setting 5.09 Unit Test: Parts 1 & 2		Global Perspective World Literature Cultural Experiences Diversity Culture	
6: The Alchemist	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. CC.1.3.9-10.E Analyze how an author's choices	Demonstrate the ability to make appropriate inferences to determine a theme in a text.	Why doesn't an author just tell us the theme?	Authors write to convey a message or advance a purpose.	6.01 Quiz: Read longer Works 6.04 Quiz: The Alchemist C 6.07 Quiz: The Alchemist E TEST: 6.08 Graded Assignment: Write a Literary Analysis Essay		Allegory Textual Evidence Symbol Literal Prologue Epilogue Theme	

Identify Learning Targets				Evidence of Learning		Outline Instructional Practices		
K12 Unit/Lesson (In Sequence)	Standard (PA Core National/PA Content)	Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities, Assignments and/or Modifications	Key Vocabulary	Resources outside of OLS
Unit 1: Romantic Poetry	<p>1.3.12.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.</p> <p>1.3.12.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.</p> <p>1.2.12.G - Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually quantitatively) as well as in words in order to address a question or solve a problem</p> <p>1.3.12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>1.3.12.E - Evaluate the structure of texts including how specific sentences paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>1.3.12.F - Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>As great political and social changes swept across Europe a group of poets in England responded to these developments by considering humanity's ability to think imaginatively and emotionally.</p> <p>Learn key components of Romantic ideology including the Romantic view of nature and learn how five Romantic poets conveyed these ideas</p>	<p>What are the characteristics of British Romantic Literature?</p> <p>What is the historical context that inspired the Romantic movement in literature?</p> <p>Who are the key Romantic poets and what was their agenda/purpose for writing?</p> <p>What are the similarities and differences between each poet's works?</p> <p>What are some comprehension strategies useful for understanding poetry?</p> <p>How can you use poetic elements and figurative language to help analyze</p>	<p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Recognize distinctive elements of Romantic poetry.</p> <p>Recognize and analyze authors' strategies.</p> <p>Identify and explain the use of poetic elements and figurative language to enhance meaning and effect.</p> <p>Use a full range of strategies to comprehend fiction and nonfiction.</p> <p>Examine how the author's use of figurative language reveals theme sets tone and creates meaning in metaphors passages and literary works.</p>	<p>Kubla Khan' Quiz</p> <p>Quiz: Analyze Two Poems by John Keats</p> <p>In Praise of Imagination Discussion</p>		<p>Alliteration</p> <p>Allusion</p> <p>Apotrope</p> <p>Archetype</p> <p>Ballad</p> <p>Blank Verse</p> <p>Climax</p> <p>Diction</p> <p>Figurative Language</p> <p>Image</p> <p>Imagery</p> <p>Lyric Poetry</p> <p>Metaphor</p> <p>Meter</p> <p>Mood</p> <p>Narrative Poem</p> <p>Ode</p> <p>Personification</p> <p>Rhyme Scheme</p> <p>Romance</p> <p>Simile</p> <p>Style</p> <p>Symbol</p> <p>Symbolism</p> <p>Syntax</p> <p>System of Alliances</p> <p>Theme</p>	
Unit 2: Critical Skills Practice 3	<p>1.2.12.I - Read and comprehend literary nonfiction and informational text on grade level reading independently and proficiently.</p> <p>1.3.12.J Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradelevel reading and content choosing flexibly from a range of strategies and tools.</p> <p>1.3.12.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.</p> <p>1.3.11K Read and comprehend literary fiction on grade level reading independently and proficiently.</p> <p>1.4.12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>1.4.12.H Write with a sharp distinct focus identifying topic task and audience.</p> <p>1.4.12.I Demonstrate a grade-appropriate</p>	<p>This unit focuses on critical reading and writing skills. Students will learn a variety of approaches and strategies for improving reading comprehension vocabulary writing and identifying and correcting errors in written work.</p>	<p>What are "critical skills" and how do they affect you?</p> <p>What strategies can you use to answer reading and writing questions?</p> <p>What skills can you use to write a well developed multiparagraph persuasive essay?</p>	<p>Review critical reading skills writing skills and language skills</p> <p>Use a full range of strategies to comprehend fiction and nonfiction</p> <p>Construct persuasive arguments to support a position</p> <p>Select a focus structure and point of view relevant to the purpose genre and manuscript requirements.</p> <p>Establish a clear distinctive and coherent thesis or perspective and maintain a consistent tone and focus throughout.</p> <p>Organize ideas in writing to ensure coherence logical progression and support.</p>	<p>Responding to a persuasive prompt graded assignment</p> <p>Critical Skills Practice 3 Multiple Choice Assessment</p>		<p>Adverb</p> <p>Preposition</p> <p>Tone</p> <p>Verb</p> <p>Voice</p>	
Unit 3: Novel Choice I	<p>1.3.12.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.</p> <p>1.3.12.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.</p> <p>1.3.12.C - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>1.3.12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>1.3.12.E - Evaluate the structure of texts including how specific sentences paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>1.3.12.F - Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>Novel Choice: In the 1800s contemporary authors were prolific and wildly popular; and their works reflected and influenced what was happening in their countries.</p> <p>Further the novel's characters settings central images and symbols and major themes will be examined.</p>	<p>What are the characteristics of Victorian England literature?</p> <p>What are the historical realities portrayed in the novel?</p> <p>What is the author's background and how has this and the historical context influenced the writing?</p> <p>How does the author use characters and literary devices to convey a central message about rationality and logic in mid-nineteenth century England?</p>	<p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Analyze the historical social and cultural context of setting.</p> <p>Analyze British and world literature from a variety of authors for style audience appeal cultural significance and plot structure.</p> <p>Use a full range of strategies to comprehend fiction and nonfiction.</p> <p>Interpret a variety of texts by identifying and examining literary elements.</p> <p>Recognize and analyze authors' strategies.</p> <p>Recall major events and main ideas from reading.</p> <p>Identify major themes in a literary work.</p> <p>Analyze distinctive elements of a variety of literary forms and types.</p> <p>Analyze the use of figurative language in a literary work.</p> <p>Recognize distinctive elements of novels.</p> <p>Identify subgenres such as satire in literature.</p> <p>Find examples in text that reveal qualities of a specific character.</p>	<p>Novel Choice: Literary Analysis Graded Assignment</p> <p>Discussion: Novel Choice</p>		<p>Allusion</p> <p>Characteronym</p> <p>Conflict</p> <p>Connotation</p> <p>Dialect</p> <p>Foil</p> <p>Image</p> <p>Irony</p> <p>Laissez Faire</p> <p>Laissez Faire Policy</p> <p>Satire</p> <p>Stock Character</p> <p>Style</p> <p>Symbol</p> <p>Symbolism</p> <p>Theme</p> <p>Third Person Point of View</p> <p>Utilitarianism</p> <p>Voice</p>	
Unit 4: The Modern Age	<p>1.3.12.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.</p> <p>1.3.12.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.</p> <p>1.3.12.C - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>1.3.12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>1.3.12.E - Evaluate the structure of texts including how specific sentences paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>1.3.12.F - Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>World War I destroyed the optimism that began in the twentieth century leaving Europe's cities and traditions in ruins. The writers of this era responded to these events in works that reflect how their world had changed.</p> <p>This unit will explore how modernist writers use powerful language and imagery and references to the past to address twentieth-century concerns. The works deal with the breakdown of traditional values; they feature characters who feel alienated from their past and from society.</p>	<p>What are the characteristics of modern age literature and who are modernist writers?</p> <p>What is the historical context and influences of modern literature?</p> <p>What is the difference between Romantic and modern literature?</p> <p>How have personal experiences and beliefs influenced modernist works?</p> <p>How do language poetic elements figurative language and literary devices convey theme and meaning regarding the modern world?</p> <p>How can you</p>	<p>Analyze British and world literature from a variety of authors for style audience appeal cultural significance and plot structure.</p> <p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Identify the characteristics of modernist literature.</p> <p>Contrast the literary elements in Romantic and modern poetry.</p> <p>Use a full range of strategies to comprehend fiction and nonfiction.</p> <p>Interpret and analyze a variety of texts by identifying and examining poetic and literary elements.</p> <p>Analyze how the author's use of figurative language reveals theme sets tone and creates meaning.</p> <p>Select a focus structure and point of view relevant to the purpose genre and manuscript requirements.</p> <p>Write poetry that uses a narrative voice language and a style appropriate to your audience and purpose.</p> <p>Explain how elements such as narrative voice language and style can achieve specific rhetorical and aesthetic purposes.</p>	<p>Analyze Two Poems by W.B. Yeats Quiz</p> <p>Analyze "The Love Song of J. Alfred Prufrock" Quiz</p> <p>The Modern Hero Discussion</p> <p>Analyze "Do Not Go Gentle into That Good Night" Quiz</p> <p>Analyze "Eveline" Quiz</p> <p>Creative Project Graded Assignment</p>		<p>Romantics</p> <p>Allusion</p> <p>Anticlimax</p> <p>Conclusion</p> <p>Dramatic Monologue</p> <p>Epigraph</p> <p>Figurative Language</p> <p>Free Indirect Speech</p> <p>Image</p> <p>Imagery</p> <p>Metaphor</p> <p>Modernism</p> <p>Mood</p> <p>Persona</p> <p>Personification</p> <p>Quatrain</p> <p>Refrain</p> <p>Rhyme Scheme</p> <p>Simile</p> <p>Speaker</p> <p>Stream of Consciousness</p> <p>Style</p> <p>Symbols</p> <p>Theme</p> <p>Tone</p> <p>Villanelle</p>	

Unit 5: Critical Skills Practice 4	<p>1.2.12.L - Read and comprehend literary nonfiction and informational text on grade level reading independently and proficiently.</p> <p>1.3.12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradelevel reading and content choosing flexibly from a range of strategies and tools.</p> <p>1.3.12.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.</p> <p>1.3.11.K Read and comprehend literary fiction on grade level reading independently and proficiently.</p> <p>1.4.12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>1.4.12.H Write with a sharp distinct focus identifying topic task and audience.</p> <p>1.4.12.I Demonstrate a grade-appropriate</p>	<p>Review several strategies for improving reading comprehension vocabulary writing and ability to identify and correct errors in written work.</p>	<p>What are "critical skills" and how do they affect you?</p> <p>What strategies can you use to answer reading and writing questions?</p> <p>What skills can you use to write a well developed multiparagraph persuasive essay?</p>	<p>Review critical reading skills writing skills and language skills</p> <p>Use a full range of strategies to comprehend fiction and nonfiction</p> <p>Construct persuasive arguments to support a position</p> <p>Select a focus structure and point of view relevant to the purpose genre and manuscript requirements.</p> <p>Establish a clear distinctive and coherent thesis or perspective and maintain a consistent tone and focus throughout.</p> <p>Organize ideas in writing to ensure coherence logical progression and support.</p>	<p>Responding to a persuasive prompt graded assignment</p> <p>Critical Skills Practice 4 Multiple Choice Assessment</p>		<p>Active Voice</p> <p>Complex Sentence</p> <p>Compound Sentence</p> <p>Simple Sentence</p>	
Unit 6: Novel Choice II	<p>1.3.12.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.</p> <p>1.3.12.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.</p> <p>1.3.12.C - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>1.3.12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>1.3.12.E - Evaluate the structure of texts including how specific sentences paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>1.3.12.F - Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>This unit will provide the choice of a novel to read. Through the novel you will study the characters their traits and their journey symbols and themes. Then you will demonstrate comprehension of the novel by completing a literary essay examining the main character making text to self and text to world connections.</p> <p>How does the author use characters and literary devices to convey a central message about major themes and issues of their era?</p>	<p>How can a character's journey throughout a story be significant to the overall meaning?</p> <p>What are the historical and political realities portrayed in the novel?</p> <p>What is the author's background and how has this and the historical context influenced the writing?</p>	<p>Analyze British and world literature from a variety of authors for style audience appeal cultural significance and plot structure.</p> <p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Identify major themes in a literary work.</p> <p>Analyze the historical social and cultural context of setting Interpret text by identifying and examining literary elements.</p> <p>Recognize and analyze authors' strategies.</p> <p>Recall major events and main ideas from reading.</p> <p>Analyze distinctive elements of a variety of literary forms and types.</p> <p>Analyze the use of figurative language in a literary work.</p> <p>Recognize distinctive elements of novels.</p> <p>Find examples in text that reveal qualities of a specific character.</p> <p>Summarize major events and main ideas from reading.</p> <p>Identify and analyze the symbols in a literary work.</p>	<p>Graded Assignment: Literary Essay</p> <p>Novel Discussion</p>		<p>Antagonist</p> <p>Dystopian</p> <p>Point of View</p> <p>Protagonist</p> <p>Symbol</p> <p>Tense</p> <p>Theme</p> <p>Third Person Limited</p> <p>Point of View</p> <p>Third Person Point of View</p> <p>Plot</p> <p>Archetype</p> <p>Character</p> <p>Figurative Language</p> <p>Imagery</p> <p>Meditation</p> <p>Metaphor</p> <p>Motif</p> <p>Motivation</p> <p>Setting</p> <p>Simile</p> <p>Symbol</p> <p>Theme</p>	
Unit 7: Cultures in Conflict	<p>1.2.12.A - Determine and analyze the relationship between two or more central ideas of a text including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>1.2.12.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.</p> <p>1.2.12.C - Analyze the interaction and development of a complex set of ideas sequence of events or specific individuals over the course of the text.</p> <p>1.2.12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>1.2.12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument including whether the structure makes points clear convincing and engaging.</p> <p>1.2.12.F - Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>At its zenith the British Empire spanned the globe and ruled significant sections of every inhabited continent. Almost one-fourth of the world's land was once part of the British Empire and this dominance helped make England one of the richest nations in human history. Yet perhaps the most important consequence of British imperialism was the impact it had on whole cultures and discrete individuals.</p> <p>This unit will focus on literature that examines the conflicts that imperialism generated between the colonizers and the colonized and its lasting complex</p>	<p>What influences did the British empire have on the people and places it ruled?</p> <p>What are the characteristics of literature during the British-controlled era?</p> <p>How does an author's personal experiences and beliefs combined with literary techniques shape their writing?</p> <p>How can an author's use of characters and characterization affect reader's perspectives?</p> <p>How can internal and external conflicts lead reader's to understand characters and themes of a story?</p>	<p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Relate a literary work to primary source documents of its period or historical setting.</p> <p>Examine the effect of British imperialism on literature of the twentieth century.</p> <p>Analyze British and world literature from a variety of authors for style audience appeal cultural significance and plot structure.</p> <p>Interpret a variety of texts by identifying and examining literary elements.</p> <p>Recognize and analyze authors' strategies.</p> <p>Analyze the use of figurative language in literary selections.</p> <p>Analyze the historical social and cultural context of setting of various literary works.</p> <p>Explore the major events main ideas characters and conflicts of a short story.</p> <p>Answer literal inferential evaluative and synthesizing questions to demonstrate comprehension of texts and media.</p>	<p>Powerlessness</p> <p>Discussion</p> <p>Cultures in Conflict</p> <p>Graded Written Assignment</p>		<p>Romantics</p> <p>Bias</p> <p>Conflict</p> <p>Connotation</p> <p>External Conflict</p> <p>First-Person Point of View</p> <p>Imperialism</p> <p>Internal Conflict</p> <p>Memor</p> <p>Propaganda</p> <p>Romanticism</p> <p>Setting</p> <p>Socialism</p> <p>Symbol</p> <p>Theme</p>	
Unit 8: Practical Writing	<p>1.2.12.C - Analyze the interaction and development of a complex set of ideas sequence of events or specific individuals over the course of the text.</p> <p>1.2.12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument including whether the structure makes points clear convincing and engaging.</p> <p>1.2.12.F - Evaluate how words and phrases shape meaning and tone in texts.</p> <p>1.2.12.H - Analyze seminal texts based upon reasoning premises purposes and arguments.</p> <p>1.2.12.L - Read and comprehend literary nonfiction and informational text on grade level reading independently and proficiently.</p> <p>1.4.12.A - Write informative/explanatory texts to examine and convey complex ideas concepts and information clearly and accurately.</p> <p>1.4.12.B - Write with a sharp distinct focus identifying topic task and audience.</p> <p>1.4.12.C - Develop and analyze the topic</p>	<p>This composition unit focuses on a kind of writing that's often necessary for getting a job. These writings include a resume writing a cover letter to go with the resume and applying for a fictitious job all of which can help you get a job in the future.</p> <p>How will creating a resume and cover letter help you get a job in the future?</p>	<p>What is the purpose of a resume and cover letter?</p> <p>What should be included in a resume and how should it be presented?</p> <p>What should be included in a cover letter and how should it be presented?</p>	<p>Analyze the ways in which meaning is affected by structure and word choice in expository texts.</p> <p>Appraise format sequence and headers in texts; explain how these features make information accessible and usable.</p> <p>Critique functional and workplace documents for sequencing of information and procedures anticipation of possible reader misunderstandings and visual appeal.</p> <p>Select topic and form (e.g. determining a purpose and audience) for writing.</p> <p>Organize ideas in writing to ensure coherence logical progression and support.</p> <p>Use prewriting strategies (e.g. brainstorming clustering outlining generating main idea/thesis statements) to prepare for writing. Provide clear and purposeful information that supports the topic.</p> <p>Use language that is appropriate to purpose and audience.</p> <p>Place details appropriately to support the main idea.</p> <p>Demonstrate control of grammar and an understanding of English usage.</p>	<p>Publish a Resume and Cover Letter Graded Assignment</p>		<p>Audience</p> <p>Block Style</p> <p>Chronological Order</p> <p>Coherence</p> <p>Colloquialism</p> <p>Conclusion</p> <p>Cover Letter</p> <p>Font</p> <p>Introduction</p> <p>Objective</p> <p>Order of Importance</p> <p>Purpose</p> <p>Resume</p> <p>Slang</p> <p>Style</p> <p>Supporting Paragraphs</p> <p>Tone</p> <p>Topic Sentence</p> <p>Transition</p> <p>Unity</p> <p>Voice</p>	

Identify Learning Targets					Evidence of Learning		Outline Instructional Practices	
K12 Unit/Lesson (In Sequence)	Standard (PA Core/National/PA Content)	Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assignments Quizzes & Tests)	Suggestions for Differentiated Activities Assignments and/or Modifications	Key Vocabulary	Resources outside of OLS
Unit 1: Heroic Battles	<p>1.3.12.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.</p> <p>1.3.12.C - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>1.3.12.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.</p>	<p>Identify the warrior culture in epic poetry of the Anglo-Saxons and how it was passed down through oral tradition</p> <p>Determine shared qualities of heroes in the past with heroes today</p>	<p>What are the characteristics and structure of epic poetry?</p> <p>How is the journey of an epic hero portrayed in Anglo Saxon literature?</p> <p>How are the characteristics of epic heroes similar to each other and to heroes today?</p>	<p>Analyze British and world literature from a variety of authors for style, audience, appeal, cultural significance, and plot structure.</p> <p>Identify and analyze the conventions and techniques used in different types of dramatic literature.</p> <p>Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions.</p>	<p>Beowulf and Grendel Quiz</p> <p>Cultural Significance Quiz</p> <p>Heroic Epics Quiz</p> <p>Heroic Characteristics Assignment</p>		<p>alliteration</p> <p>epic</p> <p>figurative language</p> <p>oral history</p> <p>rhythm</p> <p>scop</p> <p>tone</p> <p>universal theme</p> <p>voice</p>	
Unit 2: British Anthology	<p>1.3.12.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.</p> <p>1.3.12.C - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>1.3.12.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.</p>	<p>Investigate how an author uses characters to provide a cross section of life during the Middle Ages</p>	<p>How did the important events of the fourteenth century influence the author and the literary work?</p> <p>How is theme developed and connected among a variety of similar tales?</p> <p>How do the characters, their development, and motivations represent the social strata in Medieval society?</p>	<p>Analyze the historical, social, and cultural context of a British Anthology</p> <p>Identify major themes in a work of literature</p> <p>Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts, words, and actions.</p>	<p>Characters and Their Tales</p> <p>Written Assignment</p>		<p>alliteration</p> <p>allusion</p> <p>conflict</p> <p>figurative language</p> <p>first-person point of view</p> <p>framed narrative</p> <p>imagery</p> <p>irony</p> <p>personification</p> <p>point of view</p> <p>resolution</p> <p>rhyme scheme</p> <p>rhythm</p> <p>romance</p> <p>setting</p> <p>simile</p> <p>theme</p> <p>tone</p>	
Unit 3: Critical Skills Practice 1	<p>1.4.12.M - Write narratives to develop real or imagined experiences or events.</p> <p>1.4.12.R - Demonstrate a grade-appropriate command of the conventions of standard English grammar usage, capitalization, punctuation, and spelling.</p> <p>1.2.12.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.</p> <p>1.2.12.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>1.2.12.L - Read and comprehend literary nonfiction and informational text on grade level reading independently and proficiently</p>	<p>Identify approaches and use a variety of strategies for improving reading comprehension, vocabulary, writing, and the ability to detect and correct errors in written work.</p>	<p>What are critical skills and how do they affect you?</p> <p>What strategies can you use to: comprehend and analyze a reading selection, identify vocabulary, write or correct a written response?</p>	<p>Use a full range of strategies to comprehend fiction and nonfiction.</p> <p>Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast, and cause and effect to advance word study.</p> <p>Identify and demonstrate control of grammar and an understanding of English usage in writing and speaking.</p> <p>Organize ideas in writing to ensure coherence, logical progression, and support.</p>	<p>Critical Skills Multiple Choice and Written Response Assessment</p>		<p>tone</p> <p>voice</p>	
Unit 4: Love Sonnets	<p>1.3.12.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.</p> <p>1.3.12.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.</p> <p>1.3.12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>1.3.12.E - Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>1.3.12.F - Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>Examine several love sonnets for their central images and themes, formats, and their poetic elements.</p>	<p>What are the characteristics of a sonnet?</p> <p>How are the development of sonnets and humanism connected?</p> <p>How does an author's perspective and background influence their work?</p> <p>What strategies help to interpret and analyze a poem: the use of literary elements, figurative language, and overall theme?</p> <p>What are the similarities and differences between sonnets from different eras?</p>	<p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Analyze how an author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.</p> <p>Analyze distinctive elements and structure of sonnets and other types of poems.</p> <p>Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking, or summarizing what has been read so far.</p> <p>Demonstrate understanding and interpretations of texts.</p>	<p>Love Sonnets Multiple Choice and Written Response Assessment</p>		<p>Renaissance</p> <p>alliteration</p> <p>allusion</p> <p>anaphora</p> <p>assonance</p> <p>consonance</p> <p>couplet</p> <p>diction</p> <p>epic poem</p> <p>figurative language</p> <p>humanism</p> <p>imagery</p> <p>metaphor</p> <p>meter</p> <p>narrative poem</p> <p>octave</p> <p>personification</p> <p>quatrain</p> <p>rhyme</p> <p>rhyme scheme</p> <p>rhythm</p> <p>sestet</p> <p>simile</p> <p>sonnet</p> <p>speaker</p> <p>style</p> <p>theme</p>	
Unit 5: Planning a Research Paper	<p>1.4.12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>1.4.12.U - Use technology, including the Internet to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>1.4.12.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. Credibility</p> <p>1.4.12.W - Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain</p>	<p>How do you find information? This unit will help expand research capabilities depending on the research questions needing an answer.</p> <p>What makes a research paper different from other types of nonfiction?</p> <p>How do the five stages of the writing process help you produce a finished piece of writing?</p> <p>How can you find reliable primary and secondary sources to answer research questions?</p>	<p>How can you tell if a research paper is an example of good writing?</p> <p>What are the components and basic structure of a research paper?</p> <p>What makes a research paper different from other types of nonfiction?</p> <p>How do the five stages of the writing process help you produce a finished piece of writing?</p>	<p>Use clear research questions and creative and critical research strategies.</p> <p>Conduct research using critical and creative strategies (for example, field studies, oral histories, interviews, experiments, electronic sources, books, journals) for finding information.</p> <p>Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity.</p> <p>Use prewriting strategies (such as brainstorming, clustering, outlining, and generating main idea or thesis statements) to prepare for writing.</p>	<p>Planning a Research Paper Assignment</p>		<p>URL</p> <p>Abstracts</p> <p>Analogy</p> <p>Audience</p> <p>Blog</p> <p>Call Number</p> <p>Card Catalog</p> <p>Chronological Order</p> <p>Circulating Source</p> <p>Citation</p> <p>Coherent</p> <p>Colloquialism</p> <p>Computer Catalog</p> <p>Conclusion</p> <p>Database</p> <p>Diction</p> <p>Domain Name</p> <p>Evidence</p> <p>Formal Outline</p> <p>Genre</p> <p>Graphic</p> <p>Heading</p> <p>Hook</p> <p>Imagery</p> <p>Introduction</p> <p>Keyword</p> <p>Literary Criticism</p>	

Unit 6: Critical Skills Practice 2	<p>1.2.12.L - Read and comprehend literary nonfiction and informational text on grade level reading independently and proficiently.</p> <p>1.3.12.J Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradelevel reading and content choosing flexibly from a range of strategies and tools.</p> <p>1.3.12.J Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading writing speaking and listening at the college- and careerreadiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>1.3.11K Read and comprehend literary fiction on grade level reading independently and proficiently.</p> <p>1.4.12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>1.4.12.H Write with a sharp distinct focus</p>	<p>Review and practice several strategies for improving reading comprehension vocabulary writing and identifying and correcting errors in written work.</p>	<p>What strategies can you use when answering passage-based questions identifying vocabulary in text identifying errors in writing and responding to a prompt?</p> <p>What should you include in a well developed persuasive essay?</p>	<p>Identify and use a full range of strategies to comprehend and analyze fiction and nonfiction.</p> <p>Determine word meaning by analyzing the context in which a word is used.</p> <p>Identify and correct problems with grammar and usage in writing and speaking.</p> <p>Select a focus structure and point of view relevant to the purpose genre and manuscript requirements.</p> <p>Establish a clear distinctive and coherent thesis or perspective and maintain a consistent tone and focus throughout.</p> <p>Organize ideas in writing to ensure coherence logical progression and support.</p>	<p>Graded Writing Assignment - Responding to a prompt</p> <p>Critical Skills 2 - Multiple choice assessment</p>	<p>Active voice</p> <p>Complex sentence</p> <p>Compound sentence</p> <p>Simple sentence</p>	
Unit 7: Drafting a Research Paper	<p>1.4.12.A - Write informative/explanatory texts to examine and convey complex ideas concepts and information clearly and accurately. Informative</p> <p>1.4.12.B - Write with a sharp distinct focus identifying topic task and audience.</p> <p>1.4.12.C - Develop and analyze the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>1.4.12.D - Organize complex ideas concepts and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>1.4.12.E - Write with an awareness of the stylistic aspects of composition. Use precise language</p>	<p>Determine what belongs in a first draft of a research paper using assembled and organized notes crediting sources and writing citations.</p> <p>Develop a multimedia presentation that displays research paper information in a different way.</p>	<p>How can you use notes source records and an outline as a roadmap for the first draft of a research paper?</p> <p>What belongs in the introduction body and concluding paragraphs of a research paper?</p> <p>What is MLA formatting and why is it important to use when writing?</p> <p>How can you use graphics headings and other multimedia to improve writing and help readers understand writing?</p> <p>What is a Works Cited page and what is its purpose?</p>	<p>Apply appropriate tools and strategies to write and refine a first draft.</p> <p>Establish a clear distinctive and coherent thesis or perspective and maintain a consistent tone and focus throughout.</p> <p>Write a clear overal structure (introduction body conclusion).</p> <p>Design and add formatting graphics and multimedia when necessary to aid comprehension of informative or explanatory text</p> <p>Plan organize develop and produce and evaluate an effective multimedia presentation</p> <p>Cite sources using appropriate citation guide lines</p>	<p>Graded Assignment: Learning about Multimedia Presentations</p> <p>Rough Draft of Research Paper</p>	<p>Coherent</p> <p>Graphic</p> <p>Heading</p> <p>Multimedia</p> <p>Supporting Paragraphs (body)</p> <p>Transition</p> <p>Unity</p> <p>Citation</p> <p>Plagiarism</p> <p>Source</p> <p>Graphic Organizer</p> <p>Hook</p> <p>Introduction</p> <p>Thesis Statement</p> <p>Tone</p> <p>Conclusion</p> <p>Formal Outline</p> <p>Introduction</p> <p>Thesis</p> <p>Clip Art</p> <p>Font</p> <p>Multimedia</p> <p>Presentation</p> <p>Template</p> <p>Tutorial</p> <p>Wizard</p>	
Unit 8: Finalizing a Research Paper	<p>1.4.12.A - Write informative/explanatory texts to examine and convey complex ideas concepts and information clearly and accurately. Informative</p> <p>1.4.12.B - Write with a sharp distinct focus identifying topic task and audience.</p> <p>1.4.12.C - Develop and analyze the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>1.4.12.D - Organize complex ideas concepts and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>1.4.12.E - Write with an awareness of the stylistic aspects of composition. Use precise language</p>	<p>Revise and proofread research paper while finalizing the multimedia presentation and preparing and delivering the oral presentation.</p>	<p>What are the methods and tools you can use to make revisions to writing?</p> <p>What are small-scale and large-scale problems to look for in writing and what are the solutions?</p> <p>What is the criteria for creating and delivering a multimedia presentation?</p>	<p>Revise draft for focus content voice word choice sentence fluency structure and grammatical use based on feedback.</p> <p>Apply appropriate tools and strategies to refine the draft.</p> <p>Plan organize develop produce and evaluate an effective multimedia presentation.</p> <p>Deliver a polished speech that is organized and well suited to the audience.</p> <p>Evaluate oral presentations of self and others for effectiveness.</p>	<p>Graded Assignment: Revise a Research Paper</p> <p>Graded Assignment: Final Research Paper</p> <p>Deliver Your Multimedia Presentation</p>	<p>Audience</p> <p>citation</p> <p>coherence</p> <p>Conclusion</p> <p>Emphasis</p> <p>Hook</p> <p>Introduction</p> <p>Pace</p> <p>Purpose</p> <p>Run-On</p> <p>Sentence Fragment</p> <p>Speaking tone</p> <p>Supporting paragraphs</p> <p>stance</p> <p>Thesis</p> <p>Thesis Statement</p> <p>Tone</p> <p>Transition</p> <p>Unity</p> <p>Voice</p>	
Unit 9: British Drama	<p>1.3.12.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.</p> <p>1.3.12.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.</p> <p>1.3.12.C - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>1.3.12.D - Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>1.3.12.E - Evaluate the structure of texts including how specific sentences paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>1.3.12.F - Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>Identify and analyze a play's complex characters gripping plot compelling images symbols and timeless themes and how these aspects have ensured its lasting literary influence.</p> <p>What are the characteristics and conventions of dramatic literature?</p> <p>What literary elements and figurative language help to develop meaning?</p> <p>How do scenes and character interactions and motivations build upon each other to unveil a play's central question and themes?</p> <p>How can the director</p>	<p>Shakespeare and how did his life experience influence his works?</p> <p>Why are today's audiences riveted by the troubled of the melancholy Dane?</p> <p>What are the characteristics and conventions of dramatic literature?</p> <p>What literary elements and figurative language help to develop meaning?</p> <p>How do scenes and character interactions and motivations build upon each other to unveil a play's central question and themes?</p> <p>How can the director</p>	<p>Analyze British and world literature from a variety of authors for style audience appeal cultural significance and plot structure.</p> <p>Explain how literary works and authors relate to the major themes and issues of their eras.</p> <p>Identify and explain how multiple central ideas affect one another to contribute to the overall complexity of the analysis in an informational text.</p> <p>Identify and analyze the conventions and techniques used in different types of dramatic literature.</p> <p>Compare and contrast motivations and reactions of literary characters facing similar conflicts using specific examples of characters' thoughts words and actions.</p> <p>Analyze and interpret how the author's use of literary elements and figurative language reveals theme sets tone and creates meaning in metaphors passages and literary works.</p> <p>Interpret how a scriptwriter's use of words and stage directions creates tone and mood and advances the theme or purpose of work.</p>	<p>Act 1 Quiz</p> <p>Act 2 Quiz</p> <p>Act 3 Quiz</p> <p>Act 4 Quiz</p> <p>Act 5 Quiz</p> <p>Graded Assignment: Director's Notes</p> <p>Response to Literature Essay</p>	<p>Allusion</p> <p>Aside</p> <p>Black Humor</p> <p>Connotation</p> <p>Diction</p> <p>Foil</p> <p>Image</p> <p>Monologue</p> <p>Motif</p> <p>Oxymoron</p> <p>Protagonist</p> <p>Resolution</p> <p>Soliloquy</p> <p>Symbols</p> <p>Theme</p> <p>Thesis Statement</p> <p>Tone</p>	

Identify Learning Targets					Evidence of Learning		Outline Instructional	
K12 Unit/Lesson (In Sequence)	Standard (PA Core/National/PA Content)	Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities, Assignments and/or Modifications	Key Vocabulary	Resources outside of OLS
Unit 1: Early American Writing	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature including how two or more texts from the same period treat similar themes or topics.CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.I - Analyze foundational U.S. and world documents of historical political and literary significance for their themes purposes and rhetorical features.	<ul style="list-style-type: none"> •Critical thinkers actively and skillfully interpret analyze evaluate and synthesize information •Effective readers use appropriate strategies to construct meaning 	<p>EQ#1: How did the core Puritan/Pilgrim values affect their literature?</p> <p>EQ#2: How can I analyze Early American literature for literary elements and devices?</p> <p>EQ#3: How have the Puritans been victims of stereotype and bias and how has this impacted/skewed our historical perspective of them?</p>	<ul style="list-style-type: none"> •Students will be able to identify the three Puritan core values and analyze how it affected Puritan literature. •Students will be able to analyze and evaluate the literary elements and devices in the unit •Students will be able to analyze and evaluate how the historical perspective of Puritans has been skewed due to bias/stereotype. •Students will be able to write a short literary analysis based on one of the works in the unit. 	1 Discussion Question-short answer.	<p>Playposits for the readings ; Google forms or quizzes in the OLS for selected readings</p> <p>One unit test with a modified version with three answer choices; one worksheet with short answers about The Salem Witch Trials one study guide. NOTE: in some cases some of these items might be more formative assessments</p>	<p>Pilgrims; Puritans; Protestantism; Roman Catholicism; colonialism; predestination ; piety; industry; couplet; sonnet; primary source; rhyme scheme; point of view; bias; stereotype</p>	
Unit 2: Voices of an Emerging Nation	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature including how two or more texts from the same period treat similar themes or topics.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. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical political and literary significance for their themes purposes and rhetorical features.	<ul style="list-style-type: none"> •Critical thinkers actively and skillfully interpret analyze evaluate and synthesize information •Effective readers use appropriate strategies to construct meaning 	<p>•EQ#1: What was the Enlightenment and how did its philosophy impact our Founding Fathers and lead to the American Revolution?</p> <p>•EQ#2: Why is The Declaration of Independence such an important foundational document and what is its limitations?</p> <p>•EQ#3: What was the African-American experience like during this time and how does the literature reflect this experience?</p>	<ul style="list-style-type: none"> •Students will be able to identify the tenets of the Enlightenment and apply them to the literature of the unit. •Students will be able to explain the importance/limitations of The Declaration of independence •Students will be able to compare and contrast the experiences of the wealthy male landowners and their ideas with the experiences of minorities 	1 Discussion Question- short answer; and one two part Unit test—multiple choice and short answer		<p>rationalism; Enlightenment ; scient fic method; logic; revolution</p>	
Unit 3: Critical Skills 1	CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style and to comprehend more fully when reading or listening.	Review critical reading skills writing skills and language skills.	<p>EQ#1: How do make relevant inferences by synthesizing concepts and ideas from a single reading selection?</p> <p>•EQ#2: How do I analyze the way in which clarity of meaning is affected by the patterns of organization hierarchical structures repetition of the main ideas syntax and word choice in the text?</p> <p>•EQ#3: How do I use context definitions examples synonyms and antonyms and comparisons to determine the meanings of words?</p>	<ul style="list-style-type: none"> •Students will be able to make inferences based on reading selections •Students will be able to analyze how a piece of literature's meaning is affected by organization hierarchical structures repetition of the main ideas syntax and word choice in the text •Students will be able to determine meanings of unfamiliar words by using context clues synonyms and antonyms. 	One Unit Test	Modified Unit test with three answer choices .		
Unit 4: Creating an American Mythology	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature including how two or more texts from the same period treat similar themes or topics."	<ul style="list-style-type: none"> •Critical thinkers actively and skillfully interpret analyze evaluate and synthesize information •Effective readers use appropriate strategies to construct meaning 	<p>•EQ#1: How can I analyze the influence of mythic traditional or classical literature on American fiction?</p> <p>•EQ#2: How can I define what the American mythology is and how has this mythology persisted?</p>	<ul style="list-style-type: none"> •Students will be able to analyze the influence of mythic traditional or classical literature on American fiction •Students will be able to define what the American mythology is and explain how this mythology has persisted •Students will be able to write a short literary analysis based on one of the works in the unit. 	One short essay assignment; one unit test	<p>Google forms or quizzes in the OLS for selected readings one study guide. NOTE: in some cases some of these items might be more formative assessments.</p>	<p>mythology; archetype; allusion; direct vs indirect characterization; meter</p>	
Unit 5: The American Renaissance	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature including how two or more texts from the same period treat similar themes or topics.CC.SS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> • Critical thinkers actively and skillfully interpret analyze evaluate and synthesize information •Effective readers use appropriate strategies to construct meaning 	<p>•EQ#1: How can I identify and categorize the three main literary movements of The American Renaissance: Romanticism Dark Romanticism and Transcendentalism?</p> <p>•EQ#2: How do I analyze theme and poetic elements in early-mid 19th century American poetry?</p> <p>•EQ#3: How do I create a literary analysis?</p>	<ul style="list-style-type: none"> •Students will be able to identify and categorize literary works into the correct literary movement •Students will be able to analyze and evaluate theme and poetic elements in American Renaissance literary works •Students will be able to write a short literary analysis based on one of the works in the unit. •Students will be able to apply and connect their knowledge of transcendentalism to make personal connections 	1 Discussion Forum; 1 mid-unit test	<p>Modified Mid-unit test; one end of unit test with a modified version; PlayPosits for readings; writing assignment ; unit study guide. NOTE: in some cases some of these items might be more formative assessments.</p>	<p>Romanticism; Romantic hero; Noble Savage; Fireside Poets; Transcendentalism; Dark Romanticism; self-reliance; Gothic; Unity of Effect</p>	

Unit 6: Literature of Slavery and the Civil War	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature including how two or more texts from the same period treat similar themes or topics. CC.1.2.11-12.1 Analyze foundational U.S. and world documents of historical political and literary significance for their themes purposes and rhetorical features.	•Critical thinkers actively and skillfully interpret analyze evaluate and synthesize information •Effective readers use appropriate strategies to construct meaning	•EQ#1: How can I evaluate the philosophical political religious ethical and social influences of the historical period on character plot and setting? •EQ#2: How can I compare and contrast themes in the texts of this unit? •EQ#3: How do I create a literary analysis?	•Students will be able to explain analyze and evaluate the philosophical political religious ethical and social influences of the historical period on character plot and setting •Students will be able to compare and contrast the works in this unit with a specific focus on theme •Students will be able to write a short literary analysis based on one of the works in the unit.	One Unit Test with a modified version as well	PlayPosits for readings; writing assignment ; unit study guide. NOTE: in some cases some of these items might be more formative assessments. •PlayPosits: Frederick Douglass PlayPosit Part 1: https://www.playposit.com/ilstocode/519339/165217 Frederick Douglass PlayPosit Part 2: https://www.playposit.com/ilstocode/519365/165217	abolitionism; tone; elegy; slave narrative; figurative language; rhetorical device; 1. Charlie Chaplin "Great Dictator" Speech: http://safeYouTube.net/w/DR 2. Ettytsburg Address: http://www.pb.s.org/video/1832543419/ Unit Review: https://create.kahoot.it/share/unit-6-review/bc2afa60-d249-4a62-b693-9d1d884f15f8 1. Realism Introduction: http://safeYouTube.net/w/QOQ 2. Realism Characteristics: http://prezi.com/kmvlmd9szt66/?utm_campaign=share&utm_medium=copy 3. Mark Twain: http://safeYouTube.net/w/X83c 4. Student creative video on "School Days of an Indian Girl": https://www.youtube.com/watch?v=hSayuwz9KM Unit Review: Videos: 1. Chapter by chapter audio: https://youtu.be/AQeWhVUNRfu 2. Chapter 3 scene: http://safeYouTube.net/w/LZW 3. Chapter 5 scene: http://safeYouTube.net/w/vvY 4. Chapter 6 scene: https://youtu.be/AQeWhVUNRfu 5. Weather Symbolism Video: http://safeYouTube.net/w/kfZ 6. The
Unit 7: Realism, Regionalism, and Naturalism	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature including how two or more texts from the same period treat similar themes or topics. CC.1.2.11-12.1 Analyze foundational U.S. and world documents of historical political and literary significance for their themes purposes and rhetorical features.	•Critical thinkers actively and skillfully interpret analyze evaluate and synthesize information •Effective readers use appropriate strategies to construct meaning	•EQ#1: How can I define Realism Naturalism and Regionalism and how can I categorize the literature of this era into these literary movements? •EQ#2: How does the literature of the era reflect the historical moment? •EQ#3: How does the literature of the era differ from past literary movements? •EQ#4: How can I write a persuasive essay?	•Students will be able to identify and categorize literary works into the correct literary movement •Students will be able to explain how the literature of this period connects to current events of the time •Students will be able to compare and contrast literature of this time period with past literary movements •Students will be able to write a persuasive essay that has an introduction with a thesis body paragraphs with supporting evidence uses rhetorical devices and ends with a conclusion.	Discussion Question; One two-part unit test with multiple-choice and short answer	•Assignments: 1. Realism Questions: https://goo.gl/forms/vtZofErwMWAUJq42 •PlayPosits 1. Jumping Frog" PlayPosit: https://www.playposit.com/ilstocode/708344/165217 •Padlets 1. Bellringer for "School Days of an Indian Girl" https://padlet.com/nicolebaskwil/6f6kdzp858l • •Assignments: 1. 2. 1920s Treasure Hunt: https://drive.google.com/file/d/13HWx66dR50r1pctByV0iaBjKj46CRV/view?usp=sharing 2. Scott Fitzgerald Biography: https://forms.gle/i8aEd5tSHkYeMaC8 3. Chapter 2 Questions: https://drive.google.com/file/d/1QneZQd58CVqjpR5eICso1Gy8Uj6Sn-view?usp=sharing 4. Chapter 5 Double-entry journal: https://drive.google.com/file/d/1zGivt0REKbPzghBRslv5CK3wvOQN28v/view?usp=sharing 5. Gatsby Characterization Project: https://drive.google.com/file/d/1voeHFIVaJurL9F5B0URnwDcm-INGLE-f6m2-2nsh3t1an	Realism; Naturalism; dialect; local color; determinism theme; motif; symbolism social commentary; allusion; foreshadowing
Unit 8: The Great Gatsby	CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature including how two or more texts from the same period treat similar themes or topics.	•Critical thinkers actively and skillfully interpret analyze evaluate and synthesize information •Effective readers use appropriate strategies to construct meaning	•EQ#1: What are the different incarnations of The American Dream and how does this novel reflect a Modernist perspective on the American Dream? •EQ#2: How do I analyze a novel for theme symbols literary devices etc? •EQ#3: How is The Great Gatsby a reflection of life in the 1920s and what is Fitzgerald ultimately saying about 1920s society?	explain the concept of The American Dream and explain how it has evolved over time as well as be able to explain how Modernists felt about the American Dream •Students will be able to examine their own opinions about the American Dream and draw conclusions about whether they agree with Fitzgerald's viewpoint •Students will discuss and analyze The Great Gatsby for literary elements and devices with a specific focus on theme and symbolism •Students will explain how the novel is a reflection of life in the 1920s and a social commentary •Students will create a presentation on a specific character in the novel and analyze characterization setting theme color imagery and symbolism.	One Discussion Question; One Unit Test	•Assignments: 1. 2. 1920s Treasure Hunt: https://drive.google.com/file/d/13HWx66dR50r1pctByV0iaBjKj46CRV/view?usp=sharing 2. Scott Fitzgerald Biography: https://forms.gle/i8aEd5tSHkYeMaC8 3. Chapter 2 Questions: https://drive.google.com/file/d/1QneZQd58CVqjpR5eICso1Gy8Uj6Sn-view?usp=sharing 4. Chapter 5 Double-entry journal: https://drive.google.com/file/d/1zGivt0REKbPzghBRslv5CK3wvOQN28v/view?usp=sharing 5. Gatsby Characterization Project: https://drive.google.com/file/d/1voeHFIVaJurL9F5B0URnwDcm-INGLE-f6m2-2nsh3t1an	Videos: 1. Chapter by chapter audio: https://youtu.be/AQeWhVUNRfu 2. Chapter 3 scene: http://safeYouTube.net/w/LZW 3. Chapter 5 scene: http://safeYouTube.net/w/vvY 4. Chapter 6 scene: https://youtu.be/AQeWhVUNRfu 5. Weather Symbolism Video: http://safeYouTube.net/w/kfZ 6. The
Unit 9: Critical Skills 2	CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style and to comprehend more fully when reading or listening.	Review critical reading skills writing skills and language skills.	EQ#1: How do make relevant inferences by synthesizing concepts and ideas from a single reading selection? EQ#2: How do I analyze the way in which clarity of meaning is affected by the patterns of organization hierarchical structures repetition of the main ideas syntax and word choice in the text? EQ#3: How do I use context definitions examples synonyms and antonyms and comparisons to determine the meanings of words?	•Students will be able to make inferences based on reading selections •Students will be able to analyze how a piece of literature's meaning is affected by organization hierarchical structures repetition of the main ideas syntax and word choice in the text •Students will be able to determine meanings of unfamiliar words by using context clues synonyms and antonyms.	Unit Test	Modified Unit test with three answer choices	

<p>Unit 1: Modernist Poetry</p>	<p>CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature</p> <p>CCSS.ELA-LITERACY.W.11-12.3.D Use precise words and phrases telling details and sensory language to convey a vivid picture of the experiences events setting and/or characters.</p>	<p>•Critical thinkers actively and skillfully interpret analyze evaluate and synthesize information</p> <p>•Effective readers use appropriate strategies to construct meaning</p>	<p>•EQ#1: How do I identify and analyze the characteristics of modernist literature?</p> <p>•EQ#2: How do I evaluate the philosophical political religious ethical and social influences of the historical period on character plot and setting?</p> <p>•EQ#3: How is the poetry of this era experimental and different from poetry of the past?</p> <p>•EQ#4: How do I write poetry that emulates the poetic style of the era?</p>	<p>•Students will be able to identify and analyze characteristics of Modernist literature</p> <p>•Students will be able to explain analyze and evaluate the philosophical political religious ethical and social influences of the historical period on character plot and setting</p> <p>•Students will be able to compare and contrast poetry of this era with poetry of the past</p> <p>•Students will be able to write their own Imagist poem</p>	<p>Unit Test</p>	<p>•Playposits 1.Spoon River Anthology- https://www.playposit.com/li/stcode/552408/t652f7</p> <p>•Google Form Activities: 1.Robert Frost Activity- https://goo.gl/forms/KdfdrauMFGfblDOy1</p> <p>•Quizzes and Tests Imagism Quiz-2 versions Unit Test-2 versions</p> <p>rhyme scheme; Modernism; Imagism; meter; sonnet; iambic pentameter; terza rima; disillusionment</p>	<p>Study Guide https://drive.google.com/file/d/1kKLRxZFEDu2KQ4Qw99u9Hud-qfPN1/view?usp=sharing</p> <p>1.Robert Frost Readings: https://www.youtube.com/watch?v=bUyXw25JhE&feature=youtu.be</p> <p>2.Red Wheelbarrow" - http://study.com/academy/lesson/william-carlos-williams-the-red-wheelbarrow-and-other-poems.html</p> <p>3.The Road Not Taken" •Study Guide: https://drive.google.com/file/d/1mAtTqRE9A84TfNpTivW94nvo1alcs/vi</p> <p>ew?usp=sharing</p> <p>g •Youtube videos: 1.Baul Laurence Dunbar: http://safeYouTube.net/w/F5hb</p> <p>2.Dramatic rendition of a student reading Dunbar's "We Wear the Mask" http://safeYouTube.net/w/A6hb</p> <p>3.Harlem renaissance Intro Videos: •Review Game: https://quizizz.com/admin/quiz/5c8168ba23f96001b2b62d6</p> <p>•Youtube videos: 1.About Ernest Hemingway: https://safeYouTube.net/w/1Dxj</p> <p>2.Heri's Journey video: https://safeYouTube.net/w/Gq3j</p> <p>3.Worn Path movie scene: https://safeYouTube.net/w/ArAj</p> <p>4.On Zora Neale Hurston: http://safeYouTube.net/w/1u7k</p>
<p>Unit 2: The Harlem Renaissance</p>	<p>CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature</p> <p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>• Critical thinkers actively and skillfully interpret analyze evaluate and synthesize information</p> <p>•Effective readers use appropriate strategies to construct meaning</p>	<p>EQ#1: How do I analyze and evaluate in poetry the appropriateness of diction and figurative language such as irony understatement overstatement paradox and controlling images?</p> <p>EQ#2: How do I explain how the following elements enhance the meaning of poetry: rhythm; repetition alliteration consonance assonance meter rhyme scheme line length and punctuation?</p> <p>EQ#3: How was the Harlem Renaissance a precursor to The Civil Rights Movement?</p> <p>EQ#4: How do I write poetry that emulates the poetic style/themes of the era?</p>	<p>•Students will be able to analyze and evaluate poetic elements and devices in the Harlem Renaissance poetry selections</p> <p>•Students will be able to explain how poetic elements enhance meaning</p> <p>•Students will be able to explain how the Harlem Renaissance was a precursor to the Civil Rights Movement</p> <p>•Students will be able to connect to and then write their own poem that uses the theme of identity</p>	<p>Unit Test</p>	<p>•Adlets: 1.Baul Laurence Dunbar: https://padlet.com/pnjacobson/nblcv59y3tv</p> <p>•PlayPosits for readings 1.Bangston Hughes: https://www.playposit.com/li/stcode/565348/t652f7</p> <p>•Mod fied Unit Test . •Exit Tickets: For "Other Harlem Renaissance Poets-" https://forms.gle/126c3ddKgoaZpxXN8</p> <p>•Lessonment: https://www.playposit.com/li/stcode/565348/t652f7</p> <p>sonnet; rhyme scheme</p>	<p>2.Bramatic rendition of a student reading Dunbar's "We Wear the Mask" http://safeYouTube.net/w/A6hb</p> <p>3.Harlem renaissance Intro Videos: •Review Game: https://quizizz.com/admin/quiz/5c8168ba23f96001b2b62d6</p> <p>•Youtube videos: 1.About Ernest Hemingway: https://safeYouTube.net/w/1Dxj</p> <p>2.Heri's Journey video: https://safeYouTube.net/w/Gq3j</p> <p>3.Worn Path movie scene: https://safeYouTube.net/w/ArAj</p> <p>4.On Zora Neale Hurston: http://safeYouTube.net/w/1u7k</p>
<p>Unit 3: Modernist Fiction/Non-Fiction</p>	<p>CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature</p> <p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>•Critical thinkers actively and skillfully interpret analyze evaluate and synthesize information</p> <p>•Effective readers use appropriate strategies to construct meaning</p>	<p>EQ#1: How do I analyze and evaluate the use of literary elements including characterization plot setting theme mood point of view and sound devices?</p> <p>EQ#2: Evaluate the philosophical political religious ethical and social influences of the historical period on character plot and setting?</p>	<p>•Students will be able to analyze and evaluate literary elements in Modernist literature</p> <p>•Students will be able to evaluate the philosophical political religious ethical and social influences of the historical period on character plot and setting</p>	<p>Unit Test</p>	<p>•Quizzes for readings ; •Mod fied Unit Test . •Google Form Activity 1.On the Inside Search" https://goo.gl/forms/KYRm5jkkb0Sj4Xx92</p> <p>•PlayPosits 1.Bather's "A Wagner Matinee" https://www.playposit.com/li/stcode/965544/t652f7</p> <p>Imagism; Modernism; personification ; symbolism; allusion</p>	<p>•Youtube videos: 1.About Ernest Hemingway: https://safeYouTube.net/w/1Dxj</p> <p>2.Heri's Journey video: https://safeYouTube.net/w/Gq3j</p> <p>3.Worn Path movie scene: https://safeYouTube.net/w/ArAj</p> <p>4.On Zora Neale Hurston: http://safeYouTube.net/w/1u7k</p>
<p>Unit 4: Planning a Research Paper</p>	<p>CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas concepts and information clearly and accurately through the effective selection organization and analysis of content.CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis reflection and research.</p>	<p>•Effective research requires the use of varied resources to gain or expand knowledge.</p>	<p>EQ#1: How do I write a research paper with the following elements: an introduction with a thesis statement body paragraphs that support the thesis with facts and quotations from research; a conclusion that restates the thesis in different words; uses language tone and voice appropriate for purpose and audience; uses correct grammar usage and mechanics; uses language tone and voice appropriate for the purpose and audience; and uses MLA in-text citations and a Works Cited page.</p>	<p>•Students will be able to write a research paper with an introduction thesis statement body paragraphs with evidence and a conclusion</p> <p>•Students will be able to write a research paper that uses proper English conventions</p> <p>•Students will be able to write a research paper that incorporates research into their writing and contains quotations from their research with proper MLA citations and a Works Cited page.</p>	<p>Research Planning document</p>	<p>itation; analogy; MLA; thesis statement; active voice v passive voice</p>	<p>•Youtube videos: 1.About Ernest Hemingway: https://safeYouTube.net/w/1Dxj</p> <p>2.Heri's Journey video: https://safeYouTube.net/w/Gq3j</p> <p>3.Worn Path movie scene: https://safeYouTube.net/w/ArAj</p> <p>4.On Zora Neale Hurston: http://safeYouTube.net/w/1u7k</p>

<p>Unit 5: Writing a Research Paper</p>	<p>CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>Effective research requires the use of varied resources to gain or expand knowledge.</p>	<p>•EQ#1: How do I write a research paper with the following elements: an introduction with a thesis statement, body paragraphs that support the thesis with facts and quotations from research; a conclusion that restates the thesis in different words; uses language, tone and voice appropriate for purpose and audience; uses correct grammar usage and mechanics; uses language, tone and voice appropriate for the purpose and audience; and uses MLA in-text citations and a Works Cited page.</p>	<p>Students will be able to write a research paper with an introduction, thesis statement, body paragraphs with evidence, and a conclusion. Students will be able to write a research paper that supports the thesis with facts and uses proper English conventions. Students will be able to write a research paper that incorporates research into their writing and contains quotations from their research with proper MLA citations and a Works Cited page.</p>	<p>Submitting a rough draft</p>	<p>itation; analogy; MLA; thesis statement; active voice v passive voice</p>
<p>Unit 6: Finalizing a Research Paper</p>	<p>CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Effective research requires the use of varied resources to gain or expand knowledge.</p>	<p>•EQ#2: How do I revise a research paper to create a more polished final draft?</p>	<p>Students will be able to revise a rough draft and complete a revision checklist making appropriate changes to their draft to create a more polished final draft.</p>	<p>Submitting a final draft</p>	<p>citation; analogy; MLA; thesis statement; active voice v passive voice</p>
<p>Unit 7: Critical Skills 3</p>	<p>CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Review critical reading skills, writing skills, and language skills.</p>	<p>•EQ#1: How do I make relevant inferences by synthesizing concepts and ideas from a single reading selection? •EQ#2: How do I analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text? •EQ#3: How do I use context definitions, examples, synonyms and antonyms, and comparisons to determine the meanings of words?</p>	<p>Students will be able to make inferences based on reading selections. Students will be able to analyze how a piece of literature's meaning is affected by organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. Students will be able to determine meanings of unfamiliar words by using context clues, synonyms, and antonyms.</p>	<p>Unit Test</p>	<p>Modified Unit test with three answer choices adverb; preposition; verb</p>

<p>Unit 8: American Drama</p>	<p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.7 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.</p>	<p>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Effective readers use appropriate strategies to construct meaning.</p>	<p>•EQ#1: How do I identify and analyze conventions and techniques in a work of literature? •EQ#2: How can I write a literary analysis?</p>	<p>Students will be able to identify and analyze conventions and techniques in a work of drama. Students will be able to write a literary analysis about a dramatic work.</p>	<p>Unit Test and Discussion</p>	<p>•Videos: 1. 950s American Dream: http://prezi.com/4quueortnk/7utm_campaign=share&utm_medium=copy&rc=ex0share 2. Borraine Hansberry and Raisin Intro: http://safeyoutube.net/w/Y2jb https://www.pbs.org/video/earn-about-hansberry-writing-process-b6hxy/ https://safeYouTube.net/w/Vpik http://www.</p> <p>Google Form Activities: 1. Imm Crow: https://goo.gl/forms/KfDqEUMpe96ckGex2 2. Act I Scene I Questions: https://goo.gl/forms/CPrrzrglRjwHr6G1 3. Act II Scene II Questions: https://goo.gl/forms/sS1hxpUlj5ew3C2</p> <p>•Assignments 1. Character Analysis Chart: https://drive.google.com/file/d/1zPA8qEvdqBmV_b1HTX5lyc5MJGy_Sj/view?usp=sharing 2. Better writing assignment: https://drive.google.com/drive</p>
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<p>Unit 9: Critical Skills 4</p>	<p>CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Review critical reading skills, writing skills, and language skills.</p>	<p>•EQ#1: How do I make relevant inferences by synthesizing concepts and ideas from a single reading selection? •EQ#2: How do I analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text? •EQ#3: How do I use context definitions, examples, synonyms and antonyms, and comparisons to determine the meanings of words?</p>	<p>Students will be able to make inferences based on reading selections. Students will be able to analyze how a piece of literature's meaning is affected by organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. Students will be able to determine meanings of unfamiliar words by using context clues, synonyms, and antonyms.</p>	<p>Unit Test</p>	<p>Modified Unit test with three answer choices</p>
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<p>Unit 10: Novel Choice</p>	<p>CCSS.ELA-LITERACY.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Effective readers use appropriate strategies to construct meaning.</p>	<p>•EQ#1: How do I analyze significant works of American literature that represent its major literary periods and reflect literary traditions? •EQ#2: What strategies do I use to read a novel independently?</p>	<p>Students will be able to read a novel independently utilizing effective strategies for independent reading. Students will be able to analyze significant works of American literature that represent its major literary periods and reflect literary traditions.</p>	<p>One Discussion Question; One Unit Test</p>	<p>Modified Unit test with three answer choices</p>
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<p>Unit 11: Contemporary Literature</p>	<p>CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.</p>	<p>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Effective readers use appropriate strategies to construct meaning.</p>	<p>•EQ#1: Analyze significant works of American literature that represent its major literary periods and reflect American literary traditions. •EQ#2: Evaluate the philosophical, political, religious, ethical, and social influences of historical periods on character, plot, and setting. •EQ#3: How does contemporary literature differ from literature of the past?</p>	<p>•Students will be able to analyze significant works of American literature that represent its major literary periods and reflect literary traditions. •Students will be able to evaluate the philosophical, political, religious, ethical, and social influences of historical periods on character, plot, and setting. •Students will be able to compare contemporary literature with prior literary movements. •Students will be able to write a literary analysis comparing and contrasting the works in the unit and connecting to the work that impacted them the most.</p>	<p>One Discussion Question; One Unit Test</p>	<p>•Playposits for readings: 1. "Everyday Use" PlayPosit: https://www.playposit.com/litstocodes/598477/1652f7 2. "In the American Society" PlayPosit: https://www.playposit.com/litstocodes/802293/1652f7 3. "Daughter of Invention" PlayPosit: https://www.playposit.com/play/595091/-5-6-homework-reading-daughter-of-invention-by-julia-alvarez 4. "Last Rites for Indian Dead" PlayPosit: https://www.playposit.com/s/hare/233591/596965/-5-8-harjos-last-rites-for-indian-dead •Assignments 1. Unit Worksheet: https://drive.google.com/file/d/1T93We5vH1_2S0ie3o6IGTSdNPd171WVf4dau2v1enecharin</p>	<p>Study Guide: https://drive.google.com/file/d/118GhwVn1hXWg5KyAFAsDi-W6et90wm/vie-w?usp=sharing Videos 1. "WVII video": http://safeshare.tv/w/laetccCOVHR 2. "My Tan Video": http://safeYouTube.net/w/jZwb-3 3. "By Luck Club Scene for 'Two Kinds' story": http://safeYouTube.net/w/jCCxb 4. "EK's"</p>
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<p>Unit 12: Practical Writing</p>	<p>CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-LITERACY.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters."</p>	<p>Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.</p>	<p>EQ#1: How do I write a clear, concise narrative that uses sensory language, concrete details, and pays attention to writing conventions?</p>	<p>Students will be able to write a personal essay with multiple drafts that uses clear, concise language, sensory language, and concrete details, as well as pays attention to writing conventions.</p>	<p>Writing assignment</p>	<p>Assignment document: added in-brainstorming and outlining document with rough and final drafts, as a revision checklist: https://drive.google.com/file/d/1o24v_DldF8-GQtHxThRkIr74daSGTj7K/vie-w?usp=sharing</p>	<p>thesis statement; implicit vs explicit; sensory details</p>
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NOTES: Each semester ends with an exam. Units that I did not get to: Research units and the critical skills units were skipped due to time constraints/spending more time on other units. These are highlighted in yellow.

K12 Unit/Lesson (n Sequence)	Identify Learning Targets			Evidence of Learning		Outline Instructional	
	Standard (PA Core/National/PA Content)	Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities Assignments and/or Modifications	Key Vocabulary Resources outside of DLS
Unit 1 Early American Writing	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eightheenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11-12.J Analyze foundational U.S. and world documents of historical significance for the themes, purposes, and rhetorical features.	● I can think actively and skillfully interpret, evaluate, and synthesize information on effective uses of appropriate strategies to construct meaning.	EQ1: How did the rise of Puritan/Puritan values affect the literature? EQ2: How can I analyze a literary work to determine its elements and devices? EQ3: How have the Puritans been victimized by the story and bias, and how has this impacted/skewed our historical perspective of them?	Students will be able to identify the Puritan core values and analyze how they affected Puritan literature. Students will be able to analyze and evaluate the literary elements and devices in the text. Students will be able to analyze and evaluate how the historical perspective of Puritans has been skewed due to bias/skewed due to the author's analysis based on one of the works in the unit.	10 discuss on Question on show answer. and one two part Unit test-multiple choice and show answer.	PlayPosits for reading Google Forms quizzes in the DLS for selected readings. One unit test with modified version with the answers choices one worksheet with show answers about The Salem Witch Trials. NOTE: In some cases, some of these items might be modified for assessments.	PlayPosits Prestantism Renaissance Catholicism colonialism palestine purity couplet sonnet ma hymn scheme point of view biography
Unit 2 Voices of an Emerging Nation	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eightheenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. CC.1.2.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and relationship on the themes; provide an object or summary of the text. CC.1.2.11-12.J Analyze foundational U.S. and world documents of historical significance for the themes, purposes, and rhetorical features.	● I can think actively and skillfully interpret, evaluate, and synthesize information on effective uses of appropriate strategies to construct meaning.	EQ1: What was the Enlightenment, and how did its philosophy impact our Founding Fathers and lead to the American Revolution? EQ2: Why is the Declaration of Independence such an important document, and what is its importance? EQ3: What was the Age of Reason, and how does it affect this experience?	Students will be able to identify the tenets of the Enlightenment and apply them to the literature of the unit. Students will be able to explain the importance of the Declaration of Independence. Students will be able to compare and contrast the experiences of the wealthy, middle landowners and the poor.	10 discuss on Question on show answer. and one two part Unit test-multiple choice and show answer.	at onal sm Enlightenment secular method logic evolution.	
Unit 3 Critical Skills	CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make style, and to comprehend fully when reading or listening.	Review critical reading skills, writing skills, and language skills.	EQ1: How do make relevant references by synthesizing concepts and details from a single reading selection? EQ2: How do I analyze the way in which the style of meaning is affected by the patterns of organization, rhetorical devices, syntax, and word choice in the text? EQ3: How do I use context, definitions, examples, synonyms and antonyms, and comparisons to determine the meaning of words?	Students will be able to make references based on reading selections. Students will be able to analyze how a piece of literature means and is affected by organization, rhetorical devices, syntax, and word choice in the text. Students will be able to determine the meaning of unfamiliar words by using context clues, synonyms, and antonyms.	One Unit Test	Modified Unit test with the answer choices.	
Unit 4 Creating an American Mythology	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eightheenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	● I can think actively and skillfully interpret, evaluate, and synthesize information on effective uses of appropriate strategies to construct meaning.	EQ1: How can I analyze the influence of myth, culture, and oral tradition on American literature? EQ2: How can I define what the American mythology is, and how has this mythology persisted?	Students will be able to analyze the influence of myth, culture, and oral tradition on American literature. Students will be able to define what the American mythology is, and explain how this mythology has persisted.	One short essay assignment one unit test	Google Forms quizzes in the DLS for selected readings, one study guide.	mythology allusion direct characterization metaphor
Unit 5 The American Renaissance	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eightheenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. CC.1.2.11-12.J Analyze foundational U.S. and world documents of historical significance for the themes, purposes, and rhetorical features.	● I can think actively and skillfully interpret, evaluate, and synthesize information on effective uses of appropriate strategies to construct meaning.	EQ1: How can I identify and categorize the themes in the American Renaissance? EQ2: How do I analyze the themes and poet elements in the American Renaissance? EQ3: How do I analyze the themes and poet elements in the American Renaissance? EQ4: How do I analyze the themes and poet elements in the American Renaissance?	Students will be able to identify and categorize the themes in the American Renaissance. Students will be able to analyze and evaluate the themes and poet elements in the American Renaissance. Students will be able to analyze and evaluate the themes and poet elements in the American Renaissance. Students will be able to analyze and evaluate the themes and poet elements in the American Renaissance.	10 discuss on Form and content	Modified Unit test one unit test with a modified version with the answers for the assignment one unit study guide	
Unit 6 Literature of Slavery and the Civil War	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eightheenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. CC.1.2.11-12.J Analyze foundational U.S. and world documents of historical significance for the themes, purposes, and rhetorical features.	● I can think actively and skillfully interpret, evaluate, and synthesize information on effective uses of appropriate strategies to construct meaning.	EQ1: How can I evaluate the philosophical, political, religious, and social influences of the historical period on the plot, and setting? EQ2: How can I compare and contrast the themes in the texts of this unit? EQ3: How do I evaluate a literary analysis?	Students will be able to identify and categorize the themes in the American Renaissance. Students will be able to analyze and evaluate the themes and poet elements in the American Renaissance. Students will be able to analyze and evaluate the themes and poet elements in the American Renaissance. Students will be able to analyze and evaluate the themes and poet elements in the American Renaissance.	One Unit Test	PlayPosits for reading writing assignment unit study guide. NOTE: In some cases, some of these items might be modified for assessments.	
Unit 7 Realism, Regionalism, and Naturalism	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eightheenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. CC.1.2.11-12.J Analyze foundational U.S. and world documents of historical significance for the themes, purposes, and rhetorical features.	● I can think actively and skillfully interpret, evaluate, and synthesize information on effective uses of appropriate strategies to construct meaning.	EQ1: How can I define Realism, Naturalism, and Regionalism, and how can I categorize the literature into these literary movements? EQ2: How does the literature of the era affect the historical moment? EQ3: How does the literature of the era affect the historical moment? EQ4: How can I write a persuasive essay?	Students will be able to identify and categorize the themes in the American Renaissance. Students will be able to analyze and evaluate the themes and poet elements in the American Renaissance. Students will be able to analyze and evaluate the themes and poet elements in the American Renaissance. Students will be able to analyze and evaluate the themes and poet elements in the American Renaissance.	D discuss on Question on One two-part unit test with multiple choice and show answer.	PlayPosits for reading writing assignment unit study guide. NOTE: In some cases, some of these items might be modified for assessments.	
Unit 8 American Literature	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eightheenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. CC.1.2.11-12.J Analyze foundational U.S. and world documents of historical significance for the themes, purposes, and rhetorical features.	● I can think actively and skillfully interpret, evaluate, and synthesize information on effective uses of appropriate strategies to construct meaning.	EQ1: How can I define Realism, Naturalism, and Regionalism, and how can I categorize the literature into these literary movements? EQ2: How does the literature of the era affect the historical moment? EQ3: How does the literature of the era affect the historical moment? EQ4: How can I write a persuasive essay?	Students will be able to identify and categorize the themes in the American Renaissance. Students will be able to analyze and evaluate the themes and poet elements in the American Renaissance. Students will be able to analyze and evaluate the themes and poet elements in the American Renaissance. Students will be able to analyze and evaluate the themes and poet elements in the American Renaissance.	D discuss on Question on One two-part unit test with multiple choice and show answer.	PlayPosits for reading writing assignment unit study guide. NOTE: In some cases, some of these items might be modified for assessments.	

<p>CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection of relevant data, concepts, and information on a topic or issue, using advanced search techniques effectively, assess the strengths and limitations of each source in terms of the task, purpose, and audience, drawing relevant information from the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p>	<p>Effectively research the use of evidence sources to gain or expand knowledge.</p>	<p>EQ1 How do I write an essay with the following elements: an introduction with a thesis statement, body paragraphs that support the thesis with facts and quotations from each source, and a conclusion that restates the thesis in different words using language, tone, and voice appropriate for the purpose and audience and uses MLA in-text citations and a Works Cited page.</p>	<p>Students will be able to write an essay with the following elements: an introduction with a thesis statement, body paragraphs with evidence, and a conclusion. Students will be able to write an essay with the following elements: an introduction with a thesis statement, body paragraphs with evidence, and a conclusion. Students will be able to write an essay with the following elements: an introduction with a thesis statement, body paragraphs with evidence, and a conclusion. Submit a rough draft</p>
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<p>CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Effectively research the use of evidence sources to gain or expand knowledge.</p>	<p>EQ2 How do I revise an essay to create a more polished final draft?</p>	<p>Students will be able to revise a rough draft and complete a revision checklist making appropriate changes to the draft to create a more polished final draft. Students will be able to make revisions based on editing reflections. Students will be able to analyze how a piece of literature is meaningful affected by a character, a character's actions, a point of view, a theme, a symbol, and a motif in the text. Students will be able to determine the meanings of unfamiliar words by using context clues, synonyms, and antonyms.</p>
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<p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact to develop a complex message or theme.</p>	<p>Effectively research the use of evidence sources to gain or expand knowledge.</p>	<p>EQ1 How do I identify and analyze themes and techniques in a work of literature? EQ2 How can I write an analysis?</p>	<p>Students will be able to identify and analyze themes and techniques in a work of literature. Students will be able to write an analysis about a dramatic work. Unit Test (two parts—the second part has a writing component) and 1 discussion question</p>
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<p>CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to compare media for their effects on a reader or listener.</p>	<p>Effectively research the use of evidence sources to gain or expand knowledge.</p>	<p>EQ1 How do I make relevant inferences by synthesizing concepts and ideas from a single reading selection? EQ2 How do I analyze the way in which a type of meaning is affected by the patterns of a genre, a character's actions, a point of view, a theme, a symbol, and a motif in the text? EQ3 How do I use context, definitions, examples, synonyms and antonyms, and compounds to determine the meanings of words?</p>	<p>Students will be able to make relevant inferences based on editing reflections. Students will be able to analyze how a piece of literature is meaningful affected by a character, a character's actions, a point of view, a theme, a symbol, and a motif in the text. Students will be able to determine the meanings of unfamiliar words by using context clues, synonyms, and antonyms.</p>
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<p>CCSS.ELA-LITERACY.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band per se, and to compare media for their effects on a reader or listener.</p>	<p>Effectively research the use of evidence sources to gain or expand knowledge.</p>	<p>EQ1 How do I analyze a genre of American literature that represents major ideological and aesthetic movements? EQ2 What strategies do I use to read a novel independently?</p>	<p>Students will be able to read a novel independently, including reflecting on the independent editing. Students will be able to analyze a genre of American literature that represents major ideological and aesthetic movements. Students will be able to read a novel independently. One Discussion Question Unit Test</p>
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<p>CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection of relevant data, concepts, and information on a topic or issue, using advanced search techniques effectively, assess the strengths and limitations of each source in terms of the task, purpose, and audience, drawing relevant information from the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p>	<p>Effectively research the use of evidence sources to gain or expand knowledge.</p>	<p>EQ1 How do I write an essay with the following elements: an introduction with a thesis statement, body paragraphs that support the thesis with facts and quotations from each source, and a conclusion that restates the thesis in different words using language, tone, and voice appropriate for the purpose and audience and uses MLA in-text citations and a Works Cited page.</p>	<p>Students will be able to write an essay with the following elements: an introduction with a thesis statement, body paragraphs with evidence, and a conclusion. Students will be able to write an essay with the following elements: an introduction with a thesis statement, body paragraphs with evidence, and a conclusion. Students will be able to write an essay with the following elements: an introduction with a thesis statement, body paragraphs with evidence, and a conclusion. Submit a rough draft</p>
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<p>CCSS.ELA-LITERACY.W.11-12.3 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection of relevant data, concepts, and information on a topic or issue, using advanced search techniques effectively, assess the strengths and limitations of each source in terms of the task, purpose, and audience, drawing relevant information from the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p>	<p>Effectively research the use of evidence sources to gain or expand knowledge.</p>	<p>EQ1 How do I write an essay with the following elements: an introduction with a thesis statement, body paragraphs that support the thesis with facts and quotations from each source, and a conclusion that restates the thesis in different words using language, tone, and voice appropriate for the purpose and audience and uses MLA in-text citations and a Works Cited page.</p>	<p>Students will be able to write an essay with the following elements: an introduction with a thesis statement, body paragraphs with evidence, and a conclusion. Students will be able to write an essay with the following elements: an introduction with a thesis statement, body paragraphs with evidence, and a conclusion. Students will be able to write an essay with the following elements: an introduction with a thesis statement, body paragraphs with evidence, and a conclusion. Submit a rough draft</p>
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<p>CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary text to analyze, reflect on, and discuss a theme or issue, including drawing from different parts of the text, assessing how they relate to one another, and how they contribute to an overall understanding of the text.</p>	<p>Effectively research the use of evidence sources to gain or expand knowledge.</p>	<p>EQ1 How do I write an essay with the following elements: an introduction with a thesis statement, body paragraphs that support the thesis with facts and quotations from each source, and a conclusion that restates the thesis in different words using language, tone, and voice appropriate for the purpose and audience and uses MLA in-text citations and a Works Cited page.</p>	<p>Students will be able to write an essay with the following elements: an introduction with a thesis statement, body paragraphs with evidence, and a conclusion. Students will be able to write an essay with the following elements: an introduction with a thesis statement, body paragraphs with evidence, and a conclusion. Students will be able to write an essay with the following elements: an introduction with a thesis statement, body paragraphs with evidence, and a conclusion. Submit a rough draft</p>
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NOTES: Each semester ends with an exam. Unit tests that do not get to assess the unit, and the unit tests are spaced due to time constraints pending more time on other units.

Identify Learning Targets					Evidence of Learning		Outline Instructional	
K12 Unit/Lesson (In Sequence)	Standard (PA Core/National/PA Content)	Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities, Assignments and/or Modifications	Key Vocabulary	Resources outside of OLS
Unit 1B- Solving Inequalities 1.02B Foundations	CC.2.2.HS.C.3 Write functions or sequences that model relationships between 2 quantities CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Sequences/ Solving Inequalities	What are patterns and why are they useful? Why are there 2 answers for an absolute value equation or inequality?	Describe and list consecutive integers Solve absolute value equations	Quiz 1.02, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)			
1.03B Foundations Wrap Up	CC.2.2.HS.C.3 Write functions or sequences that model relationships between 2 quantities CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Sequences/ Solving Inequalities	How do you know when a result is reasonable? How do you know where to begin when solving an absolute value equation?	Describe and list consecutive integers Solve absolute value equations Create and evaluate expressions for consecutive numbers	Quiz 1.03, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)			
1.04B Inequalities	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations	Solving and graphing Inequalities	Explain the process you used to graph an inequality. Defend your answer of true or false for the inequality.	Translate a word phrase involving inequalities into symbols. Determine whether an inequality is a true or false sentence.	Quiz 1.04, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)			
1.05B Inequalities Wrap Up	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Solving and graphing Inequalities	Why are graphs useful for representing relationships?	Graph an inequality in one variable. Graph an inequality with a restricted domain.	Quiz 1.05, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)			
1.07B Solving Inequalities	CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Solving Inequalities	Describe the process in checking answers when finding consecutive integers.	Determine whether an inequality is a true or false sentence. Use a single transformation to solve an inequality Use multiple transformations to solve an inequality. Solve a word problem involving an inequality.	Quiz 1.07, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)			
1.08B Solving Inequalities Wrap Up	CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Solving Inequalities	Why does order of operations become particularly important in algebra?	Determine whether an inequality is a true or false sentence. Use a single transformation to solve an inequality Use multiple transformations to solve an inequality. Solve a word problem involving an inequality.	Quiz 1.08, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)			
1.10B Combined Inequalities	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and	Solving and graphing Combined Inequalities	Conjunctions and disjunctions are used in English and math. How are their uses similar?	Write a compound inequality for a given graph. Graph the solution of a combined inequality. Find the solution set of a combined inequality. Use a single transformation to solve an inequality.	Quiz 1.10, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)			

1.11B Combined Inequalities Wrap Up	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Solving and graphing Combined Inequalities	How does finding the common characteristics among similar problems help me to be a more efficient problem solver? What are the tools needed to solve linear equations and inequalities?	Use a single transformation to solve an inequality. Write a compound inequality for a given graph. Graph the solution of a combined inequality. Find the solution set of a combined inequality.	Quiz 1.11, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)			
1.13B Absolute Value Equations and Inequalities	CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Absolute value equations/Inequalities	How do we use variables?	Solve an equation involving absolute value. Solve an inequality involving absolute value. Write a conjunction or disjunction that is equivalent to a given absolute value sentence. Use a single transformation to solve an inequality. Find the solution set of a combined inequality.	Quiz 1.13, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)			
1.14B Absolute Value Equations and Inequalities Wrap Up	CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Absolute value equations/Inequalities	How do you know when an answer is reasonable?	Solve an inequality involving absolute value. Write a conjunction or disjunction that is equivalent to a given absolute value sentence. Solve an equation involving absolute value. Graph the solution of an equation or inequality involving absolute value.	Quiz 1.14, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)			
1.15B Applications Inequalities	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships	Inequality Application	Describe a situation that uses inequalities	Write an inequality that would solve a given word problem. Solve a word problem involving inequalities. Use a single transformation to solve an inequality.	Quiz 1.15, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)			
1.16B Applications Inequalities Wrap Up	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships	Inequality Application	What ways do we use inequalities in everyday life?	Solve a word problem involving inequalities. Write an inequality that would solve a given word problem.	Quiz 1.16, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)			
Unit 3B - Linear Equations and Inequalities part 1 3.01B/3.02B - Foundations	8.CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations. 7.CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions and operations with rational numbers.	Finding solutions and computations with integers	How do I know where to begin when solving a problem?	Review how to subtract integers. How to determine if a number is a solution to an equation or inequality.	Quiz 3.01/3.02, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)			
3.03B/3.04B - Graphs	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship	Graphing	How is graphing used in the real world?	Identify the quadrant for a point on a graph. Graph a point when given an ordered pair. Identify a point on a graph, given specific criteria.	Quiz 3.03/3.04, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)			
3.06B/3.07B - Equations in two variables	8.CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations.	Finding solutions and solving for y	How do we select a strategy or method to solve problems?	Determine whether or not an ordered pair is a solution to a given equation. Solve an equation in two variables in terms of one of the variables.	Quiz 3.06/3.07, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)			

3.09B/3.10B - Lines and Intercepts	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship 7.CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations. CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.	Standard Form and Intercepts	How are intercepts and graphs related?	Write the equation of a line in standard form. Find intercepts of a line when given the equation. Use intercepts to graph a linear equation on a coordinate plane.	Quiz 3.09/3.10, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)
3.11B/3.12B - Slope	7.CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	Slope	How does the value we get for an equation effect how it looks when we graph it?	Find the slope of a line given two points. Determine whether a line has positive slope, negative slope, zero slope, or undefined slope. Find the slope of a line given the equation of the line. Solve an equation in two variables in terms of one of the variables. Graph a point when given an ordered pair. Use intercepts to graph a linear equation on a coordinate plane.	Quiz 3.11/3.12, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)
Unit 4B - Linear Equation and Inequalities part 2 4.02B/4.03B - Slope Intercept Form	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship CC.2.2.HS.C.6 Interpret functions in terms of the situation they model. CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations. CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.	Slope Intercept Form	How are equations and graphs related?	Find the slope of a line given two points. Find the slope and y-intercept of a line when given its equation in slope-intercept form. Transform an equation into slope-intercept form. Graph a line when its equation is given as or transformed into slope-intercept form. Write an equation in slope-intercept form to model a given word problem.	Quiz 4.02/4.03, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)
4.05B/4.06B - Point Slope Form	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.	Point Slope Form	What information does the equation of the line give you?	Solve a word problem using the point-slope form of an equation. Graph a line in point-slope form. Write an equation of a line in point-slope form when given specific criteria or a graph. Find the slope and y-intercept of a line when given its equation in slope-intercept form. Transform an equation into slope-intercept form. Write an equation in slope-intercept form to model a given word problem.	Quiz 4.05/4.06, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)
4.07B/4.08B - Parallel and Perpendicular Lines	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context.	Parallel and Perpendicular Lines	How are parallel and perpendicular lines used in real world setting?	Determine the slope of a line perpendicular to the graph of a given line. Determine whether the graph of two lines in a plane will be parallel, perpendicular, or neither when given the equation. Find an equation of a line passing through a given point and parallel or perpendicular to another line.	Quiz 4.07/4.08, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)

Unit 5B - Linear Equations and Inequalities Part 3 5.02B/5.03B Equations from graphs	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.	Review of Equations of lines (3 Forms)	What is a linear equation?	Write the equation of a horizontal or vertical line. Write an equation of a line in slope-intercept form when given specific criteria. Write an equation of a line in point-slope form when given specific criteria. Write an equation of a line in standard form when given specific criteria. Write an equation of a line in point-slope form when given specific criteria or a graph.	Quiz 5.02/5.03, Unit 5 Test (Multiple Choice), Unit 5 Test (Open Ended)
5.05B/5.06B - Linear Models	CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Identifying and modeling linear relationships	How may linear functions help us analyze real world situations and solve practical problems?	Determine if a word problem is modeled by a linear relationship or not. Calculate values for a linear equation in two variables. Graph a linear inequality in two variables. Determine whether an ordered pair is a solution to a linear inequality.	Quiz 5.05/5.06, Unit 5 Test (Multiple Choice), Unit 5 Test (Open Ended)
5.07B/5.08B - Graphing Linear Inequalities	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations	Graphing linear inequalities	What types of relationships can be modeled by graphing inequalities?	Graph a linear inequality in two variables. Determine whether an ordered pair is a solution to a linear inequality. Write the equation of a horizontal or vertical line. Determine if a word problem is modeled by a linear relationship or not. Write an equation of a line in point-slope form when given specific criteria or a graph.	Quiz 5.07/5.08, Unit 5 Test (Multiple Choice), Unit 5 Test (Open Ended)
Unit 6B - Systems of Equations 6.01B/6.02B Foundations	CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.	Simplifying expressions and finding solutions	What are variables and expressions?	Determine if an ordered pair is a solution to an equation or inequality How to use the distributive property and combine like terms to simplify algebraic expressions. Determine if an ordered pair is a solution to an equation or inequality in two variables.	Quiz 6.01/6.02, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)
6.03B/6.04B - Systems of Equations	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Classifying systems of equations	How many solutions are possible in each system of equations?	Use a graph to determine whether a system of linear equations will have 0, 1, or an infinite number of solutions. Use a graph to solve a system of linear equations.	Quiz 6.03/6.04, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)
6.06B/6.07B - Substitution method	CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Substitution Method	How can the answer be verified for reasonableness and accuracy?	Use substitution to solve a system of linear equations. Use a graph to determine whether a system of linear equations will have 0, 1, or an infinite number of solutions. Use a graph to solve a system of linear equations.	Quiz 6.06/6.07, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)
6.09B/6.10B - Linear combination	CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Elimination method (Linear Combination)	When should we choose which method? (substitution, graphing, elimination)	Determine whether a system of linear equations will have 0, 1, or an infinite number of solutions. Use the linear combination method to solve a system of linear equations in two variables.	Quiz 6.09/6.10, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)

6.12B/6.13B - Applications of Equations	<p>Systems</p> <p>CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.</p> <p>CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</p>	<p>Applications of systems of equations</p> <p>Why are systems useful?</p>	<p>Write a system of linear equations to solve a word problem.</p> <p>Solve a word problem using a system of linear equations.</p> <p>Use a graph to determine whether a system of linear equations will have 0, 1, or an infinite number of solutions.</p> <p>Use the linear combination method to solve a system of linear equations in two variables.</p> <p>Use substitution to solve a system of linear equations.</p> <p>Use a graph to solve a system of linear equations.</p>	<p>Quiz 6.12/6.13, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)</p>
6.14B/6.15B - Systems of Linear Inequalities	<p>Systems</p> <p>CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.</p> <p>CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</p>	<p>Graphing and solving systems of linear inequalities</p> <p>How does systems of equations compare with single equations?</p>	<p>Write a system of linear inequalities that corresponds to a given graph.</p> <p>Graph a system of linear inequalities.</p> <p>Use a system of linear inequalities to solve a word problem.</p> <p>Use the linear combination, substitution and graphing method to solve a system of linear equations in two variables.</p> <p>Use a graph to determine whether a system of linear equations will have 0, 1, or an infinite number of solutions.</p> <p>Solve a word problem using a system of linear equations.</p>	<p>Quiz 6.14/6.15, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)</p>
<p>Unit 1A - Algebra Basics part 1</p> <p>1.04A/1.05A - Expressions</p> <p>1.07A/1.08A - Variables</p>	<p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.</p> <p>CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</p> <p>7.CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.</p> <p>6.CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.</p>	<p>Simplifying expressions and using order of operations</p> <p>How do you know when an algebraic expression is in simplest form?</p> <p>Evaluate and write expressions</p> <p>How can you rewrite expressions to help you solve problems?</p>	<p>Simplify a numerical expression with grouping symbols.</p> <p>Simplify a numerical expression without grouping symbols.</p> <p>Place grouping symbols in an expression to create a specific value.</p> <p>Use a formula to solve a word problem.</p> <p>Evaluate an algebraic expression.</p> <p>Write a variable expression for a word problem.</p> <p>Evaluate an expression to solve a word problem.</p>	<p>Quiz 1.04/1.05, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)</p> <p>Quiz 1.07/1.08, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)</p>

1.10A/1.11A - Translating words into expressions	CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically. 7.CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	Translate words into variable expressions and solve	What words or symbols indicate which operation? How can mathematical symbols model verbal expressions?	Use a formula to solve a word problem. Write a variable expression, given the facts of a word problem. Translate a word phrase into a variable expression.	Quiz 1.10/1.11, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)
Unit 2A - Algebra Basics part 2 2.01A - Foundations	CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. 7.CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.	Perimeter and Area Evaluate powers	How can you rewrite expressions to help you solve problems? How do you evaluate a power?	Review how to find the perimeter and area How to evaluate a power	Quiz 2.01, Unit 2 Test (Multiple Choice), Unit 2 Test (Open Ended)
2.02A/2.03A - Equations	CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Open Sentences	What steps do you need to take to determine whether an open sentence is true or false?	Determine if a given value makes an open sentence true. Determine if two expressions form an equation.	Quiz 2.02/2.03, Unit 2 Test (Multiple Choice), Unit 2 Test (Open Ended)
2.05A/2.06A - Translating Words into Equations	CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically. 7.CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	Translating Words into Equations	When do we need to use grouping symbols, such as parenthesis, when translating from words to math expressions.	Translate a word problem into an equation. Translate a sentence into an equation.	Quiz 2.05/2.06, Unit 2 Test (Multiple Choice), Unit 2 Test (Open Ended)
2.10A/2.11A - Problem Solving	7.CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations. 6.CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.	Problem solving	What steps assist with problem solving with equations?	Solve equations in word problems when given a replacement set. Solve a word problem, given a choice of possible solutions. Describe a strategy for solving a word problem. Translate a sentence into an equation.	Quiz 2.10/2.11, Unit 2 Test (Multiple Choice), Unit 2 Test (Open Ended)
Unit 3A - Properties of Real Numbers Part 1 3.01A/3.02A - Foundations	6.CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.	Converting fractions Evaluate algebraic expressions	How can algebraic expressions be evaluated and simplified? How can I compare numbers? How do you know the value of a number?	Use the order of operations to evaluate algebraic expressions. Represent improper fractions as whole numbers or mixed numbers and decimals. Identify a point on a number line. Graph a number on a number line.	Quiz 3.01/3.02, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)
3.03A/3.04A - Number Lines	6.CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.	Compare Numbers	How do you know the value of a number?	Identify a point on a number line. Graph a number on a number line. Compare real numbers.	Quiz 3.03/3.04, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)

3.06A/3.07A - Sets	CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.	Sets	Intersections and Unions are used in everyday life, how are these similar to when we are thinking of sets of numbers?	Describe a set using set notation. Identify sets to which a given number belongs. Find the union or intersection of sets.	Quiz 3.06/3.07, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)
3.08A/3.09A - Comparing Expressions	6.CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers. 7.CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Comparing Expressions	How are outcomes affected by the order of operations?	Use the order of operations to compare two numerical or algebraic expressions. Identify whether a value makes an equation or inequality true. Describe a set using set notation. Find the union or intersection of sets.	Quiz 3.08/3.09, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)
Unit 4A Properties of Real Numbers Part 2 4.02A/4.03A - Number Properties	CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.	Number properties	How are the properties of operations used to solve problems?	Identify whether a value makes an equation or inequality true. Name the property used to write an expression that is equivalent to a given expression. Simplify a numerical expression without grouping symbols. Identify sets to which a given number belongs.	Quiz 4.02/4.03, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)
4.05A/4.06A - Distributive Property	CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.	Distributive Property	What is the distributive property?	Simplify an expression using the distributive property. Collect like terms. Identify like terms.	Quiz 4.05/4.06, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)
4.08A/4.09A - Algebraic Proof	7.CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions.	Algebraic Proofs	How do properties contribute to algebraic understanding?	Name the property used to write an expression that is equivalent to a given expression. Justify the steps in a proof of an algebraic statement.	Quiz 4.08/4.09, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)
4.11A/4.12A - Opposites and Absolute Value	7.CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	Absolute Value	How is absolute value...	Simplify an expression involving opposites. Simplify an expression involving absolute value. Solve an equation involving absolute value. Evaluate an expression involving absolute value.	Quiz 4.11/4.12, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)
Unit 5A - Operations with Real Numbers 5.01A/5.02A Foundations	6.CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. 6.CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples. 6.CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.	Operations - Decimals and Fractions	How do we add, subtract, and multiply fractions and decimals?	Multiply and divide fractions. Add and subtract fractions.	Quiz 5.01/5.02, Unit 5 Test (Multiple Choice), Unit 5 Test (Open Ended)
5.04A/5.05A/5.06A - Adding	CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.	Adding Integers/Expressions	How does adding integers relate to problems in the real world?	Add real numbers. Evaluate an expression involving addition of variable terms and constants.	Quiz 5.04/5.05/5.06, Unit 5 Test (Multiple Choice), Unit 5 Test (Open Ended)

5.08A/5.09A - Subtracting	<p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.</p>	Subtracting Integers	<p>How can we use subtraction to simplify algebraic expressions?</p>	<p>Subtract real numbers.</p> <p>Evaluate a variable expression involving sums and/or differences.</p> <p>Simplify an expression involving variable terms and constants.</p> <p>Simplify a subtraction expression involving variables and constants.</p> <p>Evaluate a variable expression involving addition or subtraction of real numbers.</p> <p>Write an expression that could be used to solve a word problem involving addition or subtraction.</p> <p>Simplify an expression involving sums and differences of real numbers.</p>	<p>Quiz 5.08/5.09, Unit 5 Test (Multiple Choice), Unit 5 Test (Open Ended)</p>
5.11A/5.12A - Multiplication	<p>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.</p> <p>CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</p>	Multiplying integers/expressions	<p>What the rules for multiplying integers?</p>	<p>Simplify a multiplication expression involving real number variable terms and constants.</p> <p>Multiply real numbers.</p> <p>Evaluate a multiplication expression involving real number variable terms and constants.</p> <p>Evaluate a multiplication expression.</p> <p>Evaluate an expression involving addition of variable terms and constants.</p> <p>Simplify an expression involving sums and differences of real numbers.</p> <p>Evaluate a variable expression involving addition or subtraction of real numbers.</p>	<p>Quiz 5.11/5.12, Unit 5 Test (Multiple Choice), Unit 5 Test (Open Ended)</p>
5.13A/5.14A - Reciprocals and division	<p>CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.</p> <p>6.CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>6.CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.</p>	Dividing Integers/Expressions	<p>How does dividing integers relate to multiplying integers?</p>	<p>Simplify an expression involving quotients.</p> <p>Find and simplify the reciprocal of a number.</p> <p>Evaluate a multiplication expression involving real number variable terms and constants.</p> <p>Simplify a multiplication expression involving real number variable terms and constants.</p> <p>Add real numbers.</p> <p>Evaluate an expression involving addition of variable terms and constants.</p> <p>Simplify an expression involving sums and differences of real numbers.</p> <p>Evaluate a variable expression involving addition or subtraction of real numbers.</p>	<p>Quiz 5.13/5.14, Unit 5 Test (Multiple Choice), Unit 5 Test (Open Ended)</p>
Unit 6A - Solving Equations 6.03A/6.04A - Addition and Subtraction Equations	<p>CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.</p> <p>CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</p>	Addition/Subtraction Equations	<p>How do you isolate a variable?</p>	<p>Solve an absolute value equation with addition or subtraction.</p> <p>Solve addition or subtraction equations involving simplification.</p> <p>Solve addition or subtraction equations.</p> <p>Write an equation that models a word problem involving addition or subtraction.</p> <p>Solve a word problem involving addition or subtraction.</p>	<p>Quiz 6.03/6.04, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)</p>

6.06A/6.07A/6.08A - Multiplication and Division Equations	<p>CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</p>	Multiplication/Division Equations	How are one step multiplication and division problems solved?	<p>Solve an equation involving multiplication/division. Solve addition or subtraction equations. Solve an absolute value equation with addition or subtraction. Solve a word problem that involves an equation with multiplication or division. Write an equation that models a word problem involving multiplication or division.</p>	Quiz 6.06/6.07/6.08, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)
6.10A/6.11A - Multiple Transformations	<p>CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</p>	Multiple Step Equations	What is one problem solving strategy used to solve multi-step equations?	<p>Solve an equation involving more than one transformation. Solve an equation involving division and multiplication.</p>	Quiz 6.10/6.11, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)
6.13A/6.14A - Variables on Both Sides	<p>CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</p>	Variables on Both Sides	How do you solve	<p>Solve an equation that has a variable on both sides. Solve word problems that involve equations with variables on both sides. Solve an absolute value equation with multiplication, division, addition, and subtraction. Solve addition, subtraction, division, and multiplication equations. Write an equation that models a word problem involving multiplication or division. Solve an equation involving more than one transformation.</p>	Quiz 6.13/6.14, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)
6.16A/6.17A - Transforming Formulas	<p>.CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.</p>	Transforming formulas	How can you check the reasonableness of your solution?	<p>Rewrite a formula for a given variable. Solve a word problem involving a transformed formula. Write an equation that models a word problem involving multiplication or division.</p>	Quiz 6.16/6.17, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)

K12 Unit/Lesson (In Sequence)	Standard (PA Core/National PA Content)	Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities Assignments and/or Modifications	Key Vocabulary	Resources outside of OLS
Unit 1A Exp. Expressions and Problem Solving	Interpret and scales in formulas, graphs, and data displays. CC.2.HS.D.1 Interpret the structure of expressions to represent a quantity in mathematical situations.	Among numbers can be represented, compared, and commuted.	How is mathematics used to quantify, compare, represent, and model numbers?	Students will be able to: p. act between the known and unknown quantities in the problem and write an equation and solve for the unknown.	1.02 quiz, 1.04 quiz, 1.06 quiz, 1.08 quiz, 1.09 quiz, 1.10 quiz, 1.12 test			
Unit 2A One variable equations and inequalities	CC.2.HS.D.7 Create and graph equations or inequalities to describe. CC.2.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. CC.2.HS.D.7 Create and graph equations or inequalities to describe. CC.2.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.	Mathematical relationships can be represented as expressions, equations and inequalities in mathematical contexts. Mathematical relationships and functions can be modeled through multiple representations and analyzed.	How is mathematics used to quantify, compare, represent, and model numbers? How are relationships represented?	Students will be able to: p. act between the known and unknown quantities in the problem and write an equation and solve for the unknown.	2.03 quiz, 2.04 quiz, 2.05 quiz, 2.06 quiz, 2.08 quiz, 2.09 quiz, 2.10 quiz, 2.12 test			
Unit 3A Two variable equations and inequalities	CC.2.HS.C.1 Use the concept of slope of functions to interpret and apply them in the context. CC.2.HS.C.2 Graph and analyze functions and use the	Mathematical relationships among numbers can be represented, compared, and commuted.	How is mathematics used to quantify, compare, represent, and model numbers? How are relationships represented?	Students will be able to: p. act between the known and unknown quantities in the problem and write an equation and solve for the unknown.	3.02 quiz, 3.04 quiz, 3.06 quiz, 3.07 quiz, 3.08 quiz, 3.10 test			
Unit 4A Working with Functions	CC.2.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.HS.F.2 Apply properties of rational exponents to solve algebraic problems.	Mathematical relationships among numbers can be represented, compared, and commuted.	How is mathematics used to quantify, compare, represent, and model numbers? How are relationships represented?	Students will be able to: p. act between the known and unknown quantities in the problem and write an equation and solve for the unknown.	4.03 quiz, 4.06 quiz, 4.07 quiz, 4.08 quiz, 4.09 quiz, 4.10 quiz, 4.11 quiz, 4.12 quiz, 4.14 test			
Unit 5A Radicals and Exponents	CC.2.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.HS.F.2 Apply properties of rational exponents to solve algebraic problems.	Mathematical relationships among numbers can be represented, compared, and commuted.	How is mathematics used to quantify, compare, represent, and model numbers? How are relationships represented?	Students will be able to: p. act between the known and unknown quantities in the problem and write an equation and solve for the unknown.	5.02 quiz, 5.03 quiz, 5.04 quiz, 5.05 quiz, 5.07 quiz, 5.08 quiz, 5.09 quiz, 5.11 test			
Unit 6A Exponential Functions	CC.2.HS.C.1 Use the concept of slope of functions to interpret and apply them in the context. CC.2.HS.C.2 Graph and analyze functions and use the	Mathematical relationships among numbers can be represented, compared, and commuted.	How is mathematics used to quantify, compare, represent, and model numbers? How are relationships represented?	Students will be able to: p. act between the known and unknown quantities in the problem and write an equation and solve for the unknown.	6.02 quiz, 6.03 quiz, 6.04 quiz, 6.05 quiz, 6.06 quiz, 6.07 quiz, 6.09 quiz, 6.11 quiz			
Unit 7A Sequences and Modeling with Functions	CC.2.HS.C.5 Constant and composite linear	Patterns exhibit relationships that can be extended.	How is mathematics used to quantify, compare, represent, and model numbers? How are relationships represented?	Students will be able to: p. act between the known and unknown quantities in the problem and write an equation and solve for the unknown.	7.02 quiz, 7.03 quiz, 7.04 quiz, 7.06 quiz, 7.07 quiz, 7.08 quiz, 7.10 test			
Unit 8 Systems of Equations	CC.2.HS.D.10 Represent, solve, and interpret equations/relationships on a coordinate plane.	Expressions, equations, and inequalities can be represented, compared, and commuted. Mathematical relationships among numbers can be represented as expressions, equations, and inequalities in mathematical contexts.	How is mathematics used to quantify, solve, model, and/or represent relationships? How are relationships represented?	Students will be able to: p. act between the known and unknown quantities in the problem and write an equation and solve for the unknown.	8.03 quiz, 8.04 quiz, 8.06 quiz, 8.08 quiz, 8.09 quiz, 8.10 test			
Unit 9 Polynomials	CC.2.HS.D.2 Write equivalent forms to solve problems. CC.2.HS.D.3 Extend the properties of exponents to rational exponents to solve problems.	Mathematical relationships among numbers can be represented, compared, and commuted.	How is mathematics used to quantify, solve, model, and/or represent relationships? How are relationships represented?	Students will be able to: p. act between the known and unknown quantities in the problem and write an equation and solve for the unknown.	9.02 quiz, 9.06 quiz, 9.08 quiz, 9.10 quiz, 9.11 quiz, 9.14 test			
Unit 10 Quadratic Equations	CC.2.HS.D.10 Represent, solve, and interpret equations/relationships on a coordinate plane.	Mathematical relationships among numbers can be represented, compared, and commuted.	How is mathematics used to quantify, solve, model, and/or represent relationships? How are relationships represented?	Students will be able to: p. act between the known and unknown quantities in the problem and write an equation and solve for the unknown.	10.02 quiz, 10.03 quiz, 10.05 quiz, 10.07 quiz, 10.08 quiz, 10.09 quiz, 10.11 test			
Unit 11 Quadratic Functions	CC.2.HS.D.2 Write equivalent forms to solve problems. CC.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and	Mathematical relationships among numbers can be represented, compared, and commuted.	How is mathematics used to quantify, solve, model, and/or represent relationships? How are relationships represented?	Students will be able to: p. act between the known and unknown quantities in the problem and write an equation and solve for the unknown.	11.03 quiz, 11.04 quiz, 11.06 quiz, 11.07 quiz, 11.08 quiz, 11.10 quiz, 11.13 test			
Unit 12 Unit Circle	CC.2.HS.B.1 Summarize, represent, and interpret data on a single count or	Data can be modeled and used to make inferences.	How can data be organized and represented to answer questions?	Students will be able to: p. act between the known and unknown quantities in the problem and write an equation and solve for the unknown.	12.02 quiz, 12.04 quiz, 12.06 quiz, 12.07 quiz, 12.09 quiz, 12.11 test			
Unit 13 Data Analysis	CC.2.HS.B.2 Summarize, represent, and interpret data on two data can be modeled and used to make inferences.	Data can be modeled and used to make inferences.	How can data be organized and represented to answer questions?	Students will be able to: p. act between the known and unknown quantities in the problem and write an equation and solve for the unknown.	13.02 quiz, 13.03 quiz, 13.04 quiz, 13.06 quiz, 13.07 quiz, 13.10 quiz, 13.12 quiz, 13.15 test			

Identify Learning Targets				Evidence of Learning		Outline Instructional		
K12 Unit/Lesson (In Sequence)	Standard (PA Core/National/PA Content)	Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities (Assignments and/or Modifications)	Key Vocabulary	Resources outside of OLS
Unit A1: Transformations		Patterns exhibit relationships that can be extended, described, and generalized. Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How can patterns be used to describe relationships in mathematical situations? How can recognizing repetition or regularity assist in solving problems more efficiently? How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving? How can geometric properties and theorems be used to describe, model, and analyze situations?					
Unit A1: 1.02/1.03 Basic Geometric Terms and Definitions	Use geometric figures and their properties to represent transformations in the plane.			Define and use vocabulary appropriate for working with transformations.	Quiz 1.03 Unit 1 test			
A1.05: Measure Angles	Use geometric figures and their properties to represent transformations in the plane.			Draw geometric shapes using given angle measures. Name special angle pairs. Determine the measure of an angle given the measure of the other angle in the angle pair. Determine the measure of an angle using the angle addition postulate. Determine the measure of an angle using the linear pair postulate. Classify angles as either acute, right, obtuse, straight, or reflex. Name the parts of an angle.	Quiz 1.05 Unit 1 test			
A1.06/A1.07: Transformations 1 and 2	Use geometric figures and their properties to represent transformations in the plane.			Classify a transformation given the pre-image and image. Identify a center of rotation. Identify a line of reflection. Identify a translation vector.	Quiz 1.07 Unit 1 test			
A1.10/A1.11: Use Algebra to describe transformations 1 and 2	Use geometric figures and their properties to represent transformations in the plane.			Classify a transformation given an ordered-pair rule.	Quiz 1.11 Unit 1 test			
A1.14: Dilations Critical Reasoning and Proof	Use geometric figures and their properties to represent transformations in the plane.			Draw a dilation whose center of dilation is not on the pre-image. Draw a dilation whose center of dilation is on the pre-image. Determine the scale factor used in a dilation. Determine if a dilation is an expansion or contraction given the scale factor.	Quiz 1.14 Unit 1 test			
Omit this unit standards are covered in other units. Revisit at the end of the semester if there's time.								
Unit A3: Congruence and Constructions		Patterns exhibit relationships that can be extended, described, and generalized. Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.	How can patterns be used to describe relationships in mathematical situations? How can recognizing repetition or regularity assist in solving problems more efficiently? How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving? How can geometric properties and theorems be used to describe, model, and analyze situations?					
A3.03: Vertical Angles	Verify and apply geometric theorems as they relate to geometric figures.			Prove that vertical angles are congruent. Solve problems involving the measures of vertical angles.	Quiz 3.03 Unit 3 test			
A3.04/3.05: Congruent Polygons and their Corresponding Parts	CC.2.3.HS.A.2: Apply rigid transformations to determine and explain congruence			Determine missing measures in congruent triangles. Determine and explain whether two triangles are congruent using rigid motions. Identify the corresponding parts of congruent triangles. Write congruence statements for congruent triangles.	Quiz 3.05 Unit 3 test			
A3.07/3.08: Triangle Congruence: SAS, ASA and AAS 1 and 2	CC.2.3.HS.A.2: Apply rigid transformations to determine and explain congruence CC.2.3.HS.A.6: Verify and apply theorems involving similarity as they relate to plane figures.			Write congruence statements for congruent triangles. Determine the postulate or theorem that proves that two triangles are congruent. Identify the included side or angle (in preparation for the SAS, ASA, and AAS congruence postulates).	Quiz 3.08 Unit 3 test			
A3.10/3.11: Constructions with Polygons 1 and 2	CC.2.3.HS.A.4: Apply the concept of congruence to create geometric constructions			Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Quiz 3.11 Unit 3 test			

A3.12: Congruence and Rigid Motions	CC.2.3.HS.A.2: Apply rigid transformations to determine and explain congruence.			Determine whether two figures will be congruent given an ordered-pair rule. Explain whether two figures are congruent using rigid motions.	Quiz 3.12 Unit 3 test				
Unit A4: Analytic Geometry - standards not in line with PA core. Visit at end of semester time permitting for SAT prep. Teach parallel/perpendicular slopes.			<p>How can patterns be used to describe relationships in mathematical situations?</p> <p>How can recognizing repetition or regularity assist in solving problems more efficiently?</p> <p>How are spatial relationships including shape and dimension used to draw, construct, model, and represent real situations or solve problems?</p> <p>How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?</p> <p>How can geometric properties and theorems be used to describe, model, and analyze situations?</p>						
Unit A5: Line and Triangle relations		<p>Patterns exhibit relationships that can be extended, described, and generalized.</p> <p>Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.</p>	<p>How can patterns be used to describe relationships in mathematical situations?</p> <p>How can recognizing repetition or regularity assist in solving problems more efficiently?</p> <p>How are spatial relationships including shape and dimension used to draw, construct, model, and represent real situations or solve problems?</p> <p>How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?</p> <p>How can geometric properties and theorems be used to describe, model, and analyze situations?</p>						
A5.02/5.03: Parallel Lines and Transversals 1 and 2	CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures			<p>Name the theorem or postulate used to determine the angle relationship given two parallel lines and a transversal.</p> <p>Prove theorems regarding angle relationships given two parallel lines and a transversal.</p> <p>Solve problems using theorems regarding angle relationships given two parallel lines and a transversal.</p> <p>Identify relationships between lines and identify angle relationships formed by transversals.</p>	Quiz 5.03 Unit 5 test				
A5.04/5.06 Converses of Parallel Lines and Transversals	CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures			<p>Prove that two lines are parallel based on given angle conditions.</p>	Quiz 5.06 Unit 5 test				
A5.07/5.08 The Triangle Sum Theorem 1 and 2	CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures			<p>Prove the angle sum theorem for triangles.</p> <p>Prove the exterior angle theorem for triangles.</p> <p>Solve problems using the angle sum theorem for triangles.</p> <p>Solve problems using the exterior angle theorem for triangles.</p>	Quiz 5.08 Unit 5 test				
A5.09 Isosceles and Equilateral Triangles	CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures			<p>Prove that the base angles of an isosceles triangle are congruent.</p> <p>Solve problems involving angle measures in isosceles triangles.</p> <p>Solve problems involving isosceles triangles.</p> <p>Solve problems involving equilateral triangles.</p>	Quiz 5.09 Unit 5 test				
A5.15/5.16/5.17 Parallelograms 1, 2, and 3	CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures			<p>Prove that the diagonals of a rhombus are perpendicular.</p> <p>Prove that each diagonal of a rhombus bisects a pair of opposite angles.</p> <p>Compare the properties of squares and rhombi to the properties of other quadrilaterals.</p> <p>Solve problems using properties of rhombi and squares.</p> <p>Determine whether a parallelogram is a rhombus or a square.</p>	Quiz 5.15 Quiz 5.16 Quiz 5.17 Unit 5 test				
A5.18 Quadrilaterals and Their Properties	CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures			<p>Prove properties of trapezoids and kites.</p> <p>Solve problems using the properties of trapezoids and kites.</p> <p>Prove that a quadrilateral is a trapezoid, an isosceles trapezoid, or a kite.</p> <p>Compare the properties of squares and rhombi to the properties of other quadrilaterals.</p>	Quiz 5.18 Unit 5 test				
Unit A6: Similarity		<p>Patterns exhibit relationships that can be extended, described, and generalized.</p> <p>Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.</p>	<p>How can patterns be used to describe relationships in mathematical situations?</p> <p>How can recognizing repetition or regularity assist in solving problems more efficiently?</p> <p>How are spatial relationships including shape and dimension used to draw, construct, model, and represent real situations or solve problems?</p> <p>How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?</p> <p>How can geometric properties and theorems be used to describe, model, and analyze situations?</p>						

A6.02 Dilations	CC.2.3.HS.A.5: Create justifications based on transformations to establish similarity of plane figures			Draw a dilation whose center of dilation is not on the pre-image. Draw a dilation whose center of dilation is on the pre-image.	Quiz 6.02 Unit 6 test				
A6.03 Dilations and Scale Factors	CC.2.3.HS.A.5: Create justifications based on transformations to establish similarity of plane figures			Determine the length of a line segment in a dilation given the scale factor and the length of the pre-image. Determine the scale factor used in a dilation. Determine if a dilation is an expansion or contraction given the scale factor.	Quiz 6.03 Unit 6 test				
A6.05/6.07 Similar Polygons 1 and 2	CC.2.3.HS.A.5: Create justifications based on transformations to establish similarity of plane figures			Determine if two figures are similar. Explain how corresponding parts of similar triangles are related. Identify corresponding sides and angles in similar polygons. Write similarity statements for similar polygons. Determine missing measures in similar figures.	Quiz 6.07 Unit 6 test				
Unit B1: Triangle Similarity		Patterns exhibit relationships that can be extended described and generalized. Geometric relationships can be described analyzed and classified based on spatial reasoning and/or visualization.	How can patterns be used to describe relationships in mathematical situations? How can recognizing repetition or regularity assist in solving problems more efficiently? How are spatial relationships including shape and dimension used to draw construct model and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving? How can geometric properties and theorems be used to describe model and analyze situations?						
B1.02/1.03 Triangle Similarity 1 and 2	CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.	Triangle Similarity		Determine missing measures in similar triangles. Determine the postulate or theorem that proves two triangles are similar.	Quiz 1.02 Quiz 1.03 Unit 1 test				
B1.04 Applications of Triangle Similarity	CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.			Prove theorems about triangles. Prove the triangle proportionality theorem. Prove the triangle angle bisector theorem. Solve problems using the triangle proportionality theorem. Solve problems using the triangle angle bisector theorem.	Quiz 1.04 Unit 1 test				
B1.06/1.07 Triangle Proportionality Theorem 1 and 2	CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.			Prove the angle bisector theorem. Prove the Pythagorean theorem using triangle similarity. Solve problems using the angle bisector theorem. Solve problems using the Pythagorean theorem.	Quiz 1.08 Unit 1 test				
B1.08 Triangle Proportionality and the Pythagorean Theorem	CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.			Prove the angle bisector theorem. Prove the Pythagorean theorem using triangle similarity. Solve problems using the angle bisector theorem. Solve problems using the Pythagorean theorem.	Quiz 1.08 Unit 1 test				
Unit B2: Area and Volume - All standards taught in previous grades. Review select content at end of semester time permitting									
Unit B3: Circles		Patterns exhibit relationships that can be extended described and generalized. Geometric relationships can be described analyzed and classified based on spatial reasoning and/or visualization.	How can patterns be used to describe relationships in mathematical situations? How can recognizing repetition or regularity assist in solving problems more efficiently? How are spatial relationships including shape and dimension used to draw construct model and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving? How can geometric properties and theorems be used to describe model and analyze situations?						
B3.02/3.03: Relationships between triangles and circles	CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.			Construct the circle that circumscribes a given triangle.	Quiz 3.03 Unit 3 test				

B3.05/3.06 Chords and Arcs 1 and 2	CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.			Describe relationships between chords and arcs. Describe the relationship between the measure of a minor arc and the measure of its central angle. Solve problems using relationships between chords and arcs.	Quiz 3.06 Unit 3 test				
B3.07/3.09 Tangents to Circles 1 and 2	CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.			Describe angle and arc relationships formed by intersecting tangents and secants. Describe the relationship between a circle's tangent and the radius drawn to the point of tangency. Solve problems using the angle and arc relationships formed by intersecting tangents and secants. Solve problems using the relationship between a circle's tangent and the radius drawn to the point of tangency.					
B3.10/3.11 Inscribed Angles and Arcs 1 and 2	CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.			Solve problems involving a quadrilateral inscribed in a circle.	Quiz 3.11 Unit 3 test				
B3.13: Radian Measure	CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.			Solve problems using the formula for the length of the arc of a circle in terms of radians. Derive the formula for the length of the arc of a circle in terms of radians.	Quiz 3.13 Unit 3 test				
B3.14: Sector Area	CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.			Derive the formula for the area of a sector of a circle in terms of radians. Solve problems using the formula for the area of a sector of a circle in terms of radians.	Quiz 3.14 Unit 3 test				
Unit B4: Right Triangle Trigonometry		Patterns exhibit relationships that can be extended described and generalized. Geometric relationships can be described analyzed and classified based on spatial reasoning and/or visualization.	How can patterns be used to describe relationships in mathematical situations? How can recognizing repetition or regularity assist in solving problems more efficiently? How are spatial relationships including shape and dimension used to draw construct model and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving? How can geometric properties and theorems be used to describe model and analyze situations?						
B4.02/4.03: Trigonometric Ratios 1 and 2	CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.			Determine specified trigonometric ratios given side lengths of a right triangle. Define trigonometric ratios for acute angles	Quiz 4.03 Unit 4 test				
B4.04: Angles and Trigonometric Ratios	CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.			Determine an unknown angle measure in a right triangle using a trigonometric ratio. Solve real-world problems using trigonometric ratios.	Quiz 4.04 Unit 4 test				
B4.05 Sines and Cosines	CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.			Solve problems involving the relationship between the sine of an acute angle and the cosine of its complement. Determine the sine (or cosine) of an acute angle given the cosine (or sine) of its complement.	Quiz 4.05 Unit 4 test				
B4.08/4.09 Special Right Triangles 1 and 2	CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.			Identify corresponding sides and angles in similar polygons. Solve problems using properties of special right triangles.	Quiz 4.09 Unit 4 test				
Unit B5: Conic Sections		Patterns exhibit relationships that can be extended described and generalized. Geometric relationships can be described analyzed and classified based on spatial reasoning and/or visualization.	How can patterns be used to describe relationships in mathematical situations? How can recognizing repetition or regularity assist in solving problems more efficiently? How are spatial relationships including shape and dimension used to draw construct model and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving? How can geometric properties and theorems be used to describe model and analyze situations?						
B5.02: Introduction to Conic Sections	CC.2.3.HS.A.10 Translate between the geometric description and the equation for a conic section.			Identify the shapes of two-dimensional cross sections of three-dimensional objects. Identify the conic section that results from the intersection of a cone and a plane. Derive the equation of a specific circle given its center and radius.	Quiz 5.02 Unit 5 test				
B5.03/5.05 Circles 1 and 2	CC.2.3.HS.A.10 Translate between the geometric description and the equation for a conic section.			Determine the center or radius of a circle given its equation in standard form.	Quiz 5.03 Quiz 5.05 Unit 5 test				
B5.06/5.07 Parabolas 1 and 2	CC.2.3.HS.A.10 Translate between the geometric description and the equation for a conic section.			Determine the coordinates of the vertex of a parabola given its equation in standard and graphing form. Determine the coordinates of the focus of a parabola given its equation in standard and graphing form. Determine the equation of the directrix of a parabola given its equation in graphing form. Derive the equation of a specific parabola given its focus and directrix. Determine the coordinates of the directrix of a parabola given its equation in standard form.	Quiz 5.07 Unit 5 test				

Unit B6: Modeling with Geometry		<p>Patterns exhibit relationships that can be extended, described, and generalized.</p> <p>Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.</p>	<p>How can patterns be used to describe relationships in mathematical situations?</p> <p>How can recognizing repetition or regularity assist in solving problems more efficiently?</p> <p>How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?</p> <p>How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?</p> <p>How can geometric properties and theorems be used to describe, model, and analyze situations?</p>					
B6.02 Cross-sections of three-dimensional objects	CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects.			Identify the shapes of two-dimensional cross sections of three-dimensional objects.	Quiz 6.02 Unit 6 test			
B6.03 Three-dimensional objects generated by rotating two-dimensional objects	CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects.			Determine the shape that will be created when a two-dimensional object is rotated about an axis.	Quiz 6.03 Unit 6 test			
B6.05 Geometry on Earth	CC.2.3.HS.A.14 Apply geometric concepts to model and solve real-world problems.			Use properties of geometric shapes to describe or approximate measures of real-world objects.	Quiz 6.04 Unit 6			
B6.06 Manufacturing: Design and Optimization	Not aligned with PA Core - Use for enrichment time permitting							
B6.07 Geometric Modeling	CC.2.3.HS.A.14 Apply geometric concepts to model and solve real-world problems.			Approximate measures of real-world objects using properties of geometric shapes.				
B6.08: Density	Not aligned with PA Core - Use for enrichment time permitting							
B6.09: Fermi Problems	Not aligned with PA Core - Use for enrichment time permitting							

Identify Learning Targets				Evidence of Learning		Outline Instructional		
K12 Unit/Lesson (In Sequence)	Standard (PA Core/National/PA Content)	Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities, Assignments and/or Modifications	Key Vocabulary	Resources outside of OLS
Semester I								
A Unit 1: Systems of Linear Equations and Inequalities		Mathematical relationships among numbers can be represented, compared, and communicated. Mathematical relationships can be represented as expressions, equations and inequalities in mathematical statements.	How can mathematics support effective communication? How can expressions, equations and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?					
L1.02 Solve Systems of two Linear Equations	CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically		What are the different ways to solve a system of equations?	Solve a system of two linear equations in two variables using the substitution method. Solve a system of two linear equations in two variables using the linear combination method (without multipliers).				
L1.03 Solve Systems of Three Linear Equations	CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically		When is it easier to use substitution instead of linear combination? When is it easier to use linear combination instead of substitution?	Solve a system of three linear equations in three variables using the substitution method. Solve a system of three linear equations in three variables using the linear combination method (without multipliers).	Quiz 1.03			
L1.04 Your Choice	No Content							
L1.05 Inequalities in One Variable	CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically		How does the graph of an inequality differ from a linear equation?	Solve a multistep linear inequality with variables on one side. Represent the solution of a linear inequality in one variable on a number line. Represent inequalities in interval notation.				
L1.06 Compound Inequalities	CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.		How are inequalities solved?	Solve problems involving and solving linear inequalities in one variable. Solve a compound inequality that is a disjunction of two linear inequalities. Solve a compound inequality that is a conjunction of two linear inequalities. Represent the solution of a compound inequality in one variable on a number line.	Quiz 1.06			
L1.07 Inequalities in Two Variables	CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically		How are linear inequalities similar to and different from linear equations?	Graph a linear inequality in two variables. Write a linear inequality in two variables, given its graph.	Quiz 1.07			
L1.08 Systems of Linear Inequalities	CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically		How is the solution of a system of linear inequalities represented on a graph?	Graph a system of two linear inequalities in two variables. Write a system of linear inequalities in two variables, given its graph. Graph a system of three or more linear inequalities in two variables.	Quiz 1.08			
L1.09 Linear Programming	CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically			Optimize an objective function, given a set of constraints. Graph a system of three or more linear inequalities in two variables.				
L1.10 Applications of Linear Programming	CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically		What types of problems can be solved using linear programming?	Optimize an objective function, given a set of constraints, given real-world situations.	Quiz 1.10 / Unit 1 Exam			
A Unit 2: Radical and Complex Numbers								
L2.02 Square Roots	CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational numbers to solve real-world mathematical problems.		How is mathematics used to quantify, compare, represent, and model numbers? What makes a tool useful at a specific application?	Simplify radical expressions whose radicands contain perfect square factors. Multiply radical expressions.				
L2.03 Simplify Radical Expressions	CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. CC.2.1.HS.F.2 Apply properties of rational numbers to solve real-world mathematical problems.			Simplify radical expressions whose radicands contain perfect square factors. Simplify radical expressions by rationalizing the denominator. Multiply radical expressions. Add and subtract radical expressions.				
L2.04 Fractional Exponents and Higher Roots	CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.		How are exponents with rational exponents related to radical expressions?	Convert between rational exponents and radical forms. Simplify radical expressions with roots of the same order.	Quiz 2.04			
L2.05 Your Choice	No Content							
L2.06 Imaginary Numbers	CC.2.1.HS.F.6 Extend the knowledge of a theorem on exponents and apply to complex numbers. OPTIONAL?		When is a number imaginary? When is a number used outside of the classroom?	Convert expressions with negative radicands to expressions with the magnitude of the radicand. Simplify powers of i . Add and subtract imaginary numbers.	Quiz 2.06			
L2.07 Complex Numbers	CC.2.1.HS.F.6 Extend the knowledge of a theorem on exponents and apply to complex numbers. OPTIONAL?		What is the relationship between imaginary numbers and complex numbers?	Explain the parts of a complex number. Add and subtract complex numbers. Multiply an imaginary number and a complex number. $(a + bi)(c + di)$	Quiz 2.07 / Unit 2 Exam			
A Unit 3: Polynomials								
L3.02 Work with Polynomials	CC.2.2.HS.D.3 Extend the knowledge of a theorem on exponents and apply to polynomials.		How can you recognize a polynomial expression? How can polynomial expressions be simplified?	Determine whether an expression is a polynomial. Classify polynomials. Solve problems involving the closure properties of polynomials. Explain under which operations polynomials are closed. Add polynomials. $(a + b) + (c + d)$	Quiz 3.02			
L3.03 Multiply Polynomials	CC.2.2.HS.D.3 Extend the knowledge of a theorem on exponents and apply to polynomials.		How are the properties of exponents used in multiplying polynomial expressions?	Multiply monomials. Multiply a polynomial by a monomial. Multiply two binomials. Multiply a binomial and a trinomial.	Quiz 3.03			
L3.04 Your Choice	No Content							
L3.05 Factoring Patterns	CC.2.2.HS.D.5 Use polynomial identities to solve problems.			Factor an expression by factoring out the greatest common monomial factor. Factor a perfect square trinomial. Factor a difference of squares. Factor a quadratic trinomial ($a = 1$) into two binomials.				

L3.06 More Factoring Patterns	CC.2.2.HS.D.5 Use polynomial identities to solve problems.		Factor an expression by grouping. Factor an expression by factoring out the greatest common binomial factor.	Quiz 3.06			
L3.07 Solve Polynomial Equations	CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs.		Why is it useful to factor a polynomial? What information can be determined from a factor?	Determine the roots of polynomial equations given in factored form. Determine the roots of a polynomial equation on a coordinate plane by factoring.	Quiz 3.07		
L3.08 Solve Quadratic Equations	CC.2.2.HS.D.8 Apply and solve equations to solve equations of the form $ax^2 + bx + c = 0$.			Solve a formula for a specific variable. Transform a quadratic equation into a perfect square equation by completing the square. Solve quadratic equations by taking the square root of each side.			
L3.09 The Quadratic Formula	CC.2.2.HS.D.7 Apply concepts of complex numbers to polynomial identities and quadratic equations to solve problems.		How does completing the square relate to the Quadratic Formula?	Solve quadratic equations by using the quadratic formula. Solve equations in the form $ax^2 + a = 0$, where $a \neq 0$. Solve quadratic equations with real coefficients that have complex solutions.	Quiz 3.09		
L3.10 Factor Over the Complex Number	CC.2.2.HS.D.7 Apply concepts of complex numbers to polynomial identities and quadratic equations to solve problems.			Factor expressions in the form $mx^2 + a$, where $a \neq 0$. Factor expressions over the set of complex numbers.	Quiz 3.10 / Unit 3 Exam		
A Unit 4: Polynomial Functions							
L4.02 Power Functions	CC.2.2.HS.D.4 Interpret the effects of transformations on functions and find the inverse sets of functions.	Mathematical relationships can be represented as equations, inequalities, and mathematical statements. Numerical quantities, calculations, and measurements can be estimated using appropriate strategies and tools.	How is mathematics used to quantify, compare, represent, and model numbers? How can equations, inequalities, and measurements be used to quantify, solve, model, and/or analyze mathematical situations?	Describe the effect a given parameter has on a graph. Describe the end behavior of a polynomial function. Determine the degree of a polynomial function, given a table of values. Graph a function in the form $f(x) = ax^n$.	Quiz 4.02		
L4.03 Polynomial Long Division	CC.2.2.HS.D.3 Extend the knowledge of a theorem to equations and apply to polynomials.			Write the quotient of two polynomials as a quotient plus the remainder divided by the divisor. Divide two polynomials using long division.			
L4.04 Synthetic Division	CC.2.2.HS.D.3 Extend the knowledge of a theorem to equations and apply to polynomials.		Which do you prefer? Long Division or Synthetic Division and why do you prefer this method?	Write the quotient of two polynomials as a quotient plus the remainder divided by the divisor. Divide two polynomials using synthetic division.	Quiz 4.04		
L4.05 Your Choice	No Content						
L4.06 The Polynomial Remainder Theorem	CC.2.2.HS.D.3 Extend the knowledge of a theorem to equations and apply to polynomials. CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs.			Evaluate a polynomial function using the polynomial remainder theorem.			
L4.07 Factors and Rational Roots	CC.2.2.HS.D.3 Extend the knowledge of a theorem to equations and apply to polynomials. CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs.		For a polynomial function, how are factors and roots related?	Factor a polynomial function (with polynomial of degree three or higher), given a zero of the function. Factor a polynomial function (with polynomial of degree three or higher) by determining the original theorem. Determine whether a linear binomial in the form $mx - a$ is a factor of a polynomial function.	Quiz 4.07		
L4.08 Graph Polynomial Functions	CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs.		For a polynomial function, how are factors, zeros, and x-intercepts related?	Sketch the graph of a polynomial function (with polynomial of degree three or higher) by determining its zeros. Graph a polynomial function, given its equation in any form.	Quiz 4.08		
L4.09 The Fundamental Theorem of Algebra	CC.2.2.HS.D.7 Apply concepts of complex numbers to polynomial identities and quadratic equations to solve problems. OPTIONAL: due to complex roots and zeros?			Determine the number of complex roots for a polynomial equation. Determine the number of complex zeros for a polynomial function. Factor a polynomial of degree three or higher over the set of complex numbers. Illustrate the fundamental theorem of algebra using a quadratic.	Quiz 4.09 / Unit 4 Exam		
A Unit 5: Radical and Rational Expressions							
L5.02 Solve Radical Equations	CC.2.2.HS.D.8 Apply and solve equations to solve equations of the form $ax^2 + bx + c = 0$.			Solve a formula for a specific variable. Solve radical equations containing two radicals. Solve radical equations containing one radical. Explain how extraneous solutions may arise when solving radical equations.	Quiz 5.02		
L5.03 Extended Problems: Extraneous Solutions	CC.2.2.HS.D.8 Apply and solve equations to solve equations of the form $ax^2 + bx + c = 0$.		What is an extraneous solution and what does it mean in the context of a real-world situation?	Explain how extraneous solutions may arise when solving radical equations.			
L5.04 Rational Expressions	CC.2.2.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.			Explain how parts of an expression on a multiple operation can be viewed as a single entity. Simplify the ratio of two monomials. Simplify rational expressions. Determine the domain restrictions for a rational expression. Interpret parts of a rational expression within the context of the problem.	Quiz 5.04		
L5.05 Multiply and Divide Rational Expressions	CC.2.2.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.			Multiply rational expressions when factoring is required. Multiply rational expressions when factoring is not required. Divide rational expressions when factoring is required.			
L5.06 Add and Subtract Rational Expressions	CC.2.2.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.			Subtract rational expressions with unlike denominators when factoring is required. Subtract rational expressions with unlike denominators when factoring is not required. Subtract rational expressions with like denominators when factoring is required. Subtract rational expressions with like denominators when factoring is not required. Add rational expressions with unlike denominators when factoring is required. Add rational expressions with unlike denominators when factoring is not required. Add rational expressions with like denominators when factoring is required. Add rational expressions with like denominators when factoring is not required.			
L5.07 Your Choice	No Content						
L5.08 Simplify Complex Fractions	CC.2.2.HS.F.6 Extend the knowledge of a theorem to equations and apply to complex numbers. OPTIONAL: due to complex fractions?			Simplify mixed quotients. Simplify complex fractions. Explain why rational expressions on a closed interval add to 1.	Quiz 5.08		

L5.09 Solve Rational Equations	CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. CC.2.2.HS.D.7 C rate and graph equations or inequalities to describe numbers or relationships.			Solve a formula for a specific variable. Solve problems by writing and solving rational equations or inequalities. Solve rational equations not in the general form of $ax + b = c/d$. Solve rational equations in the general form of $ax + b = c/d$.	Quiz 5.09 / Unit 5 Exam			
A Unit 6: Exponential and Logarithmic Functions		Mathematical relationships can be represented as expressions, equations and inequalities in mathematical statements. Numerical quantities, calculations, and measurements can be estimated, analyzed by using appropriate strategies and tools.	How are mathematical models used to quantify, compare, represent, and model numbers? How can expressions, equations and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?					
L6.02 Exponential Growth and Decay	CC.2.2.HS.D.7 C rate and graph equations or inequalities to describe numbers or relationships.			Interpret exponential expressions by using properties of exponents. Determine whether the equation of an exponential function represents exponential growth or exponential decay. Determine the function equation that models an exponential relationship given a description. Interpret the parameters in an exponential function in terms of the real-world situation it represents. Solve problems by writing and solving exponential equations or inequalities. Represent real-world situations with exponential equations or inequalities.	Quiz 6.03			
L6.03 Graph Exponential Functions	CC.2.2.HS.C.4 Interpret the effects of transformations on functions and find the inverse sets of functions.			Graph an exponential function, given its equation. Describe the effect a given parameter has on a graph. Determine the equation of the horizontal asymptote of an exponential function from its equation. Determine the range of an exponential function from its equation. Determine the y-intercept of an exponential function from its equation.	Quiz 6.03			
L6.04 Inverses	CC.2.2.HS.C.4 Interpret the effects of transformations on functions and find the inverse sets of functions.			Determine the equation for the inverse of a function. Determine the equation for the inverse, and restrict on the domain of a non-invertible function.	Quiz 6.04			
L6.05 Logarithms	CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.			Justify each step in solving an equation. Justify a solution method. <i>From a unit conversion between exponential and logarithmic forms.</i>				
L6.06 Properties of Logarithms	CC.2.2.HS.D.7 C rate and graph equations or inequalities to describe numbers or relationships.			Solve problems by writing and solving logarithmic equations. Convert between single logarithms and logarithmic expressions when expanded form. Solve a logarithmic equation by writing the equivalent exponential equation. $\log_a(x) + \log_a(y) = \log_a(xy)$ $\log_a(x) - \log_a(y) = \log_a(x/y)$ $\log_a(x^k) = k \log_a(x)$	Quiz 6.06			
L6.07 Use Logarithms to Solve Exponential Equations	CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.			Determine the approximate value of t in an equation in the form $ab^{ct} = d$, where $b > 2, 10, e$. Determine the approximate value of t in an equation in the form $ab^{ct} = d$, where $b > 2, 10, e$. Determine the exact value of t in an equation in the form $ab^{ct} = d$, where $b > 2, 10, e$. $\log_a(x) + \log_a(y) = \log_a(xy)$ $\log_a(x) - \log_a(y) = \log_a(x/y)$ $\log_a(x^k) = k \log_a(x)$	Quiz 6.08			
L6.08 Applications Of Exponential Equations	CC.2.2.HS.D.7 C rate and graph equations or inequalities to describe numbers or relationships.			Solve problems by writing and solving exponential equations or inequalities. Solve an exponential equation with two powers.	Quiz 6.08			
L6.09 Your Choice	No Content							
L6.10 Graph Logarithmic Functions	CC.2.2.HS.C.4 Interpret the effects of transformations on functions and find the inverse sets of functions.			Describe the given parameter has on a graph. Determine the domain of a logarithmic function from its equation. Determine the intercepts of a logarithmic function from its equation. Graph a logarithmic function, given its equation.	Quiz 6.10 / Unit 6 Exam			
A Unit 7: Radians and Trigonometric Functions		Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. How are spatial relationships, including shape and dimensions, used to draw, construct, model, and represent real situations or solve problems?	How can trigonometry be used to quantify, compare, represent, and model numbers? How are spatial relationships, including shape and dimensions, used to draw, construct, model, and represent real situations or solve problems?					
L2.02 Right Triangle Trigonometry	CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right angles.			Determine an unknown side length in a right triangle using a trigonometric ratio. Determine the specific trigonometric ratio, given side lengths of a right triangle.				
L7.03 Applications of Right Triangle Trigonometry	CC.2.3.HS.A.14 Apply geometric concepts to model and solve real-world problems.			Solve real-world problems using trigonometric ratios.	Quiz 7.03			
L7.04 Radians and Degrees	CC.2.3.HS.A.9 Extend the concept of similarity to determine arc lengths and areas of sectors of circles. **No Common Core Standards			Convert degrees to radians. Convert radians to degrees. Define the term radian. **Determine the quadrant in which an angle is standard position (given in degrees) is. **Determine the quadrant in which an angle is standard position (given in radians) is. **Determine the measure of a central angle, given the length of the intercepted arc and the circle's radius. **Determine the radius of a circle, given the length of the intercepted arc and the measure of the central angle.				
L7.05 Coterminal Angles	no Common Core Standards			Determine measures of angles that are coterminal with a given angle, in degrees. Determine measures of angles that are coterminal with a given angle, in radians. Determine the reference angle for a given angle measure. Determine the length of an arc, given the measure of the central angle. **Determine the coordinates of the ordered pair on the unit circle that correspond to a given radian measure. **Explain the relationship between the real number s and the coordinates of the ordered pair on the unit circle in terms of trigonometric functions. **Determine the exact trigonometric function values for multiples of $\pi/6$, $\pi/4$, and $\pi/3$. Determine the exact values of expressions with trigonometric functions by using the unit circle. **Determine the quadrant in which the terminal side of an angle lies, given signs of trigonometric functions. **Determine the sign of a trigonometric function, given the quadrant.	Quiz 7.05			
L7.06 The Unit Circle	CC.2.3.HS.C.7 Apply trigonometric identities to analyze trigonometric functions. **No Common Core Standards			**Determine the coordinates of the ordered pair on the unit circle that correspond to a given radian measure. **Explain the relationship between the real number s and the coordinates of the ordered pair on the unit circle in terms of trigonometric functions. **Determine the exact trigonometric function values for multiples of $\pi/6$, $\pi/4$, and $\pi/3$. Determine the exact values of expressions with trigonometric functions by using the unit circle. **Determine the quadrant in which the terminal side of an angle lies, given signs of trigonometric functions. **Determine the sign of a trigonometric function, given the quadrant.	Quiz 7.06 (Update to pull/replace q's with no pa standard)			

L7.07 Trigonometric Identities	CC.2.2.HS.C.9.P.1 Prove the Pythagorean identity and use it to calculate trigonometric values. **No Common Core Standards			Determine trigonometric function values using the Pythagorean identity. **Determine unknown trigonometric function values using the Pythagorean identity. Prove the Pythagorean identity.	Quiz 7.07 (Update to pull/replace q's with no pa standard)			
L7.08 Your Choice	No Content							
L7.09 Trigonometric Functions of Any Angle	No Common Core Standards			Determine the reference angle for a given angle measure. Determine a trigonometric function of an angle, given a point on its terminal side that is not on the unit circle. Determine a trigonometric function of an angle, given the equation of the line that passes through its terminal point and the quadrant it lies in.				
L7.10 Inverse Trigonometric Functions	No Common Core Standards			Determine approximate values of inverse sine and inverse cosine expressions. Determine exact values of inverse sine and inverse cosine expressions. Explain how to restrict the domain of a trigonometric function to make it invertible.				
L7.11 Applications of Inverse Trigonometric Functions	CC.2.2.HS.A.7 Apply trigonometric values to solve problems involving right triangles. **No Common Core Standards			**Solve real-world problems by using inverse trigonometric functions. Determine an unknown angle measure in a right triangle using a trigonometric value.	Unit 7 Exam (Update to pull/replace q's with no pa standard)			
Semester II								
B Unit 1: Graphs of Sinusoidal Functions								
L1.02 Sinusoidal Graphs	CC.2.2.HS.C.8 Choose trigonometric functions to model periodic phenomena and describe the properties of the graphs. Mathematical relationships and functions can be modeled through multiple representations and analyzed to answer questions.	Patterns exhibit relationships that can be extended, described, and generalized. Mathematical relationships and functions can be modeled through multiple representations and analyzed to answer questions.	How can recognizing repeating or regularity assist in solving problems more efficiently? How can patterns be used to describe relationships in mathematics?	Determine the amplitude of a sinusoidal function on a graph. Determine the equation of the midline of a sinusoidal function on a graph. Determine the maximum value of a sinusoidal function on a graph. Determine the minimum value of a sinusoidal function on a graph. Determine the period of a sinusoidal function on a graph.	Quiz 1.02			
L1.03 Sinusoidal Graphs: Amplitude	CC.2.2.HS.C.4 Interpret the effects that parameters have on functions and find the inverses of functions.		How does a change in the amplitude affect the graph of the sinusoidal parent function?	Determine the equation of a trigonometric function that satisfies an amplitude on the parent trigonometric function, from a description. Determine the equation of a trigonometric function that satisfies an amplitude on the parent trigonometric function, from its graph. Determine the amplitude of a sinusoidal function on an equation of a graph. Graph a sinusoidal function, given an equation in the form $f(x) = A \sin(B(x - C)) + D$.				
L1.04 Sinusoidal Graphs: Period	CC.2.2.HS.C.4 Interpret the effects that parameters have on functions and find the inverses of functions.		How does a change in the period affect the graph of the sinusoidal parent function?	Determine the equation of a trigonometric function that satisfies an amplitude on the parent trigonometric function, from a description. Determine the equation of a trigonometric function that satisfies an amplitude on the parent trigonometric function, from its graph. Determine the frequency of a sinusoidal function on a graph. Determine the frequency of a sinusoidal function on an equation. Determine the period of a sinusoidal function on an equation.				
L1.05 Your Choice	No content in this lesson							
L1.06 sinusoidal Graphs: Vertical Shift	CC.2.2.HS.C.4 Interpret the effects that parameters have on functions and find the inverses of functions.		What causes a vertical shift in a sinusoidal function?	Determine the equation of a trigonometric function that satisfies an amplitude on the parent trigonometric function, from a description. Determine the equation of a trigonometric function that satisfies an amplitude on the parent trigonometric function, from its graph. Determine the equation of the midline of a sinusoidal function on a graph. Determine the equation of the midline of a sinusoidal function on an equation. Graph a sinusoidal function, given an equation in the form $f(x) = A \sin(B(x - C)) + D$.	Quiz 1.06			
L1.07 Sinusoidal Family of Functions	CC.2.2.HS.C.4 Interpret the effects that parameters have on functions and find the inverses of functions.		What are the possible transformations of a sinusoidal function and what properties cause each transformation?	Describe the effect a given parameter has on a graph. Graph a sinusoidal function, given an equation in the form $f(x) = A \sin(B(x - C)) + D$ or $f(x) = A \cos(B(x - C)) + D$. Graph a trigonometric function, given its equation in any form.				
L1.08 Create Trigonometric Models	CC.2.2.HS.C.4 Interpret the effects that parameters have on functions and find the inverses of functions. CC.2.2.HS.C.8 Choose trigonometric functions to model periodic phenomena and describe them.		What properties must be considered when writing the equation of a sinusoidal function?	Determine the equation of a trigonometric function that satisfies an amplitude on the parent trigonometric function, from its graph. Determine the trigonometric function equation that represents a mathematical real-world situation.	Quiz 1.08 / Unit 1 Exam (Update to pull/replace q's with no pa standard)			
L1.09 Interpret Trigonometric Models	No Common Core Standards			Interpret key features of a trigonometric function, from a graph, in terms of the real-world context of the events. Interpret key features of a trigonometric function, from a table, in terms of the real-world context of the events. Interpret key features of a trigonometric function, from an equation, in terms of the real-world context of the events.				
L1.10 Extended Problems: Periodicity	No Common Core Standards			Interpret key features of a trigonometric function, from a graph, in terms of the real-world context of the events. Graph a sinusoidal function, given an equation in the form $f(x) = A \sin(B(x - C)) + D$ or $f(x) = A \cos(B(x - C)) + D$.				
L1.11 Sketch Trigonometric Models	No Common Core Standards			Sketch the graph of a trigonometric function, given a description of the situation of the events.				
B Unit 2: More Functions								
L2.02 Reciprocal Power Functions	CC.2.2.HS.C.2 Graph and analyze functions and use the properties to make connections between the different representations.		What does it mean to solve a quadratic function and where do you find the solution on the graph?	Determine the domain and range of a reciprocal power function on its equation. Determine the equations of the asymptotes of a rational function on its equation.				
L2.03 Graph Rational Functions	CC.2.2.HS.C.2 Interpret the effects that parameters have on functions and find the inverses of functions.		What is the difference between a reciprocal power function and the rational function?	Describe the effect a given parameter has on a graph. Determine the domain of a rational function on its equation. Determine the equations of the asymptotes of a rational function on its equation. Determine the zeros of a rational function on its equation. Graph a rational function, given an equation.	Quiz 2.03 (Create and pull appropriate q's from Quiz 2.04)			
L2.04 More Rational Functions	No Common Core Standards			Determine a hole in the graph of a rational function on its equation. Determine the domain of a rational function on its equation. Determine the equations of the asymptotes of a rational function on its equation. Determine the zeros of a rational function on its equation.				

L2.05 Radical Functions	CC.2.2.HS.C.4. Interpret the effects of transformations on functions and find the inverses of functions.		How can you identify key features of a function on its graph?	Describe the effect a function has on its graph. Graph a square root function, given its equation. Graph a cube root function, given its equation. Determine the domain and range of a radical function.	Quiz 2.05			
L2.06 Quadratic Functions	CC.2.2.HS.C.2.G. Graph and analyze functions and use the properties to make connections between different representations.		What are the different forms of a quadratic function? What are the advantages of a quadratic function in vertex form? In standard form?	Graph a quadratic function, given its equation in any form: factored, vertex, or standard. Graph a piecewise-defined function, given its rule.	Quiz 2.06			
L2.07 Quadratic Regression Models	CC.2.2.HS.B.3. Analyze real-world data to make predictions based on the data.		How is a quadratic function used to model and interpret real-world situations?	Determine a quadratic function equation to fit a data set. Solve problems using the quadratic function equation that models a data set.	Quiz 2.07			
L2.08 Absolute Value Functions	CC.2.2.HS.C.4. Interpret the effects of transformations on functions and find the inverses of functions.		How can the domain of an Absolute Value function be determined, given an equation?	Describe the effect a function has on its graph. Graph an absolute value function, given its equation.				
L2.09 Piecewise-Defined Functions	CC.2.2.HS.C.4. Interpret the effects of transformations on functions and find the inverses of functions.		What are the characteristics of a Piecewise-Defined function?	Graph a Piecewise-Defined function, given its rule.				
L2.10 Step Functions	CC.2.2.HS.C.4. Interpret the effects of transformations on functions and find the inverses of functions.		How is a step function similar to a linear function?	Describe the effect a function has on its graph. Graph a step function, given its equation.	Quiz 2.10			
2.11 Logistic Growth	CC.2.2.HS.C.6. Interpret functions in terms of the situations they model. CC.2.2.HS.C.1. Use the concept and notation of functions to interpret and apply them in the context.		What do the features of the graph reveal about the problem situation?	Evaluate a logistic growth function for a given input value. Identify key features of a logistic growth function. Interpret key features of a logistic growth function in terms of the real-world context it represents. Graph a logistic growth function, given its equation.	Quiz 2.11 / Unit 2 Exam (Update to pull/replace q's with no pass standard)			
B Unit 3: Using Function Models								
		Mathematical relationships among numbers can be represented, organized, and communicated. Mathematical relationships can be represented as equations, inequalities, and mathematical situations.	How is mathematics used to quantify, compare, represent, and model numbers?					
L3.02 Linear and Quadratic Systems	CC.2.2.HS.B.3. Interpret, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.		What options can you use to solve a system of equations?	Solve a system containing one linear equation and one quadratic equation, in two variables, algebraically. Solve a system containing one linear equation and one quadratic equation, in two variables, graphically. Explain how to solve $f(x) = g(x)$ by graphing. Solve the equation $f(x) = g(x)$ by graphing. Solve the equation $f(x) = g(x)$ by making a table of values.	Quiz 3.02			
L3.03 Intersections of Graphs	No Common Core Standards							
L3.04 Key Features of Functions	CC.2.2.HS.C.4. Interpret the effects of transformations on functions and find the inverses of functions.		How can you determine if a function is increasing or decreasing?	Determine if a function is even, odd, or neither: even/odd, from its equation. Determine if a function is even, odd, or neither: even/odd, from its graph. Determine an interval on which a function is increasing, decreasing, or constant. Determine intervals on which a function is positive or negative. Determine whether a function is concave up or concave down. Interpret key features of a polynomial function (degree three or less): zeros, end behavior, and local extrema.	Quiz 3.04			
L3.05 Compare Models	CC.2.2.HS.C.2.G. Graph and analyze functions and use the properties to make connections between different representations.		In what ways can functions be represented?	Compare key features of two functions: represented in different ways.	Quiz 3.05			
L3.06 Average Rate of Change	No Common Core Standards			Calculate a function's average rate of change over a specified interval, given the equation of the function. Calculate a function's average rate of change over a specified interval, given a table of values. Approximate a function's average rate of change over a specified interval, given the graph of the function.				
L3.07 Combine Functions	No Common Core Standards			Add, Subtract, Multiply, and Divide two functions. Interpret a function that results from combining two functions with a function operation, in terms of the context of the situation.				
B Unit 4: Sequences and Series								
		Patterns exhibit relationships that can be extended, described, and generalized.	How can recognizing repeating patterns help solve problems more efficiently? How can patterns be used to describe relationships in mathematical situations?					
L4.02 Arithmetic Sequences	CC.2.2.HS.C.3.W. Write functions or sequences that model relationships between two quantities.		Why is an arithmetic sequence a function?	Write an explicit function rule, given a description of a real-world situation. Write a recursive function rule, given a description of a real-world situation. Write an explicit rule for an arithmetic sequence. Write a recursive rule or an arithmetic sequence. Write the rules for an arithmetic sequence that models a real-world situation. Convert from a recursive rule for an arithmetic sequence to the explicit rule. Convert from an explicit rule or an arithmetic sequence to the recursive rule. Determine the function equation that models a linear relationship, given a set or table of ordered pairs. Describe the pattern in a sequence.	Quiz 4.02			
L4.03 Geometric Sequences	CC.2.2.HS.C.3.W. Write functions or sequences that model relationships between two quantities.		What is the difference between an arithmetic sequence and a geometric sequence?	Write an explicit function rule, given a description of a real-world situation. Write a recursive function rule, given a description of a real-world situation. Write an explicit rule for a geometric sequence. Write a recursive rule or a geometric sequence. Write the rules for a geometric sequence that models a real-world situation. Convert from a recursive rule for a geometric sequence to the explicit rule. Convert from an explicit rule or a geometric sequence to the recursive rule. Determine the function equation that models a linear relationship, given a set or table of ordered pairs. Describe the pattern in a sequence.	Quiz 4.03			
L4.04 Series and Sigma Notation	No Common Core Standards			Represent a series with sigma notation, given the sum in expanded form. Determine the sum of a series, given the sum in sigma notation.				

L4.05 Arithmetic Series and Applications	No Common Core Standards			Solve real-world problems using the formula for the sum of a finite arithmetic series. Determine the partial sum of an arithmetic series.				
L4.06 Geometric Series and Applications	No Common Core Standards			Solve real-world problems using the formula for the sum of a finite geometric series. Derive the formula for the sum of a finite geometric series when the common ratio is not 1. Determine the partial sum of a geometric series.				
B Unit 5: Counting and Probability	KCS.MTH.HS.SP.135 Describe an event as the union, intersection, or complement of other events, and list the outcomes of an event. KCS.MTH.HS.SP.136 Determine whether two events are independent or dependent, and calculate two-way frequency tables of data when two categories are associated with each object being classified. KCS.MTH.HS.SP.138 Explain the formula for determining conditional probability, or whether two events are independent by using conditional probability. No Common Core Standards							
B Unit 6: Probability Distributions	KCS.MTH.HS.SP.151 Determine the variable for a quantity of interest by applying a value to each event in the sample space, and graph the probability distribution. KCS.MTH.HS.SP.152 Calculate a probability distribution for an random variable, determine a sample space where the probability can be calculated, and determine the expected value. No Common Core Standards							
B Unit 7: Data Gathering and Analysis	KCS.MTH.HS.SP.81 Evaluate the purpose and differences between experiments, surveys, and observational studies, relating randomization to each. No Common Core Standards KCS.MTH.HS.SP.102 Evaluate reports based on data. No Common Core Standards							
B Unit 8: Honors Project: Sinusoidal Models	See Standards in Unit 1 for this optional project.							

1.01 Semester Introduction 09/11/19

<p>Power Standard</p> <p>CC.3.6.9-10.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CC.3.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>														
<p>Verb/Noun Match</p> <table border="1"> <tr> <td>Introduce/Tell</td> <td>Describe</td> <td>Critique</td> </tr> <tr> <td>Themselves</td> <td>Energy</td> <td>Discussion Posts</td> </tr> <tr> <td>Activity</td> <td>Matter</td> <td></td> </tr> <tr> <td></td> <td>Forces Motion</td> <td></td> </tr> </table>			Introduce/Tell	Describe	Critique	Themselves	Energy	Discussion Posts	Activity	Matter			Forces Motion	
Introduce/Tell	Describe	Critique												
Themselves	Energy	Discussion Posts												
Activity	Matter													
	Forces Motion													
<p>Know</p> <p>physical science matter energy forces motion</p>	<p>Do</p> <p>Tell other students about themselves. Describe in writing how an activity uses energy to change/influence matter. Critique another student’s post.</p>													
<p>I can statements.....</p> <p>I can introduce myself to others. I can define physical science, matter, energy, forces, and motion. I can describe an activity using matter and energy terminology. I can critique another student’s post with proper feedback.</p>														

1.03 Science and Engineering

<p>Power Standard</p> <p>3.2.P.B7.</p> <ul style="list-style-type: none"> • Compare and contrast scientific theories. • Know that both direct and indirect observations are used by scientists to study the natural world and universe. • Identify questions and concepts that guide scientific investigations. • Formulate and revise explanations and models using logic and evidence. • Recognize and analyze alternative explanations and models. 	
<p>Verb/Noun Match</p>	
<p>Know</p> <p>Lesson vocabulary- science, engineering, hypotheses, laws, and theories,</p> <p>Scientific method is used to solve problems.</p> <p>Scientists build knowledge to understand the universe.</p> <p>Engineers use physics to solve problems through design.</p> <p>The differences in the terms hypotheses, laws, and theories.</p>	<p>Do</p> <p>Match lesson vocabulary to definition.</p> <p>Use the steps of the scientific method to solve problems.</p> <p>Identify different types of knowledge gathered by scientists and ways engineers use that knowledge to solve problems through design.</p> <p>Differentiate examples of hypotheses, laws, and theories.</p>
<p>I can statements.....</p> <p>I can list examples of science and engineering.</p> <p>I can distinguish physical science from life science and earth science.</p> <p>I can investigate using the steps of the scientific method.</p> <p>I can differentiate hypotheses, laws, and theories.</p>	

Identify Learning Targets					Evidence of Learning		Outline Instructional Practices				
K12 Unit	Unit Big Ideas and Essential Question	K12 Lesson (Sequence)	Standard (APA Core National/PA Content)	Lesson Big Idea	Lesson Essential Questions	Students will be able to	Summative Assessments (Assignments/Quizzes/Tests)	Suggestions for Differentiated Activities/Assignments and/or Modifications	Key Vocabulary	Resources used of OLS	
Orientation	How do I learn in this course?	Orientation on and introduction to OLS in this course			How do I learn in this course?	Complete the ORNDO course - introduction on and introduction to OLS in this course					
Unit 1A: Matter and Energy		1.01 Semester introduction	CC.3.9-10.B.W. Use mathematical representations to describe a situation. CC.3.9-10.C.P. Reduce complexity and coherence in a system of equations, graphs, tables, or data displays to aid in solving a problem.	Physical Science - the study of matter and energy, and the interactions between matter and energy.	What topics are covered in this course?	Explain concepts covered in a physical science course including matter, energy, forces and motion.	Quizzes on Energy & Matter		physical science, matter, energy, forces, motion		
		1.02 Momentum, Force, and Mass	CC.3.9-10.C.F. Follow procedures to solve a complex multi-step problem or when carrying out experiments, taking measurements, or performing calculations, attending to significant figures and units. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	Fundamental quantities are measured using the metric system and a combination of base units.	How are characteristics of the physical world measured?	Design and use the metric system of measurement with the English system of measurement.	Quiz 1 Lesson 1.02		distance, time, measurement		
		1.03 Matter, Energy, and Scientific Method	CC.3.9-10.C.F. Follow procedures to solve a complex multi-step problem or when carrying out experiments, taking measurements, or performing calculations, attending to significant figures and units. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	Physical Science - explore through the scientific method.	How do scientists explore through the scientific method?	Explain a scientific approach to problem solving and a scientific method to explore the relationship between matter and energy.	Quiz 1 Lesson 1.03				
		1.04 Contacting and Analyzing Graphs	CC.2.9-10.F.3. Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays. CC.3.9-10.G.T. Analyze quantitative technical information used in scientific and technical settings to assess the validity of the claims, assess the quality of the data, and assess the methods and designs used to gather the data and the conclusions drawn.	Graphs are used to show the relationship between experimental variables.	How do scientists conduct a graphing task at the end and interpret the experimental data graphs?	Construct a graph illustrating the relationship between variables.	Quiz 1 Lesson 1.04				
Unit 1A: Forces and Motion	Matter can be understood in terms of the types of atoms present and the interactions between and within atoms. How can scientists explain the interactions of matter?	1.05 and 1.06 Lab: Bounce	3.2.10.BE. Explain how the behavior of matter and energy follows predictable patterns that are defined by laws.	Scientific explanation can be used to develop scientific theories and laws.	How do scientists use the scientific method to develop scientific theories and laws?	Conduct a scientific experiment using the scientific method to observe the interaction between matter and energy.	Lab Report 1: Bounce and Bounce				
		1.07 and 1.08 Unit 1 Test						Test: Unit 1 Matter and Energy			
		2.01 Describing and Measuring Motion	3.2.12.BE. Compare and contrast motion of objects using velocity and acceleration. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text. CC.3.9-10.F.3. Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.	Motion is described by an object's position and speed/velocity.	How can the speed of an object be measured?	Describe motion in terms of speed and velocity. Measure the motion of an object using speed or velocity.	Quiz 1 Lesson 2.01				
2.02 Acceleration	3.2.P.8.D. Identify the relationship among distance, time, and acceleration. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	Acceleration is defined as the change in velocity over time.	How can acceleration be used to describe motion?	Describe and calculate acceleration of an object using velocity and time.	Quiz 1 Lesson 2.02						
2.03 Forces	3.2.P.8.I. Use force and mass to explain an object's motion. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	The relationship between force and mass affects an object's motion.	How can force be used to describe an object's motion?	Define and describe force and contact forces between objects.	Quiz 1 Lesson 2.03						
2.04 Lab: Bounce and Bounce Revisited	3.2.12.BE. Compare and contrast motion of objects using velocity and acceleration. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	Scientific explanation can be used to develop scientific theories and laws.	How do scientists use the scientific method to develop scientific theories and laws?	Design and use the metric system of measurement with the English system of measurement.	Quiz 1 Lesson 2.04						
2.05 Newton's First Law of Motion	3.2.10.BE. Explain how the behavior of matter and energy follows predictable patterns that are defined by laws. 3.2.P.8.I. Use force and mass to explain an object's motion. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	An object at rest remains at rest, and an object in motion remains in motion with the same velocity unless acted upon by an unbalanced force.	How does Newton's first law of motion apply to an object's motion?	Define and explain Newton's first law of motion and acceleration.	Quiz 1 Lesson 2.05						
2.06 Newton's Second Law of Motion	3.2.10.BE. Explain how the behavior of matter and energy follows predictable patterns that are defined by laws. 3.2.P.8.I. Use force and mass to explain an object's motion. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	An object's acceleration is directly proportional to the net force acting on it and inversely proportional to its mass.	How does Newton's second law of motion apply to an object's motion?	Define and explain Newton's second law of motion and acceleration.	Quiz 1 Lesson 2.06						
2.07 Newton's Third Law of Motion	3.2.10.BE. Explain how the behavior of matter and energy follows predictable patterns that are defined by laws. 3.2.P.8.I. Use force and mass to explain an object's motion. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	For every action, there is an equal and opposite reaction.	How does Newton's third law of motion apply to an object's motion?	Explain Newton's third law of motion and its application to interactions.	Quiz 1 Lesson 2.07						
2.08 and 2.09 Lab: Mass and Motion	3.2.10.AE. Explain how the behavior of matter and energy follows predictable patterns that are defined by laws. CC.3.9-10.B.W. Use mathematical representations to describe a situation. CC.3.9-10.C.P. Reduce complexity and coherence in a system of equations, graphs, tables, or data displays to aid in solving a problem. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	Interactions between objects can be described by forces.	How do velocity and mass affect an object's motion?	Design a question and develop a hypothesis using appropriate methods to gather data and analyze data to support, evaluate, and discuss contact and non-contact forces between objects.	Assignment: Lesson 2.08 Lab Report 1						
2.10 and 2.11 Unit 2 Test							Test: Unit 2 Forces and Motion				
Unit 3A: Application of Forces	Data must be presented in a form that can be analyzed, interpreted, and communicated. In what ways is data analyzed, interpreted, and communicated?	3.01 Force	3.2.12.BE. Compare and contrast motion of objects using velocity and acceleration. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	Force is a push or pull that acts on an object.	What is the difference between force and mass?	Describe the relationship between force and mass.	Quiz 1 Lesson 3.01				
		3.02 Gravity	3.2.10.B1. Apply Newton's Law of Universal Gravitation to the force between two objects. 3.2.P.8.I. Use force and mass to explain an object's motion. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	Gravity influences motion according to Newton's laws of motion.	How does gravity influence the motion of objects?	Describe the effect of gravity on the motion of objects throughout the universe.	Quiz 1 Lesson 3.02				
		3.03 Gravity and Motion	3.2.10.B1. Apply Newton's Law of Universal Gravitation to the force between two objects. 3.2.P.8.I. Use force and mass to explain an object's motion. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	Gravity influences motion according to Newton's laws of motion.	How does gravity influence the motion of objects?	Describe the effect of gravity on the motion of objects throughout the universe.	Quiz 1 Lesson 3.03				
		3.04 Forces and Vectors	3.2.10.B1. Apply Newton's Law of Universal Gravitation to the force between two objects. 3.2.P.8.I. Use force and mass to explain an object's motion. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	Vectors are used to describe the magnitude and direction of forces.	How do vectors describe the motion of objects?	Explain net force, and then calculate net force using mass and acceleration on data. Demonstrate how to apply net force to calculate net force. Apply the definition of vector to motion and force. Calculate vector quantities. Describe how vectors represent force.	Quiz 1 Lesson 3.04				
3.05 and 3.06 Lab: Net Force	3.2.10.AE. Explain how the behavior of matter and energy follows predictable patterns that are defined by laws. CC.3.9-10.B.W. Use mathematical representations to describe a situation. CC.3.9-10.C.P. Reduce complexity and coherence in a system of equations, graphs, tables, or data displays to aid in solving a problem. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	An object's net force can be determined by the sum of all forces acting on it.	How do opposing forces affect an object's motion?	Design a question and develop a hypothesis using appropriate methods to gather data and analyze data to support, evaluate, and discuss contact and non-contact forces between objects.	Assignment: Lesson 3.05 Lab Report 1 (change for grade level of OLS on post)						
3.07 and 3.08 Unit 3 Test							Test: Unit 3 Application of Forces				
Unit 4A: Fluid Forces	Scientists and engineers plan and investigate the way to develop and test theories and explain them about how the world works. What do scientists and engineers do to find out more about the world and how it functions?	4.01 Pressure	3.2.10.BE. Explain how the behavior of matter and energy follows predictable patterns that are defined by laws. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	Pressure changes with temperature, volume, and depth. A fluid is a substance that flows and takes the shape of its container.	How does pressure affect an object's motion?	Define and describe pressure in the relationship between force and pressure. Calculate pressure and explain fluid pressure.	Quiz 1 Lesson 4.01				
		4.02 Buoyancy	3.2.10.BE. Explain how the behavior of matter and energy follows predictable patterns that are defined by laws. 3.2.12.BE. Compare and contrast motion of objects using velocity and acceleration. CC.3.9-10.D.E. Define the meaning of symbols, key terms, and other domain-specific terms and concepts relevant to a topic or text.	Buoyancy depends on object density and fluid density. Buoyancy is an upward force that makes objects float.	How does density affect buoyancy?	Define and describe buoyancy. Explain the relationship between pressure and buoyancy.	Quiz 1 Lesson 4.02				

Unit 7A Waves	Waves are a repeating pattern of motion that travels from place to place without any net displacement of matter. How are waves used to transfer energy and information?	7.01 Introduce on Waves	CC.3.9-10.B. Determine the relationship between a wave's period and frequency. Use the relationship to calculate the period or frequency of a wave.	A wave is a disturbance that moves through a medium.	What are the properties of waves? Compare and contrast mechanical and electromagnetic waves.	Quizzes 7.01			
		7.02 Properties of Waves	CC.3.9-10.E. Analyze the relationship between wave speed, wavelength, and frequency.	Wave properties include amplitude, period, frequency, wavelength, and speed.	How are the properties of waves related to their speed and frequency?	Quizzes 7.02			
		7.03 Wave Energy	3.2.P.85. Describe the causes of wave frequency, speed, and wave height. 3.2.D.85. Understand that wave speed is independent of frequency.	Energy comes from a disturbance in matter, and waves transfer energy.	How do changes in wave speed affect the behavior of waves?	Quizzes 7.03			
		7.04 Transfer and Longitudinal Waves	3.2.D.85. Understand that wave speed is independent of frequency. 3.2.D.90.E. Analyze the relationship between wave speed, wavelength, and frequency.	Particles in a longitudinal wave move parallel to the direction of wave propagation.	How do mechanical waves transfer energy?	Quizzes 7.04			
		7.05 and 7.06 Laboratory Waves	CC.3.9-10.C. Compare and contrast longitudinal and transverse waves. 3.2.P.85. Describe the causes of wave frequency, speed, and wave height.	Wave speed and frequency can be measured and calculated using formulas.	How does the length of a wave affect its frequency?	Assignment Lesson 7.05 Lab Report			**Consider using PHET simulation for lab data collection
		7.07 Sound	3.2.D.85. Understand that wave speed is independent of frequency. 3.2.D.90.E. Analyze the relationship between wave speed, wavelength, and frequency.	Sound is a longitudinal wave that travels through a medium.	How are sound waves related to frequency and wavelength?	Quizzes 7.07			
		7.08 Frequency, Wavelength, and Pitch	CC.3.9-10.E. Analyze the relationship between wave speed, wavelength, and frequency.	Wavelength, frequency, and pitch are related.	How does the distance between sound waves affect wavelength, frequency, and pitch?	Quizzes 7.08			
		7.09 and 7.10 Laboratory Doppler Effect	CC.3.9-10.D. Compare and contrast longitudinal and transverse waves. 3.2.P.85. Describe the causes of wave frequency, speed, and wave height.	The Doppler effect is observed when the source or observer is moving.	How do speed and direction affect the observed frequency?	Discussion Lesson 7.10			
		7.11 and 7.12 Unit 7 Test				Test Unit 7 Waves			
Unit 8A Light	Waves are a repeating pattern of motion that travels from place to place without any net displacement of matter. How are waves used to transfer energy and information?	8.01 Light	3.2.D.85. Understand that wave speed is independent of frequency. 3.2.P.85. Describe the causes of wave frequency, speed, and wave height.	Light can be described as a wave and as a particle.	How can light be described as both a wave and a particle?	Quizzes 8.01			
		8.02 Speed of Light	3.2.D.85. Understand that wave speed is independent of frequency. 3.2.P.85. Describe the causes of wave frequency, speed, and wave height.	Light waves are affected by changes in medium.	How do changes in medium affect the behavior of light waves?	Quizzes 8.02			
		8.03 Reflect and Refract	3.2.D.85. Understand that wave speed is independent of frequency. 3.2.P.85. Describe the causes of wave frequency, speed, and wave height.	Light reflects and refracts.	What happens to light when it hits a surface?	Quizzes 8.03			
		8.04 Electromagnetic Spectrum	3.2.D.85. Understand that wave speed is independent of frequency. 3.2.P.85. Describe the causes of wave frequency, speed, and wave height.	Electromagnetic waves vary according to wavelength.	How are electromagnetic waves related to wavelength?	Quizzes 8.04			
		8.05 Color	3.2.D.85. Understand that wave speed is independent of frequency. 3.2.P.85. Describe the causes of wave frequency, speed, and wave height.	Light wavelength determines color.	How can color be described in terms of wavelength?	Quizzes 8.05			
		8.06 and 8.07 Unit 8 Test				Test Unit 8 Light			
Unit 8B Electricity	Science and engineering are a type of knowledge that is organized and communicated by words, diagrams, symbols, and mathematical models. In what ways do scientists and engineers communicate the knowledge?	8.01 Electromagnetism	3.2.D.84. Describe the relationship between electric and magnetic fields.	Electric fields produce magnetic fields when charges are moving.	What is the relationship between electric and magnetic fields?	Quizzes 8.01			
		8.02 and 8.03 Laboratory Electromotors	3.2.D.84. Describe the relationship between electric and magnetic fields. CC.3.9-10.C. Compare and contrast longitudinal and transverse waves.	Electric energy can be converted to mechanical energy by an electric motor.	How does an electric motor produce motion?	Assignment Lesson 8.02 Lab Report			
		8.04 Circuits	3.2.D.84. Describe the relationship between electric and magnetic fields.	Circuits are closed loops of conductors.	How does the potential and current affect the flow of electricity?	Quizzes 8.04			
		8.05 and 8.06 Unit 8 Test				Test Unit 8 Electricity			
Unit 10A Semester Exam						Complete Final test study guide			
Unit 10B Matter	Matter can be classified into different types of atoms, molecules, and ions. How can we explain the structure of matter?	1.01 Semester Introduction	3.2.D.86. Explain how the structure of matter is related to its properties.	Physical science is the study of matter and energy.	How is matter composed?	Test Semester 1			
		1.02 Nature of Matter	3.2.C.1.D. Define matter as anything that has mass and is composed of atoms.	Matter is anything that has mass and is composed of atoms.	How is physical and chemical change related?	Quizzes 1.02			
		1.03 Classification of Matter	3.2.C.1.D. Define matter as anything that has mass and is composed of atoms.	All matter can be classified as pure substances and mixtures.	How can the structure of atoms be used to classify matter?	Quizzes 1.03			
		1.04 Matter and Energy	3.2.C.4.P. Explain how the conservation of matter and energy is related to the structure of matter.	Matter and energy are conserved and can change from one form to another.	How can the structure of matter change?	Quizzes 1.04			

	1.05 and 1.06 Labo ato y V scor ty	CC.3.5.9-10 C Follow p ec acily a complex mu t step p ocodu when ca y rig out expe ments, tak ng measu ements, o pe fo ng techn cal tasks, attend ng to spec al cases o except ons def ned n the text. CC.2.1.HS.F.4 Use un ts as a way to unde stand p oblems and to ga de the solut on of mu t step p oblems. CC.2.1.HS.F.5 Choose a level of accu acy app ate to m tat ons on measu ement when epp o ng quant t es.	Tempe at e affects flu d's ex stance to flow.	How does tempe at e influence v scc ty?	Ident fy a quest on and develop a hypothes s select and use app op ate methods to gather data nto p et a plan of act on fo a sc ent f c. Invest gat on o gan ze and analyze data to epp t, ev ew, and d scus cont act a g aph show ng the relat ons p between an independent va able and a dependent va able mpe p et and d aw conclus ons about elat onsh p om g aphs. desc: be sou ces of e o once to nty w th n the invest gat on desc: be phys cal changes n matte expla n that the pa t des of a l qu d move a ound each other fully desc: be how v scc ty changes w th tempe at e	Ass gment Lesson 1.05 Labo ato y Repo t			
	1.07 and 1.08 Un t Test							Test Un t 1. Natu n of Matte	
Unit 28 States of Matter	2.01 States of Matte	3.2.CA3 Desc: be the th ee no ml states of matte n	Matte ex sts n ou s states.	How s the state of matte	desc: be and comp e the flow ma o states of matte	Qu t Lesson 2.01			
	2.02 Matte Changes State	3.2.CA2 Desc: be the th ee no ml states of matte n m of ene gy, p a t, and phase t ens ons.	Matte changes f om one state to anothe.	How and when does matte changes f om one state to anothe?	desc: be how matte changes whenever ene gy s added to t f the ent ate the changes f om one state of matte to anothe and dsc that a phase change involves a ga n o loss of ene gy.	Qu t Lesson 2.02			
	2.03 Kinet C theo y of Matte	3.2.10.A3 Desc: be phases of matte acc d ng to the net molcular the y.	The kinet c theo y of matte p ed cts the behav o of molcules.	How does the kinet c theo y of matte expla n why f the ent states of matte ex d due to the speed of ene gy?	expla n the law of conse vat on of mass and apply t to eve day fe desc: be the kinet c theo y of matte desc: be that a atoms have the ene gy of mat on desc: be that a change f om one phase of matte to anothe involves a ga n o loss of ene gy.	Qu t Lesson 2.03			
	2.04 and 2.05 Labo ato y Exppo at on	CC.3.5.9-10 C Follow p ec acily a complex mu t step p ocodu when ca y rig out expe ments, tak ng measu ements, o pe fo ng techn cal tasks, attend ng to spec al cases o except ons def ned n the text. CC.2.1.HS.F.4 Use un ts as a way to unde stand p oblems and to ga de the solut on of mu t step p oblems. CC.2.1.HS.F.5 Choose a level of accu acy app ate to m tat ons on measu ement when epp o ng quant t es.	The exppo at on of at f the ent fu d affects tempe at e.	How does exppo at on affect tempe at e?	Ident fy a quest on and develop a hypothes s select and use app op ate methods to gather data nto p et a plan of act on fo a sc ent f c. Invest gat on o gan ze and analyze data to epp t, ev ew, and d scus cont act a g aph show ng the relat ons p between an independent va able and a dependent va able mpe p et and d aw conclus ons about elat onsh p om g aphs. desc: be sou ces of e o once to nty w th n the invest gat on desc: be sou ces of e o once to nty w th n the invest gat on desc: be that substances change the fo m but not the qnty desc: be that a change f om one phase of matte to anothe involves a ga n o loss of ene gy desc: be the cool ng effect of exppo at on.	Student Gu de Lesson 2.04 (add top adde)			
	2.06 and 2.07 Labo ato y Phase Change	CC.3.5.9-10 C Follow p ec acily a complex mu t step p ocodu when ca y rig out expe ments, tak ng measu ements, o pe fo ng techn cal tasks, attend ng to spec al cases o except ons def ned n the text. CC.2.1.HS.F.4 Use un ts as a way to unde stand p oblems and to ga de the solut on of mu t step p oblems. CC.2.1.HS.F.5 Choose a level of accu acy app ate to m tat ons on measu ement when epp o ng quant t es.	The uss ng tempe at e, melt ng, and bo ng all equ e ene gy.	How s a phase change and tempe at e elated?	Ident fy a quest on and develop a hypothes s select and use app op ate methods to gather data nto p et a plan of act on fo a sc ent f c. Invest gat on o gan ze and analyze data to epp t, ev ew, and d scus cont act a g aph show ng the relat ons p between an independent va able and a dependent va able mpe p et and d aw conclus ons about elat onsh p om g aphs. desc: be sou ces of e o once to nty w th n the invest gat on desc: be that substances change the fo m but not the qnty desc: be that a change f om one phase of matte to anothe involves a ga n o loss of ene gy desc: be phase changes.	Ass gment Lesson 2.06 Labo ato y Repo t			
2.08 Laws of The mody nam cs	3.2.10.B6 Expla n how the behav o of matte and ene gy follow p ed stable patte ns that a e def ned by laws.	The laws of the mody nam cs expla n heat's movement and ene gy's nte act on w th matte.	How do heat and ene gy nte act w th matte?	expla n the th ee laws of the mody nam cs.	Qu t Lesson 2.08				
2.09 Heat Ene gy and Matte	3.2.10.A3 Desc: be phases of matte acc d ng to the net molcular the y.	Tempe at e stays constant when heat ene gy s used to change phases n matte.	How s heat used to ng phase changes?	desc: be how heat ene gy s used n a phase change desc: be how heat ene gy s measu ed expla n that heat ene gy s elated to the speed of molcules.	Qu t Lesson 2.09				
2.10 and 2.11 Labo ato y Endothe nc P ocess	CC.3.5.9-10 C Follow p ec acily a complex mu t step p ocodu when ca y rig out expe ments, tak ng measu ements, o pe fo ng techn cal tasks, attend ng to spec al cases o except ons def ned n the text. CC.2.1.HS.F.4 Use un ts as a way to unde stand p oblems and to ga de the solut on of mu t step p oblems. CC.2.1.HS.F.5 Choose a level of accu acy app ate to m tat ons on measu ement when epp o ng quant t es.	Ice uss ene gy to me t.	Does melt ng remove ene gy on the env onment?	Ident fy a quest on and develop a hypothes s select and use app op ate methods to gather data nto p et a plan of act on fo a sc ent f c. Invest gat on o gan ze and analyze data to epp t, ev ew, and d scus cont act a g aph show ng the relat ons p between an independent va able and a dependent va able mpe p et and d aw conclus ons about elat onsh p om g aphs. desc: be sou ces of e o once to nty w th n the invest gat on desc: be that substances change the fo m but not the qnty desc: be that a change f om one phase of matte to anothe involves a ga n o loss of ene gy desc: be phase changes. comp e and cont act tempe at e w th the mal ene gy expla n that the met on the ga t d scs w th n a substance s elated to the mal ene gy of that substance.	D scus on Lesson 2.11				
	2.12 and 2.13 Un t Test							Test Un t 2 States of Matte	
Unit 13B Gas Laws	3.01 Gases	3.2.CA1.D ffic ent ate between phys cal p ope t es and chem cal p ope t es.	Gases have spec c p ope t es and behav o s.	How do gases behave acc d ng to the kinet c theo y?	desc: be the p ope t es of gases.	Qu t Lesson 3.01			
	3.02 P essu e, Tempe at e, and Volume	3.2.CA1.D ffic ent ate between phys cal p ope t es and chem cal p ope t es.	P essu e, volume, and tempe at u of gases affect each other.	How do the phys cal p ope t es of gases affect each other?	expla n the p ope t es of gases that can be measu ed p essu e, tempe at e, and volume.	Qu t Lesson 3.02			
	3.03 Int duct on to the Gas Laws	3.2.10.B6 Expla n how the behav o of matte and ene gy follow p ed stable patte ns that a e def ned by laws.	Chang ng one p ope ty of a gas will change at least one other p ope ty.	How does chang ng the mass, the volume, or tempe at e, o volume affect the other p ope t of a gas?	desc: be the relat onsh p between volume, tempe at e, and p essu e of a gas as expla ned by the gas laws.	Qu t Lesson 3.03 D scus on Lesson 3.03			
	3.04 and 3.05 Labo ato y Gas Laws	3.2.10.B6 Expla n how the behav o of matte and ene gy follow p ed stable patte ns that a e def ned by laws.	P essu e, volume, and tempe at u of a gas e elated.	How does the volume of a gas change w th tempe at u e?	Ident fy a quest on and develop a hypothes s. nte p et a plan of act on fo a sc ent f c. Invest gat on. desc: be sou ces of e o once to nty w th n the invest gat on. Expla n the laws gov n ng gases. Demonst ate the ntu of gases. P ed ct the behav o of gases.	Student Gu de Lesson 3.04 (add to g ades)			
	3.06 and 3.07 Un t Test							Test Un t 3 Gas Laws	
Unit 4B Atoms	4.01 Atoms	3.2.CA5 Desc: be Rutherford's gold fo t expe ment that led to the scove y of the nuclea atom. Ident fy the major components (p otons, neut ons, and elect ons) of the nuclea atom and expla n how they nte act.	Atoms a e the bu l d ng blocks of all matte.	What a e the subatom c pa t cles of atoms and how a e they composed?	desc: be elect ons, p otons, and neut ons expla n the subatom c pa t cles. desc: be the s of an atom, and comp e and cont act the atom w th the molecule desc: be and def n the atom.	:01 Quiz			
	4.02 Atom c Model	3.2.10.A5 Desc: be the sto cal development fo models of the atom and how they cont buted to mode n atom c theo y. 3.2.CA5. Recogn ze d scove es f om Da ton (atom c theo y), Thomson (the elect on), Rutherford (the nucleu), and Bohr (planetary model of atom), and unde stand how each d scove y leads to mode n theo y. 3.2.CA1 Expla n the relat onsh p of an element's pos t on on the per ed table to its atom c number, on set on ene gy, elect o negat v ty, atom c sa, and class f cat on of elements. 3.2.12.A2 D d ng th among the isotop fo ms of elements.	The atom c model s a way to expla n e of an atom, even though atoms cannot be seen.	How has the atom c model changed th ough n sto y as new info mat on about atoms was d scove ed?	desc: be the changes of the atom c model th oughout sto y.	:02 Quiz			
	4.03 Atom c Number	3.2.CA5. Recogn ze d scove es f om Da ton (atom c theo y), Thomson (the elect on), Rutherford (the nucleu), and Bohr (planetary model of atom), and unde stand how each d scove y leads to mode n theo y. 3.2.CA1 Expla n the relat onsh p of an element's pos t on on the per ed table to its atom c number, on set on ene gy, elect o negat v ty, atom c sa, and class f cat on of elements. 3.2.12.A2 D d ng th among the isotop fo ms of elements.	The atom c number s un que fo each element and s dete ned by the number of p otons of that element.	How can the atom c number of an element be dent f ed?	expla n that the atom c number fo an element s the same as the number of p otons n the nucleu of each atom of that element desc: be dent fy and def ne isotopes.	:03 Quiz			
	4.04 Atom c Mass	3.2.CA5. Recogn ze d scove es f om Da ton (atom c theo y), Thomson (the elect on), Rutherford (the nucleu), and Bohr (planetary model of atom), and unde stand how each d scove y leads to mode n theo y. 3.2.CA5 Desc: be Rutherford's gold fo t expe ment that led to the scove y of the nuclea atom. Ident fy the major components (p otons, neut ons, and elect ons) of the nuclea atom and expla n how they nte act.	The atom c mass of an atom ncludes the p otons and the neut ons n de nucleu.	How can the atom c number and number of neut ons of an atom be calculat ed?	def ne atom c mass calculat e the atom c mass fo v o us elements.	:0 Quiz			
	4.05 Nucleus of the Atom	3.2.CA5. Recogn ze d scove es f om Da ton (atom c theo y), Thomson (the elect on), Rutherford (the nucleu), and Bohr (planetary model of atom), and unde stand how each d scove y leads to mode n theo y. 3.2.CA5 Desc: be Rutherford's gold fo t expe ment that led to the scove y of the nuclea atom. Ident fy the major components (p otons, neut ons, and elect ons) of the nuclea atom and expla n how they nte act.	The nucleus of an atom s composed of neut ons, p otons, and qu a s.	How can pa t cles of atoms and fundametal pa t cles be dent f ed?	desc: be and expla n the pa t cles of the atom c nucleus p otons, neut ons, and qu a s.	:05 Quiz			
	4.06 Rad oact v ty	3.2.CA3 Ident fy the three main types of radioactive decay and compare their properties. 3.2.CA3 Describe the process of rad oact ve decay by us ng nuclear equations and exp an the concept of half fe for an isotope.	Atoms conta n d oact ve isotopes and they decay at a constant ate.	What s a d oact ve decay?	exp an radioact vty describe radioactive decay.	:06 Quiz			
	4.07 Rad oact ve Dat ng	3.2.CA3 Describe the process of rad oact ve decay by us ng nuclear equations and exp an the concept of half fe for an isotope.	As f ffe s the t me equ ed fo a quant ty of pa t cles n an atom to decays to half of ts n tal value.	How s a d oact ve decay used to date th ng?	desc: radioactive decay and how t e relates to radioactive dat ng.	:07 Quiz			
	4.08 Fus on and F s on	3.2.CA3 Compare and contrast nuc ear fus on and nuclear fusion.	Both F s on and fus on a e nuclea react ons that p oduce ene gy, but F s on s the g n ng of a heavy, unstab le nucleus. In two lght nucle, and fus on s the p ocess where two lght nucle comb ne together elat ng vast amounts of ene gy.	What s the ffe ence between F s on and fus on?	exp an and understand the processes of fusion and fssion.	:08 Quiz			
	4.09 and 4.10 Un t Test								:10 Un t Test: Part 1 :10 Un t Test: Part 2

Unit 55 Elements	5.01 Elements	An element is the smallest unit of matter that cannot be broken down any further.	What is an element?	Recognize that an element is a substance that cannot be broken down by chemical means.	5.01 Quiz	
	5.02 Periodic Table 1	The periodic table is organized based on the element's properties.	How is the periodic table organized and what is the periodic table?	Demonstrate that elements are arranged into groups and families in the Periodic Table based on similar properties in electron structure. Identify properties of elements based on the Periodic Table. Demonstrate that elements are arranged into groups and families in the Periodic Table of the Elements based on similarities in electron structure.	5.02 Quiz	
	5.03 Periodic Table 2	3.2.C.A2. Relate the position of an element on the periodic table to its electron configuration and compare its reactivity to the reactivity of other elements in the table.	The periodic table is organized based on the element's properties.	How is the periodic table organized and what is the periodic table?	Demonstrate that elements are arranged into groups and families in the Periodic Table based on similar properties in electron structure. Identify properties of elements based on the Periodic Table. Demonstrate that elements are arranged into groups and families in the Periodic Table of the Elements based on similarities in electron structure.	5.03 Quiz
	5.04 Properties of Metals and Nonmetals	Metals and nonmetals have different properties and exact densities.	Metals and nonmetals have different properties and exact densities.	What are the properties of metals and nonmetals? Describe the reactions of metals and nonmetals. Describe metals, nonmetals, and metalloids.	5.0 Quiz	
	5.05 Elements and Compounds	3.2.10.A2. Explain why compounds are composed of integer ratios of elements. Compare and contrast different bond types that result in the formation of molecules and compounds.	Compounds are made of elements that have been combined chemically.	How do elements combine to form compounds? Recognize that a compound is a pure substance formed from chemical combinations of different elements. Explain that the properties of compounds are different from the properties of the elements that formed them.	5.05 Quiz	
	5.06 and 5.07 Unit Test					5.07 Unit Test
Unit 68 Mixtures	6.01 Introduction to Mixtures	3.2.C.A1. Differentiate between pure substances and mixtures; differentiate between heterogeneous and homogeneous mixtures.	Mixtures are made of two or more elements and/or compounds which are physically combined.	What is a mixture? Define and describe mixtures. Identify and describe mixtures.	6.01 Quiz	
	6.02 Introduction to Solutions	3.2.12.A1. Compare and contrast the unique properties of water to other liquids. 3.2.10.A1. Explain the unique properties of water (poorly high boiling point, forms hydrogen bonds, high specific heat) that support life on Earth.	Solutions are made of dissolved solute(s) in a solvent, usually water.	What makes up a solution? Define and describe solutions. Define and describe solutions. Identify solute and solvent in a solution.	6.02 Quiz	
	6.03 and 6.04 Laboratory Mixtures		Compare and contrast different types of mixtures using laboratory equipment.	What is a mixture? What are different types of mixtures?	Identify a question and develop a hypothesis. Select and use appropriate methods to gather data. Interpret a plan of action for a scientific investigation. Organize and analyze data to report, review, and discuss. Identify sources of error or uncertainty within the investigation. Compare and contrast different kinds of mixtures. Identify characteristics of various mixtures. Define mixture. Compare and contrast different types of mixtures.	6.0 Discussion
	6.05 and 6.06 Laboratory Solubility		Investigate how different temperature, surface area, and nature of the solute and solvent influence solubility.	How does temperature, surface area, and nature of the solute and solvent influence solubility?	Identify a question and develop a hypothesis. Select and use appropriate methods to gather data. Interpret a plan of action for a scientific investigation. Organize and analyze data to report, review, and discuss. Construct a graph showing the relationship between an independent variable and a dependent variable. Interpret and draw conclusions about relationships from graphs. Identify sources of error or uncertainty within the investigation. Demonstrate how various factors influence solubility, including temperature, pressure, surface area, and nature of the solute and solvent.	6.0 Quiz
	6.07 Factors That Influence Solubility	3.2.12.A1. Compare and contrast colligative properties of mixtures.	Different temperature, surface area, and nature of the solute and solvent influence solubility.	What are colligative properties of mixtures?	Demonstrate how various factors influence solubility, including temperature, pressure, surface area, and nature of solute and solvent.	6.07 Quiz
	6.08 and 6.09 Unit Test					6.09 Unit Test
Unit 76 Bonds	7.01 Electrons in Configuration	3.2.C.A2. Compare the electron configurations for the first twenty elements of the periodic table.	Each element contains a unique amount of electrons and they are arranged on the element's energy levels.	What is an electron configuration? How do electrons in an atom and how do they determine the properties of an element?	Recognize how electrons are arranged in atoms. Explain how electrons are organized in energy levels. Explain how the number of electrons in the outer shell determines how an atom will react. Describe how the Periodic Table relates to the number of electrons in the outer shell of an atom.	7.01 Quiz
	7.02 Valence Electrons	3.2.C.A2. Predict chemical formulas based on the number of valence electrons.	Valence electrons are electrons on the outermost energy level of an atom and they bond with other atoms to form the octet rule.	What is a valence electron and how do they determine the properties of an element?	Recognize that valence electrons are the outer electrons and are involved in bonding. Describe and explain valence electrons. Explain how valence electrons determine the properties of an element.	7.02 Quiz
	7.03 Ionic Bonds	3.2.C.A2. Explain how atoms combine to form compounds through both ionic and covalent bonding. 3.2.C.A2. Draw Lewis dot structures for simple molecules and ionic compounds. 3.2.C.A2. Predict the chemical formula as for simple molecules and ionic compounds.	Ionic bonds form from the transfer of valence electrons.	What is an ionic bond?	Recognize different types of bonds that form. Describe and give examples of compounds formed by different bonds. Describe and explain ionic compounds. Describe the properties of ionic compounds.	7.03 Quiz
	7.04 Covalent Bonds	3.2.C.A2. Explain how atoms combine to form compounds through both ionic and covalent bonding. 3.2.C.A2. Draw Lewis dot structures for simple molecules and ionic compounds. 3.2.C.A2. Predict the chemical formula as for simple molecules and ionic compounds.	Covalent bonds form from the sharing of valence electrons.	What is a covalent bond?	Recognize different types of bonds that form. Describe and give examples of compounds formed by different bonds. Explain that a shared pair of electrons is a covalent bond. Demonstrate how a covalent bond is formed.	7.0 Quiz
	7.05 Polar Covalent Bonds and Electronegativity	3.2.C.A1. Use electronegativity to explain the difference between polar and nonpolar covalent bonds.	Electronegativity is a measure of the tendency of an atom to attract a bonding pair of electrons. Nonpolar bonds have equal sharing of electrons, but polar bonds have unequal sharing.	What is electronegativity and what is the difference between polar and nonpolar covalent bonds?	Recognize different types of bonds that form. Describe and give examples of compounds formed by different bonds. Describe and explain electronegativity. Recognize trends in electronegativity in the Periodic Table. Compare and contrast ionic bonds, polar and nonpolar covalent bonds, and the measure of electronegativity that corresponds to these bonds.	7.05 Quiz
	7.06 Hydrogen Bonding and Metallic Bonding		Hydrogen bonds are a type of bond that forms between hydrogen atoms and electronegative atoms. Metallic bonds are a type of bond that forms between metal atoms.	What is the difference between hydrogen bonds and metallic bonds?	Recognize different types of bonds that form. Describe and give examples of compounds formed by different bonds. Describe and explain metallic bonding. Describe and explain hydrogen bonding.	7.06 Quiz
	7.07 and 7.08 Unit Test					7.08 Unit Test: Part 1 7.08 Unit Test: Part 2
	Unit 88 Chemical Reaction	8.01 Introduction to Chemical Reactions	3.2.10.A. Describe chemical reactions in terms of atom rearrangement and/or electron transfer.	Chemical reactions occur when atoms are rearranged to form new substances.	What is a chemical reaction? Define and identify chemical reactions. Distinguish between chemical reactions and physical changes.	8.01 Quiz
8.02 and 8.03 Chemical Reactions		3.2.10.A. Describe chemical reactions in terms of atom rearrangement and/or electron transfer.	Chemical reactions occur when atoms are rearranged to form new substances.	What is a chemical reaction and how is it different from a physical reaction? Identify a question and develop a hypothesis. Select and use appropriate methods to gather data. Interpret a plan of action for a scientific investigation. Organize and analyze data to report, review, and discuss. Identify sources of error or uncertainty within the investigation. Identify chemical reactions. Distinguish a chemical reaction from a physical reaction.	8.0 Assignment	
8.04 and 8.05 Laboratory Copper Plating Solution			Chemical reactions occur when atoms are rearranged to form new substances.	How do electrons move in the copper plating solution?	Identify a question and develop a hypothesis. Select and use appropriate methods to gather data. Interpret a plan of action for a scientific investigation. Organize and analyze data to report, review, and discuss. Identify sources of error or uncertainty within the investigation. Define and identify chemical reactions. Demonstrate the movement of electrons. Reproduce the process of copper plating.	8.0 Assignment
8.06 Chemical Reactions Explained		3.2.C.A. Classify chemical reactions as synthesis, decomposition, single displacement, double displacement, and combustion. 3.2.10.A. Explain the difference between endothermic and exothermic reactions.	Synthesis (combination), decomposition, single displacement (replacement), double displacement, and combustion are all different types of chemical reactions.	What are different types of chemical reactions?	Define and identify chemical reactions.	8.06 Quiz
8.07 How to Balance a Chemical Equation		3.2.10.A. Predict the amounts of products and reactants in a chemical reaction using mole relationships. 3.2.C.A. Balance chemical equations by applying the laws of conservation of mass.	Matter can neither be created nor destroyed in a chemical reaction. Atoms must have a balanced amount of reactants and products.	How is a chemical equation balanced?	Describe at a molecular level what a chemical equation means. Describe what balanced means in a balanced equation. Describe how to balance a simple chemical equation.	8.07 Quiz
8.08 Solution Chemistry		3.2.10.A. Identify the factors that affect the rates of reactions.	Factors such as pH, electrolyte behavior, and activity affect the rates of reactions.	What factors affect the rates of reactions?	Describe the concentration of ions in a solution to physical and chemical properties such as pH, electrolyte behavior, and reactivity.	8.08 Quiz
8.09 and 8.10 Unit Test					8.10 Unit 10 Test	
Unit 98 Acids and Bases	9.01 Acids	An acid is a molecule or ion capable of donating a proton (hydrogen ion).	What is an acid?	Identify and list the principal properties of acids. Identify important acids.	9.01 Quiz	
	9.02 Bases	A base is a substance capable of accepting a proton (hydrogen ion).	What is a base?	Identify and list the principal properties of bases. Identify important bases. Identify and describe the properties of bases.	9.02 Quiz	
	9.03 pH Scale	The pH scale is a logarithmic scale used to measure the acidity of a solution.	What is pH?	Define and explain pH.	9.03 Quiz	

Thoughts for units (Keep / exclude and why)

This student covered in a variety of other units

Cut unit

K12 Unit/Lesson (In Sequence)	Standard (PA Core/National/PA Content)	Big ideas	Essential Questions	Lesson Daily objective question	Students will be able to	Summative Assessments (Assessments, Quizzes & Tests)	Suggestions for Differentiated Activities Assignments and/or Modifications	Key Vocabulary	Resources outside of OLS
Unit 1 Earth Science and Systems Lesson 1 Semester 1 Introduction		The Earth is a complex and dynamic set of interacting systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		<p>Give OLS and understand the daily interactions, roles, and</p> <p>Give examples of advances in earth science.</p> <p>Explore and explain the concepts discussed in the semester of Earth Science.</p> <p>Define earth science, and explain its importance to life and society.</p> <p>Describe how earth systems interact to produce planetary changes.</p> <p>Give examples of how earth scientists find and communicate new information to explain how the earth works.</p>	OLS crew screens			
Unit 1 Earth Science and Systems Lesson 2 Why Study Earth Science?		The Earth is a complex and dynamic set of interacting systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		<p>Give examples of advances in earth science.</p> <p>Define earth science, and explain its importance to life and society.</p> <p>Describe how earth systems interact to produce planetary changes.</p> <p>Give examples of how earth scientists find and communicate new information to explain how the earth works.</p> <p>Describe the disciplines that make up earth science.</p> <p>Describe how advances in earth science contribute to society.</p>				
Unit 1 Earth Science and Systems Lesson 3 Historical Context but only in Earth Science 1		The Earth is a complex and dynamic set of interacting systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		<p>Give examples of advances in earth science.</p> <p>Describe how earth systems interact to produce planetary changes.</p> <p>Give examples of how earth scientists find and communicate new information to explain how the earth works.</p> <p>Identify two to three prominent figures in the historical development of an earth science theory such as the age of the earth, and explain how the context, but only on the earth, of these individuals followed scientific methods.</p> <p>Discuss one to two examples from the theory that show how old ideas are modified or discarded as new evidence becomes available.</p> <p>Give examples of how discoveries in earth science have influenced advances in technology.</p>				
Unit 1 Earth Science and Systems Lesson 4 Historical Context but only in Earth Science 2		The Earth is a complex and dynamic set of interacting systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		<p>Give examples of advances in earth science.</p> <p>Define earth science, and explain its importance to life and society.</p> <p>Describe how earth systems interact to produce planetary changes.</p> <p>Give examples of how earth scientists find and communicate new information to explain how the earth works.</p> <p>Discuss one to two examples from the theory that show how old ideas are modified or discarded as new evidence becomes available.</p> <p>Give examples of how discoveries in earth science have influenced advances in technology.</p> <p>Identify two to three prominent figures in the historical development of an earth science theory (i.e., the most one of the planets), and explain how the context, but only on the earth, of these individuals followed scientific methods.</p> <p>Describe how earth systems interact to produce planetary changes.</p>				
Unit 1 Earth Science and Systems Lesson 5 Spine as Earth Systems 1 & 2 & 3		The Earth is a complex and dynamic set of interacting systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		<p>Identify and define the spheres that make up the earth system (atmosphere, cryosphere, hydrosphere, geosphere, and biosphere).</p> <p>Explain the interactions between the atmosphere, cryosphere, hydrosphere, geosphere, and biosphere.</p>	1.05 Quiz			
Unit 1 Earth Science and Systems Lesson 6 Lab activity Topographic Map	<p>Standards 3-3.10.A7 SCALE/MODELS</p> <p>Interpret and create models of the Earth's physical features using various mapping representations.</p> <p>CONSTANCY AND CHANGE</p> <p>Relate constancy and change to the hydrologic and geochemical cycles.</p> <p>SCALE</p> <p>Apply an appropriate scale to illustrate major events throughout geologic time.</p> <p>CONSTANCY/CHANGE</p> <p>Describe factors that contribute to global climate change.</p>	The Earth is a complex and dynamic set of interacting systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		<p>Read and interpret a topographic map.</p> <p>Make a map of a local topographic map.</p> <p>Describe ways that an earth scientist would use a topographic map.</p>	1.06 Assignment			
Unit 1 Earth Science and Systems Lesson 7 Earth Systems and Interactions		The Earth is a complex and dynamic set of interacting systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		<p>Describe how earth systems interact to produce planetary changes.</p> <p>Give examples of how earth scientists find and communicate new information to explain how the earth works.</p> <p>Explain how interactions among various spheres have led to continuous changes in earth systems.</p> <p>Give examples that show how life on earth has influenced actual changes in earth systems.</p>				
Unit 1 Earth Science and Systems Lesson 8 Lab activity Modeling Earth Science Processes 1	Standards 3-3.10.A3 Explain how the evolution of Earth has been driven by interactions between the hydrosphere, hydrosphere, atmosphere, and biosphere.	The Earth is a complex and dynamic set of interacting systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		<p>Describe how earth systems interact to produce planetary changes.</p> <p>Use scientific methods to investigate a problem.</p>	1.09 Assignment			
Unit 1 Earth Science and Systems Lesson 9 Lab activity Modeling Earth Science Processes 2		The Earth is a complex and dynamic set of interacting systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		<p>Use scientific methods to investigate a problem.</p>				
Unit 1 Earth Science and Systems Lesson 10 You Choose		The Earth is a complex and dynamic set of interacting systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		Complete test study guide				

Keep unit 1

Unit 1 Earth Science and Systems Lesson 11 Unit Test *Unit 12*	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Take unit test	1.11 Unit Test
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Include

Unit 12 Dynamic Earth Lesson 1 Introduction to Plate Tectonics	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>Standards: 3-3.10.A1 Relate plate tectonics to both slow and rapid changes in the Earth's surface. SCALE/MODELS</p> <p>Interpret and create models of the Earth's physical features in various mapping representations.</p> <p>CONSTANCY AND CHANGE</p> <p>Relate constancy and change to the hydrologic and geochronological cycles.</p> <p>SCALE</p> <p>Apply an appropriate scale to illustrate major events throughout geologic time.</p>	How and why is Earth constantly changing?	<p>What are tectonic plates and how do they interact with the past and present arrangements of the continents?</p> <p>Explain plate tectonics as the theory that states that Earth's surface is broken into pieces called plates that move and interact with each other.</p> <p>Recognize that plate tectonics is the framework for understanding earthquakes, mountain building, volcanoes, and features of the ocean floor.</p> <p>Interpret a diagram that shows the Earth's tectonic plates and the present arrangement of continents and oceans.</p> <p>Explain how plate tectonics influences continental movement and seafloor changes.</p>	1.11 Unit Test
Unit 12 Dynamic Earth Lesson 2 Pangaea and Continental Drift	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>Describe factors that contribute to global climate change. Standards: 3-3.10.A8 Compare and contrast scientific theories. Know that both direct and</p>	How and why is Earth constantly changing?	<p>Discuss evidence that supports Wegener's theory of continental drift.</p> <p>Interpret diagrams that show Pangaea as a supercontinent and the process of continental drift over time.</p> <p>Explain plate tectonics as the theory that states that Earth's surface is broken into pieces called plates that move and interact with each other.</p> <p>Relate the movement of Earth's plates to the most likely cause of plate movement: energy transfer by convection in the asthenosphere (upper mantle, below Earth's crust).</p> <p>Explain how the mantle energy transfer processes in the Earth's interior (conduction and convection) influence plate movement.</p>	2.03 Quiz
Unit 12 Dynamic Earth Lesson 3 Moving Plates	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	How and why is Earth constantly changing?	<p>Analyze temperature and density data from Earth's interior and relate this data to plate movement.</p> <p>Explain plate tectonics as the theory that states that Earth's surface is broken into pieces called plates that move and interact with each other.</p> <p>Recognize that plate tectonics is the framework for understanding earthquakes, mountain building, volcanoes, and features of the ocean floor.</p> <p>Apply the theory of plate tectonics to explain the occurrence and interaction of earthquakes, volcanoes, and other landforms (for example, mid-ocean ridges and deep-sea trenches).</p> <p>Describe what happens when plates move apart (diverge) and come together (converge).</p> <p>Give examples of specific geologic features associated with divergent and convergent plate boundaries.</p>	2.03 Quiz
Unit 12 Dynamic Earth Lesson 4 Plate Boundaries 1	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>Standards: 3-3.10.A1 Relate plate tectonics to both slow and rapid changes in the Earth's surface. Standards: 3-3.10.A7 SCALE/MODELS</p> <p>Interpret and create models of the Earth's physical features in various mapping representations.</p> <p>CONSTANCY AND CHANGE</p> <p>Relate constancy and change to the hydrologic and geochronological cycles.</p> <p>SCALE</p> <p>Apply an appropriate scale to illustrate major events throughout geologic time.</p>	How and why is Earth constantly changing?	<p>Explain plate tectonics as the theory that states that Earth's surface is broken into pieces called plates that move and interact with each other.</p> <p>Recognize that plate tectonics is the framework for understanding earthquakes, mountain building, volcanoes, and features of the ocean floor.</p> <p>Apply the theory of plate tectonics to explain the occurrence and interaction of earthquakes, volcanoes, and other landforms (for example, mid-ocean ridges and deep-sea trenches).</p> <p>Describe geologic features that form at transform plate boundaries.</p> <p>Explain the type of plate actions that cause earthquakes and volcanic features.</p>	
Unit 12 Dynamic Earth Lesson 5 Plate Boundaries 2	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>Describe factors that contribute to global climate change.</p>	How and why is Earth constantly changing?	<p>Interpret a diagram of geologic features at plate boundaries, and relate these features to information about past, present, and future geologic events (for example, seafloor spreading).</p> <p>Explain plate tectonics as the theory that states that Earth's surface is broken into pieces called plates that move and interact with each other.</p> <p>Recognize that plate tectonics is the framework for understanding earthquakes, mountain building, volcanoes, and features of the ocean floor.</p>	
Unit 12 Dynamic Earth Lesson 6 Plate Tectonics History and Perspective	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>Standards: 3-3.10.A1 Relate plate tectonics to both slow and rapid changes in the Earth's surface.</p>	How and why is Earth constantly changing?	<p>Explain in key details how the theory of plate tectonics is an example of how scientific evidence evolves over time.</p> <p>Explain plate tectonics as the theory that states that Earth's surface is broken into pieces called plates that move and interact with each other.</p> <p>Recognize that plate tectonics is the framework for understanding earthquakes, mountain building, volcanoes, and features of the ocean floor.</p> <p>Apply the theory of plate tectonics to explain the occurrence and interaction of earthquakes, volcanoes, and other landforms (for example, mid-ocean ridges and deep-sea trenches).</p>	
Unit 12 Dynamic Earth Lesson 7 Where Earthquakes and Volcanoes Occur	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>Volcanic activity is found in other tectonic settings including hot spots and mid-ocean ridges.</p>	How and why is Earth constantly changing?	<p>Interpret plate tectonic theory to explain the occurrence of earthquakes, volcanoes, and other landforms.</p> <p>Relate the location of the Ring of Fire to Earth's crustal plate boundaries.</p> <p>Describe the composition and changes in temperature and pressure for each layer.</p> <p>Explain the sources of heat for Earth's interior.</p> <p>Explain how scientists know about Earth's interior.</p> <p>Identify the four major layers of Earth's interior.</p>	
Unit 12 Dynamic Earth Lesson 8 Structure of Earth's Interior	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>Layers of the Earth are found in other tectonic settings including hot spots and mid-ocean ridges.</p>	How and why is Earth constantly changing?		

Unit 2: Dynamic Earth Lesson 9: Labo ato y Island Chain Fo mat on	The Earth is a complex and dynamic set of rite connected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that rite act ove a wide ange of tempo al and spat al scales.	How and why s Earth constantly chang ne?	Make a hypothes s based on obse vat ons. Plot and analyze scatter-plot data to test a hypothes s. Desc: be data that suppo ts the hot-spot model fo the Hawaii an island chain fo mat on. Expla n the causes of ea thquakes, the se sm c waves they make, and how to use se sm c waves to locate an ea thquake's ep centre. Eba n how ea thquakes fo m. Invest gate the elat onsh p between defo mat on and ea thquakes. Model ea thquake fo mat on w th the bend ng and subsequen b eak ng of a ale. Expla n the elat onsh p between elast c rebound and ea thquakes. P ed ct the type of ea thquakes that can occur at d ffe ent plate bounda es.	2.09 D scous on
Unit 2: Dynamic Earth Lesson 10: How Ea Thquakes Happen	*Ea thquake standa ds fo m SAS a e found ng ades ricud na 8th, 5th, 3 d The Earth is a complex and dynamic set of rite connected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that rite act ove a wide ange of tempo al and spat al scales.	How and why s Earth constantly chang ne?	Expla n the causes of ea thquakes, the se sm c waves they make, and how to use se sm c waves to locate an ea thquake's ep centre. B st ngu sh between se sm c waves (S waves and P waves) and su face waves. Desc: be how to dete m ne ea thquake ep centres (locat on, focus, and d stance) us ng S waves and P waves. Apply data about waves to analyze the rite nal st uctu e of the ea th.	2.12 M d-Un 1 Test Pa 13 2.12 M d-Un 1 Test Pa 12
Unit 2: Dynamic Earth Lesson 11: You Cho ce	The Earth is a complex and dynamic set of rite connected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that rite act ove a wide ange of tempo al and spat al scales.	How and why s Earth constantly chang ne?	Complete m d-un t test study gu de	
Unit 2: Dynamic Earth Lesson 12: M d-Un 1 Test	The Earth is a complex and dynamic set of rite connected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that rite act ove a wide ange of tempo al and spat al scales.	How and why s Earth constantly chang ne?	Take m d-un t test Expla n the causes of ea thquakes, the se sm c waves they make, and how to use se sm c waves to locate an ea thquake's ep centre. B st ngu sh between se sm c waves (S waves and P waves) and su face waves. Desc: be how to dete m ne ea thquake ep centres (locat on, focus, and d stance) us ng S waves and P waves. Apply data about waves to analyze the rite nal st uctu e of the ea th.	2.12 M d-Un 1 Test Pa 13 2.12 M d-Un 1 Test Pa 12
Unit 2: Dynamic Earth Lesson 13: Locat ne Ea Thquakes	Standards - 3.3.10 A7 SCALE/MODELS Inte p et and c eate models of the Earth's phys cal featu es n va ous mapp ng ep esentat ons. CONSTANCY AND CHANGE Relate constancy and change to the hyd slog c and geochem cal cycles. SCALE Apply an app op ate scale to llust ate majo events th oughout geolog c t me. CONSTANCY/CHANGE Desc: be factu s that cont bute to global cl mate change.	How and why s Earth constantly chang ne?	Relate the locat on of the majo ty of the ea thquakes on ea th w th the majo plate bounda es. Bnde stand how data reveals nfo mat on about the ea th's rite o . Explo e how ea thquakes cha acte ze plate bounda es.	
Unit 2: Dynamic Earth Lesson 14: Ea Thquakes and Waves	The Earth is a complex and dynamic set of rite connected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that rite act ove a wide ange of tempo al and spat al scales.	How and why s Earth constantly chang ne?	Expla n the causes of ea thquakes, the se sm c waves they make, and how to use se sm c waves to locate an ea thquake's ep centre. Bse the d stance f om the ep centre of th e se sm gaph stat on to t angulate the locat on of the ep centre. T anslate the d ffe ence of a val t mes nto a d stance. Bte p et se sm gams fo the a val t mes of P waves and S waves.	2.15 Ass gnment
Unit 2: Dynamic Earth Lesson 15: Labo ato y Ea Thquake Ep centre	Standards - 3.3.10 A7 SCALE/MODELS Inte p et and c eate models of the Earth's phys cal featu es n va ous mapp ng ep esentat ons. CONSTANCY AND CHANGE Relate constancy and change to the hyd slog c and geochem cal cycles. SCALE Apply an app op ate scale to llust ate majo events th oughout geolog c t me. CONSTANCY/CHANGE Desc: be factu s that cont bute to global cl mate change.	How and why s Earth constantly chang ne?	Relate the d stance f om the ep centre of th e se sm gaph stat on to t angulate the locat on of the ep centre. T anslate the d ffe ence of a val t mes nto a d stance. Bte p et se sm gams fo the a val t mes of P waves and S waves.	2.15 Ass gnment
Unit 2: Dynamic Earth Lesson 16: How Volcanoes Fo m	The Earth is a complex and dynamic set of rite connected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that rite act ove a wide ange of tempo al and spat al scales.	How and why s Earth constantly chang ne?	Desc: be how d ffe ent types of volcanoes (sh eld, c nde cone, and compos te cone) fo m, the pa ts of a compos te-cone volcano, and the mpacts of volcanoes. Desc: be how d ffe ent types of volcanoes fo m when magma ses to the su face (sh eld, c nde cone, and compos te cone). Expla n the p ocesses that lead to the fo mat on of each type of volcano. Bte p et a d ag am of a compos te cone volcano and expla n ts fo mat on. Recogn ze that plate tecton cs s the f amewo k fo unde stand ng ea thquakes, mounta n bu ld ng, volcanoes, and featu es of the ocean floo . Apply the theo y of plate tecton cs to expla n the occu ence and rite act on of ea thquakes, volcanoes, and othe landfo ms (o example, m d-ocean dges and deep-sea t enches). Expla n how the locat on of volcanoes results f om geolog c act v ty at d ffe ent plate bounda es. D ffe ent ate hot-spot volcanoes f om those that result f om subduct on, and expla n the p ocesses n the development. Recogn ze that plate tecton cs s the f amewo k fo unde stand ng ea thquakes, mounta n bu ld ng, volcanoes, and featu es of the ocean floo . Apply the theo y of plate tecton cs to expla n the occu ence and rite act on of ea thquakes, volcanoes, and othe landfo ms (o example, m d-ocean dges and deep-sea t enches). Expla n how plate tecton cs p ov des the f amewo k fo mounta n bu ld ng.	
Unit 2: Dynamic Earth Lesson 17: Volcan c Zones	The Earth is a complex and dynamic set of rite connected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that rite act ove a wide ange of tempo al and spat al scales.	How and why s Earth constantly chang ne?	Desc: be how d ffe ent types of volcanoes (sh eld, c nde cone, and compos te cone) fo m, the pa ts of a compos te-cone volcano, and the mpacts of volcanoes. Desc: be how d ffe ent types of volcanoes fo m when magma ses to the su face (sh eld, c nde cone, and compos te cone). Expla n the p ocesses that lead to the fo mat on of each type of volcano. Bte p et a d ag am of a compos te cone volcano and expla n ts fo mat on. Recogn ze that plate tecton cs s the f amewo k fo unde stand ng ea thquakes, mounta n bu ld ng, volcanoes, and featu es of the ocean floo . Apply the theo y of plate tecton cs to expla n the occu ence and rite act on of ea thquakes, volcanoes, and othe landfo ms (o example, m d-ocean dges and deep-sea t enches). Expla n how the locat on of volcanoes results f om geolog c act v ty at d ffe ent plate bounda es. D ffe ent ate hot-spot volcanoes f om those that result f om subduct on, and expla n the p ocesses n the development. Recogn ze that plate tecton cs s the f amewo k fo unde stand ng ea thquakes, mounta n bu ld ng, volcanoes, and featu es of the ocean floo . Apply the theo y of plate tecton cs to expla n the occu ence and rite act on of ea thquakes, volcanoes, and othe landfo ms (o example, m d-ocean dges and deep-sea t enches). Expla n how plate tecton cs p ov des the f amewo k fo mounta n bu ld ng.	
Unit 2: Dynamic Earth Lesson 18: Mounta n Bu ld ng	Standards - 3.3.10 A1 Relate plate tecton cs to both slow and ap d changes n the ea th's su face.	How and why s Earth constantly chang ne?	Expla n how plate tecton cs p ov des the f amewo k fo mounta n bu ld ng. Bte nfy the p ocesses that fo med spec c mounta n chains (e x., H malayas, S e a Nevada, Andes, o Alps).	2.18 Qz 2

				<p>Explain plate tectonics as the theory that states that Earth's surface is broken into pieces called plates that move and interact with each other.</p> <p>Recognize that plate tectonics is the framework for understanding earthquakes, mountain building, volcanoes, and features of the ocean floor.</p> <p>Apply the theory of plate tectonics to explain the occurrence and interaction of earthquakes, volcanoes, and other landforms (for example, mid-ocean ridges and deep-sea trenches).</p> <p>Explain the causes of earthquakes, the seismic waves they make, and how to use seismic waves to locate an earthquake's epicenter.</p> <p>Bathe data to assess the impact of specific geologic events (for example, earthquakes and volcanoes), determine physical changes and biological effects.</p>	
Un 1.2 Dynam c Ea th Lesson 13 Impact of Geolog c Events	Standards - 3.3.10 A1 Relate plate tectonics to both slow and rapid changes in the Earth's surface.	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		
Un 1.2 Dynam c Ea th Lesson 20 Un 1 Test		The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Take unit test	2.20 Un 1.2 Test Pa 1 2.20 Un 1.2 Test Pa 2
Cut un 1.3 doesn't connect to the remaining units (**Un 1.3**)		The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		
*Cut	Un 1.3 Compos t on of the Ea th Lesson 3 Mineral s on Ea th	*Properties related to rocks	How and why is Earth constantly changing?		
*Cut	Un 1.3 Compos t on of the Ea th Lesson 2 Mineral P opes tes	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		
*Cut	Un 1.3 Compos t on of the Ea th Lesson 3 Valuable Mineral s	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		3.03 Qu z
	*Not directly related but close - Standards 3.3.2.C.A2 Compare the electrical configurations for the first twenty elements of the periodic table.				
*Cut	Un 1.3 Compos t on of the Ea th Lesson 4 Crystal Structures	Relate the position of an element on the periodic table to its effect on configuration and composition. Relate the position of an element on the periodic table to its effect on the reactivity of other elements in the table. Explain how atoms combine to form compounds through both ionic and covalent bonding.	How and why is Earth constantly changing?		
*Cut	Un 1.3 Compos t on of the Ea th Lesson 5 Rocks and The Mineral Composition	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		
*Cut	Un 1.3 Compos t on of the Ea th Lesson 6 The Kinds of Rocks	Standards - 3.3.10 A1 Relate plate tectonics to both slow and rapid changes in the Earth's surface. Describe the rock cycle and the processes that are responsible for the formation of igneous, sedimentary, and metamorphic rocks. Relate geothermal cycles to the conservation of matter.	How and why is Earth constantly changing?		
*Cut	Un 1.3 Compos t on of the Ea th Lesson 7 The Kinds of Rocks	Explain how the Earth is composed of a number of dynamic, interacting systems exchanging energy and matter.	How and why is Earth constantly changing?		
*Cut	Un 1.3 Compos t on of the Ea th Lesson 8 Labatory Rocks and Minerals 1	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		
*Cut	Un 1.3 Compos t on of the Ea th Lesson 10 Labatory Rocks and Minerals 2	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?		
*Cut	Un 1.3 Compos t on of the Ea th Lesson 9 Mid-Unit Test	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	Take mid-unit test	3.09 Mid-Unit Test
*Cut	Un 1.3 Compos t on of the Ea th Lesson 10 Rock Origin 1	Standards - 3.3.10 A1 Relate plate tectonics to both slow and rapid changes in the Earth's surface.	How and why is Earth constantly changing?		

*Cut	<p>Un 13 Composition of the Earth Lesson 11 Rock Origin 2</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales</p>	<p>How and why is Earth constantly changing?</p>	<p>Identify features found only in sedimentary rocks. Briefly describe the environment of deposition for these sedimentary rocks. Explain the formation of igneous rocks with unique textures. Briefly describe the characteristics of regional and contact metamorphism.</p>
		<p>Standards - 3.3.10.A7 SCALE/MODELS</p> <p>Interpret and create models of the Earth's physical features in various mapping representations.</p> <p>CONSTANCY AND CHANGE</p> <p>Relate constancy and change to the hydrologic and geochemical cycles.</p> <p>SCALE</p> <p>Apply an appropriate scale to illustrate major events throughout geologic time.</p> <p>CONSTANCY/CHANGE</p> <p>Describe factors that contribute to global climate change.</p>		
*Cut	<p>Un 13 Composition of the Earth Lesson 12 The Rock Cycle</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales</p>	<p>How and why is Earth constantly changing?</p>	<p>Investigate the processes and characteristics of mineral assemblages. Explain the formation and composition of the three different rock types. Discuss the relationship between different types of rock and how one kind of rock changes into another. Briefly describe the amount of the rock cycle and relate these processes and changes to tectonic events.</p>
		<p>Standards - 3.3.10.A3</p> <p>Explain how the evolution of Earth has been driven by interactions between the lithosphere, hydrosphere, atmosphere, and biosphere.</p>		<p>Describe how water, ice, waves, and wind erode, transport, and reshape the Earth's land surfaces. Explain how the flow regime, weathering, erosion, sedimentation, and deposition relate these processes to the changing topography of Earth's surface and the erosion but on of Earth materials. weathering, erosion, mass movement caused by gravity, running water, moving groundwater, glaciers, wind, waves, and currents.</p>
*Cut	<p>Un 13 Composition of the Earth Lesson 13 Earth Materials Change</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales</p>	<p>How and why is Earth constantly changing?</p>	<p>Explain the formation and composition of the three different rock types. Briefly describe the processes of rocks through the rock cycle. Explain how weathering and erosion shape the surface of Earth. Briefly describe how weathering, erosion, and rock type influence land use. Briefly describe mechanical weathering from chemical weathering, and give examples of each. Briefly describe the effects of erosion before and after a construction plan is implemented, and explain the impact of changes that have been implemented.</p>
		<p>Standards - 3.3.10.A3</p> <p>Explain how the evolution of Earth has been driven by interactions between the lithosphere, hydrosphere, atmosphere, and biosphere.</p>		<p>3.13 Quiz 2</p>
*Cut	<p>Un 13 Composition of the Earth Lesson 14 Weathering and Erosion</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales</p>	<p>How and why is Earth constantly changing?</p>	
		<p>*The SAS standards associated with erosion are found in 3.3.10.B, 3.3.10.C, and 3.3.10.D.</p>		
*Cut	<p>Un 13 Composition of the Earth Lesson 15 Land Use and Its Effects</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales</p>	<p>How and why is Earth constantly changing?</p>	
				<p>Explain the formation and composition of the three different rock types. Briefly describe the effects of erosion before and after a construction plan is implemented, and explain the impact of changes that have been implemented.</p>
*Cut	<p>Un 13 Composition of the Earth Lesson 16 You Choose</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales</p>	<p>How and why is Earth constantly changing?</p>	<p>Complete test study guide</p>
*Cut	<p>Un 13 Composition of the Earth Lesson 17 Unit Test **Un 14**</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales</p>	<p>How and why is Earth constantly changing?</p>	<p>Take unit test</p>
				<p>3.17 Unit 13 Test</p>
		<p>Standards - 3.3.10.A3</p> <p>Explain how the evolution of Earth has been driven by interactions between the lithosphere, hydrosphere, atmosphere, and biosphere.</p>		
		<p>Un 14 Geology History Lesson 1 Earth's History</p>	<p>How and why is Earth constantly changing?</p>	<p>Study the geologic time scale to learn how major biological events correspond to Earth's geologic history. Use the fossil record to interpret the past. Briefly describe the rock record of an area. Briefly describe relative and absolute dating methods to determine the geologic history of an area. Apply the theory of uniformitarianism while discussing Earth's geologic history.</p>
		<p>Standards - 3.3.10.A7 SCALE/MODELS</p> <p>Interpret and create models of the Earth's physical features in various mapping representations.</p> <p>CONSTANCY AND CHANGE</p> <p>Relate constancy and change to the hydrologic and geochemical cycles.</p> <p>SCALE</p> <p>Apply an appropriate scale to illustrate major events throughout geologic time.</p> <p>CONSTANCY/CHANGE</p> <p>Describe factors that contribute to global climate change.</p>		
	<p>Un 14 Geology History Lesson 2 Earth's History and Change</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales</p>	<p>How and why is Earth constantly changing?</p>	

<p>Standards - 3.3.10 A7 SCALE/WOODS</p> <p>Interpret and create models of the Earth's physical features in various mapping representations.</p> <p>CONSTANCY AND CHANGE</p> <p>Relate constancy and change to the hydrologic and geochemical cycles.</p> <p>SCALE</p> <p>Apply an appropriate scale to illustrate major events throughout geologic time.</p> <p>CONSTANCY/CHANGE</p> <p>Describe factors that contribute to global climate change.</p> <p>Unit 14 Geologic History Lesson 3 The Fossil Record</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Study the geologic time scale to learn how major biological events correspond to Earth's geologic history.</p> <p>Use the fossil record to interpret the past.</p> <p>Interpret the rock record of an area.</p> <p>Use relative and absolute dating methods to determine the geologic history of an area.</p> <p>Understand how an organism can be preserved.</p> <p>Relate the connection between the fossil record and the geologic history of an area.</p> <p>Explain how fossils can provide clues to the major events and abiotic factors in an area.</p> <p>4.03 Quiz</p>
<p>Unit 14 Geologic History Lesson 4 Age of Geologic Features</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Study the geologic time scale to learn how major biological events correspond to Earth's geologic history.</p> <p>Use the fossil record to interpret the past.</p> <p>Interpret the rock record of an area.</p> <p>Use relative and absolute dating methods to determine the geologic history of an area.</p> <p>Identify relative ages of rocks and geologic features.</p> <p>Calculate the absolute age of rocks using your knowledge of radioactive decay, half-life, and parent-daughter ratios.</p> <p>Compare absolute and relative age techniques.</p>
<p>Unit 14 Geologic History Lesson 5 Earth's History Written in Rocks</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Study the geologic time scale to learn how major biological events correspond to Earth's geologic history.</p> <p>Use the fossil record to interpret the past.</p> <p>Interpret the rock record of an area.</p> <p>Use relative and absolute dating methods to determine the geologic history of an area.</p> <p>Determine the relative ages of rocks based on a geologic cross-section.</p> <p>Determine how relative dating techniques work in practice.</p> <p>Determine the geologic events, such as deformation, earthquakes, or erosion, that may have occurred in a place.</p> <p>Determine how the environment of deposition changed over time at that location.</p>
<p>Unit 14 Geologic History Lesson 6 Laboratory Interpretation of Geology</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Define and use the terminology of geomorphology.</p> <p>Study the geologic time scale to learn how major biological events correspond to Earth's geologic history.</p> <p>Use the fossil record to interpret the past.</p> <p>Interpret the rock record of an area.</p> <p>Use relative and absolute dating methods to determine the geologic history of an area.</p> <p>Determine the relative ages of rocks based on a geologic cross-section.</p> <p>Determine how relative dating techniques work in practice.</p> <p>Determine the geologic events, such as deformation, earthquakes, or erosion, that may have occurred in a place.</p> <p>Determine how the environment of deposition changed over time at that location.</p> <p>4.06 Assignment</p>
<p>Unit 14 Geologic History Lesson 7 Laboratory Interpretation of Geology 2</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Study the geologic time scale to learn how major biological events correspond to Earth's geologic history.</p> <p>Use relative and absolute dating methods to determine the geologic history of an area.</p> <p>Determine the relative ages of rocks based on a geologic cross-section.</p> <p>Determine how relative dating techniques work in practice.</p> <p>Determine the geologic events, such as deformation, earthquakes, or erosion, that may have occurred in a place.</p> <p>Determine how the environment of deposition changed over time at that location.</p>
<p>Unit 14 Geologic History Lesson 8 You Choose</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Complete test study guide</p>
<p>Unit 14 Geologic History Lesson 9 Unit Test **Unit 15**</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Take unit test</p> <p>4.09 Unit 14 Test</p>
<p>Unit 15 Earth's Atmosphere Lesson 1 Layers in the Atmosphere</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Describe the composition and structure of the Earth's atmosphere.</p> <p>Describe the consequences of the heat energy that is taken up by the atmosphere and what the atmosphere does with it.</p> <p>Explain how a temperature, pressure, and density and the Earth's rotation interact to produce circulation locally and globally.</p> <p>Explain temperature inversions and how they occur.</p> <p>Associate atmospheric layers (troposphere, stratosphere, mesosphere, thermosphere) with weather and human activities.</p>
<p>Unit 15 Earth's Atmosphere Lesson 2 Composition of the Atmosphere</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Describe the composition and structure of the Earth's atmosphere.</p> <p>Describe the consequences of the heat energy that is taken up by the atmosphere and what the atmosphere does with it.</p> <p>Explain how a temperature, pressure, and density and the Earth's rotation interact to produce circulation locally and globally.</p> <p>Explain temperature inversions and how they occur.</p> <p>Associate atmospheric layers (troposphere, stratosphere, mesosphere, thermosphere) with weather and human activities.</p>

<p>Un 15 Ea th's Atmosphere Lesson 15. Labo ato y Ene gy Abso pt on/Reflect on 1</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Expla n how a tempe atu e, a p essu e, a dens ty, and the ea th's otat on rite act to p oduce a c culat ons loca ly and globa ly. B ed ct d ffe ent mate als w ll abso b o effect sunl ght. Bes gn an expe ment to test you p ed ct on. Expla n how the abso pt on o effect on of sunl ght may affect natu al sett rgs. Expla n how heat ene gy st ansle ed f om the sun to the ea th and the atmosphere e. Desc be the consequences of the heat ene gy that s taken up by the atmosphere e and what the atmosphere e does w th t. Expla n how heat ene gy st ansle ed f om the sun to the ea th and the atmosphere e. Desc be the consequences of the heat ene gy that s taken up by the atmosphere e and what the atmosphere e does w th t. B ed ct d ffe ent mate als w ll abso b o effect sunl ght. Bes gn an expe ment to test you p ed ct on. Expla n how the abso pt on o effect on of sunl ght may affect natu al sett rgs.</p>	<p>5.18 D scuss on</p>
<p>Un 15 Ea th's Atmosphere Lesson 16. Labo ato y Ene gy Abso pt on/Reflect on 2</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Expla n how heat ene gy st ansle ed f om the sun to the ea th and the atmosphere e. Desc be the consequences of the heat ene gy that s taken up by the atmosphere e and what the atmosphere e does w th t. B ed ct d ffe ent mate als w ll abso b o effect sunl ght. Bes gn an expe ment to test you p ed ct on. Expla n how the abso pt on o effect on of sunl ght may affect natu al sett rgs.</p>	<p>5.18 D scuss on</p>
<p>Un 15 Ea th's Atmosphere Lesson 17. You Cho ce</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Complete test study gu de</p>	<p></p>
<p>Un 15 Ea th's Atmosphere Lesson 18. Un t Test **Un 16**</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Take un t test</p>	<p>5.18 Un 15 Test</p>
<p>Un 16 Weathe 1 Lesson 1. What Makes the Weathe ?</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Def ne cl mate as the ave age atmosphere c cond t ons of a eg on, as desc bed by weathe obse vat ons made ove t me. Expla n the atmosphere c cond t ons that lead to the g emhouse effect. Def ne weathe as the phys cal state of the atmosphere e at a pa tcula t me and place. Desc be the follow ng atmosphere c va ables that influence weathe patte ns and how they rite act a p essu e, tempe atu e, mo stu e, w nd, p ec pt at on, and cloud cond t ons.</p>	<p>6.01 Qu z</p>
<p>Un 16 Weathe 1 Lesson 2. Gather Weathe Data</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Def ne cl mate as the ave age atmosphere c cond t ons of a eg on, as desc bed by weathe obse vat ons made ove t me. Expla n that cl mate, weathe, and cu ents a e the result of uneven d st but on of sola ene gy ove ea th's su face. Desc be some of the nst uments used n ea th sc ence nvest gat ons. Ident fy the tools used to gather data about atmosphere c cond t ons and expla n how they a e used.</p>	<p>6.02 Qu z</p>
<p>Un 16 Weathe 1 Lesson 3. Weathe Maps</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Accu ately read keys and symbols on a weathe map. Analyze the weathe page n a newspape. Analyze weathe data and maps to develop app op ate weathe fo ecasts.</p>	<p>6.03 Qu z</p>
<p>Un 16 Weathe 1 Lesson 4. Labo ato y Weathe Map Inte p etat on 1</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Read and rite p et symbols f om a su face weathe map. Const uct su face maps of tempe atu e, p essu e, dew po nts, and w nd d ect ons f om su face data. Ident fy eg ons of spec f tempe atures, p essu e, and mo stu e.</p>	<p>6.04 Ass gnment</p>
<p>Un 16 Weathe 1 Lesson 5. Labo ato y Weathe Map Inte p etat on 2</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Read and rite p et symbols f om a su face weathe map. Const uct su face maps of tempe atu e, p essu e, dew po nts, and w nd d ect ons f om su face data. Ident fy eg ons of spec f tempe atures, p essu e, and mo stu e. Compa e su face maps w th othe weathe mages.</p>	<p>6.04 Ass gnment</p>
<p>Un 16 Weathe 1 Lesson 6. Cloud Fo mat on</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Rite p et a d ag am that shows cloud fo mat on. Ident fy examples of clouds associated w th d ffe ent types of weathe. Desc be how fo ms.</p>	<p>6.06 Qu z</p>
<p>Un 16 Weathe 1 Lesson 7. How Sto ms Develop</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Ident fy examples of seve e weathe (e.g. hu canes, to nadoes, and thunde sto ms). Desc be the spec f c cond t ons that lead to seve e weathe events.</p>	<p>6.07 Qu z</p>
<p>Un 16 Weathe 1 Lesson 8. Dete n ng Level of R sk</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Def ne cl mate as the ave age atmosphere c cond t ons of a eg on, as desc bed by weathe obse vat ons made ove t me. Relate geog aph c locat on and topog aph c featu es to the level of sk fo occu ence of seve e weathe (e.g., Yo nado Alley and lake-effect snow), us ng maps as dte once tools. Analyze data to co elate t me of yea w th the f equency of seve e weathe n spec f c geog aph c eas.</p>	<p>6.08 Qu z</p>
<p>Un 16 Weathe 1 Lesson 9. P eza ne fo Seve e Weathe</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Expla n that cl mate, weathe, and cu ents a e the result of uneven d st but on of sola ene gy ove ea th's su face. B scuss methods used to dete m ne the seve ty of sto ms such as hu canes and to nadoes. Desc be safety p ecaut ons recommended fo eme gency p epar edness befo e and du ng seve e weathe.</p>	<p>6.09 Qu z</p>
<p>Un 16 Weathe 1 Lesson 10. You Cho ce</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Complete test study gu de</p>	<p></p>
<p>Un 16 Weathe 1 Lesson 11. Un t Test **Un 17**</p>	<p>The Ea th s a complex and dynam c set of rite connected systems (e.g. geosphe e, hyd osphe e, atmosphere e, b osphe e) that rite act ove a wide ange of tempo al and spaat al scales.</p>	<p>How and why s Ea th constantly chang ne?</p>	<p>Take un t test</p>	<p>6.11 Un 16 Test</p>
<p>Un 17 Semeste Rev ew and Test Lesson 1. Semeste Rev ew</p>	<p></p>	<p></p>	<p>Complete f nal test study gu de</p>	<p></p>
<p>Un 17 Semeste Rev ew and Test Lesson 2. You Cho ce</p>	<p></p>	<p></p>	<p>Complete f nal test study gu de</p>	<p></p>
<p>Un 17 Semeste Rev ew and Test Lesson 3. You Cho ce</p>	<p></p>	<p></p>	<p>Complete f nal test study gu de</p>	<p></p>
<p>Un 17 Semeste Rev ew and Test Lesson 4. Semeste Test ***Semeste B***</p>	<p></p>	<p></p>	<p>Take f nal test</p>	<p>7.04 Semeste Test</p>

Un 11 Weather 2 - Lesson 1 Semester introduction	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>Standards 3.3.10.A6 Interpret meteorological data to describe and/or predict weather.</p> <p>Standards 3.3.10.A6 Interpret meteorological data to describe and/or predict weather.</p> <p>Standards 3.3.12.A6 Explain how the unequal heating of the Earth's surface leads to atmospheric circulation changes, local short-term changes, and weather.</p>	<p>How and why does Earth constantly change?</p>	<p>Explain and explain the concepts discussed in this semester.</p>
Un 11 Weather 2 - Lesson 2 Weather vs. Climate	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Define climate as the average atmospheric conditions of a region, as described by weather observations made over time.</p> <p>Define climate and apply it to a familiar region.</p> <p>Explain how weather and climate involve energy transfer in the atmosphere and give examples.</p>
Un 11 Weather 2 - Lesson 3 What influences the weather?	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Discuss how weather is influenced by both natural and artificial factors.</p>
Un 11 Weather 2 - Lesson 4 Comparing the Weather	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Describe the influence of latitude, elevation, topography, oceans, and ocean currents on climate.</p> <p>Use a map to explain the relationship between latitude, elevation, topography, oceans, and ocean currents and climate zones.</p> <p>Explain the relationship between climate zones and the vegetation that grows in these zones.</p>
Un 11 Weather 2 - Lesson 5 Climate Zones	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Explain the differences in temperature, amount of moisture, condensation, and precipitation data about specific and topographic locations.</p>
Un 11 Weather 2 - Lesson 6 Laboratory Cloud Formation	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Describe the relationship between relative humidity and dew point.</p>
Un 11 Weather 2 - Lesson 7 Worksheet Relative Humidity	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Locate and identify major biomes on a map of the Earth.</p> <p>Explain the relationship between climate zones and the biomes that have formed in these zones.</p> <p>Locate and identify major biomes on a map of the world.</p> <p>Describe examples of survival adaptations that characterize specific plants and animals in different biomes and assess the effectiveness.</p>
Un 11 Weather 2 - Lesson 8 Biomes on Earth	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Explain that climate, weather, and currents are the result of uneven distribution of solar energy over Earth's surface.</p> <p>Explain the atmospheric conditions that lead to the greenhouse effect.</p> <p>Interpret a diagram that illustrates how and why the greenhouse effect occurs.</p>
Un 11 Weather 2 - Lesson 9 The Greenhouse Effect	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Explain the atmospheric conditions that lead to the greenhouse effect.</p> <p>Give examples of advances in earth science.</p> <p>Describe methods and technologies that scientists employ to gather data about the greenhouse effect on Earth.</p>
Un 11 Weather 2 - Lesson 10 Greenhouse Effect Analyses	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Explain that climate, weather, and currents are the result of uneven distribution of solar energy over Earth's surface.</p> <p>Define the term climate change and discuss examples of conditions that may contribute to patterns of climate change over time.</p>
Un 11 Weather 2 - Lesson 11 Climate Change	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Describe the causes of the El Niño Southern Oscillation (ENSO) and water temperatures in the Pacific and the effects of ENSO on climate.</p>
Un 11 Weather 2 - Lesson 12 Patterns of Climate Change	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Explain that climate, weather, and currents are the result of uneven distribution of solar energy over Earth's surface.</p> <p>Make a hypothesis.</p> <p>Make observations.</p> <p>Draw conclusions about the relationship between heat and land surface.</p>
Un 11 Weather 2 - Lesson 13 Laboratory Temperature of Water and Soil 1	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Explain that climate, weather, and currents are the result of uneven distribution of solar energy over Earth's surface.</p> <p>Make a hypothesis.</p> <p>Make observations.</p> <p>Draw conclusions about the relationship between heat and land surface.</p>
Un 11 Weather 2 - Lesson 14 Laboratory Temperature of Water and Soil 2	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Explain that climate, weather, and currents are the result of uneven distribution of solar energy over Earth's surface.</p> <p>Make a hypothesis.</p> <p>Make observations.</p> <p>Draw conclusions about the relationship between heat and land surface.</p>
Un 11 Weather 2 - Lesson 15 You Choose	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	
Un 11 Weather 2 - Lesson 16 Unit Test	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why does Earth constantly change?</p>	<p>Complete the Unit Test for Weather 2 Unit</p>

Un 12 Oceans - Lesson 1 Oceans of the world	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>Explain the processes of the hydrologic cycle.</p> <p>Explain the dynamic components of ocean currents and the relationship to global circulation on both the macro and micro scales.</p> <p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p>	<p>The Earth is a complex and dynamic system of interconnected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	How and why is Earth constantly changing?	<p>Describe the physical and chemical properties of ocean water (for example, temperature and salinity), and explain how these data are applied to analyze the layers in the oceans.</p> <p>Recognize that the physical and chemical properties of ocean water influence the formation of currents and the distribution of marine life.</p> <p>Understand the makeup of seawater and its chemical composition, including properties of water, specific dissolved salts, salinity, and dissolved gases.</p> <p>Analyze ocean temperature data.</p> <p>Understand the temperature, density, the modes, and variability of seawater.</p> <p>Associate differences in temperature with the geographic distribution of marine life in the earth's oceans.</p>	2.01 Quiz Oceans of the world
Un 12 Oceans - Lesson 2 Chemistry of the Oceans	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>Explain the processes of the hydrologic cycle.</p> <p>Explain the dynamic components of ocean currents and the relationship to global circulation on both the macro and micro scales.</p> <p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p>	<p>The Earth is a complex and dynamic system of interconnected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	How and why is Earth constantly changing?	<p>Understand the makeup of seawater and its chemical composition, including properties of water, specific dissolved salts, salinity, and dissolved gases.</p> <p>Analyze ocean temperature data.</p> <p>Describe erosion and deposition.</p>	2.02 Quiz Chemistry of the Oceans
Un 12 Oceans - Lesson 3 Physical Properties of Seawater	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>Explain the processes of the hydrologic cycle.</p> <p>Explain the dynamic components of ocean currents and the relationship to global circulation on both the macro and micro scales.</p> <p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p>	<p>The Earth is a complex and dynamic system of interconnected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	How and why is Earth constantly changing?	<p>Describe the physical and chemical properties of ocean water (for example, temperature and salinity), and explain how these data are applied to analyze the layers in the oceans.</p> <p>Recognize that the physical and chemical properties of ocean water influence the formation of currents and the distribution of marine life.</p> <p>Understand the makeup of seawater and its chemical composition, including properties of water, specific dissolved salts, salinity, and dissolved gases.</p> <p>Analyze ocean temperature data.</p> <p>Understand the temperature, density, the modes, and variability of seawater.</p> <p>Describe the physical properties of ocean water.</p> <p>Explain how data are applied to analyze the layers in the oceans.</p>	2.03 Quiz Physical Properties of Seawater
Un 12 Oceans - Lesson 4 Ocean Dynamics	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>Explain the processes of the hydrologic cycle.</p> <p>Explain the dynamic components of ocean currents and the relationship to global circulation on both the macro and micro scales.</p> <p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p>	<p>The Earth is a complex and dynamic system of interconnected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	How and why is Earth constantly changing?	<p>Describe the upwelling.</p> <p>Explain the definitions of shelf, coast, and beach.</p> <p>Demonstrate how waves are moving energy that are not attached to the wind.</p> <p>Describe erosion and deposition.</p> <p>Describe and explain tides, tidal patterns, and tidal currents. Define shoals, shoals, reefs, coastlines, and beaches.</p> <p>Demonstrate how waves are energy in motion and not attached to the wind.</p> <p>Explain the causes of surface and deepwater ocean currents.</p>	2.04 Quiz Ocean Dynamics
Un 12 Oceans - Lesson 5 Laboratory Ocean Water Density	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>Explain the processes of the hydrologic cycle.</p> <p>Explain the dynamic components of ocean currents and the relationship to global circulation on both the macro and micro scales.</p> <p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p>	<p>The Earth is a complex and dynamic system of interconnected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	How and why is Earth constantly changing?	<p>Describe the physical and chemical properties of ocean water (for example, temperature and salinity), and explain how these data are applied to analyze the layers in the oceans.</p> <p>Analyze ocean temperature data.</p> <p>Describe the physical and chemical properties of ocean water (e.g., temperature and salinity).</p> <p>Explain how temperature and salinity are applied to analyze the layers in the oceans.</p>	
Un 12 Oceans - Lesson 6 Laboratory Ocean Water Density	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>Explain the processes of the hydrologic cycle.</p> <p>Explain the dynamic components of ocean currents and the relationship to global circulation on both the macro and micro scales.</p> <p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p>	<p>The Earth is a complex and dynamic system of interconnected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	How and why is Earth constantly changing?	<p>Describe the physical and chemical properties of ocean water (for example, temperature and salinity), and explain how these data are applied to analyze the layers in the oceans.</p> <p>Analyze ocean temperature data.</p> <p>Describe the physical and chemical properties of ocean water (e.g., temperature and salinity).</p> <p>Explain how temperature and salinity are applied to analyze the layers in the oceans.</p>	
Un 12 Oceans - Lesson 7 Ocean Currents	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>Explain the processes of the hydrologic cycle.</p> <p>Explain the dynamic components of ocean currents and the relationship to global circulation on both the macro and micro scales.</p> <p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p>	<p>The Earth is a complex and dynamic system of interconnected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	How and why is Earth constantly changing?	<p>Recognize that the physical and chemical properties of ocean water influence the formation of currents and the distribution of marine life.</p> <p>Describe upwelling.</p> <p>Explain the causes of horizontal and vertical ocean circulation on patterns.</p> <p>Describe the effects of ocean currents on weather and climate on the land.</p>	2.07 Quiz Ocean Currents
Un 12 Oceans - Lesson 8 Mid-Ocean Trench	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>Explain the processes of the hydrologic cycle.</p> <p>Explain the dynamic components of ocean currents and the relationship to global circulation on both the macro and micro scales.</p> <p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p>	<p>The Earth is a complex and dynamic system of interconnected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	How and why is Earth constantly changing?		2.08 Mid-Ocean Trench Assessment Oceans Pa 11
Un 12 Oceans - Lesson 9 Ocean Floor	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>Explain the processes of the hydrologic cycle.</p> <p>Explain the dynamic components of ocean currents and the relationship to global circulation on both the macro and micro scales.</p> <p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p>	<p>The Earth is a complex and dynamic system of interconnected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	How and why is Earth constantly changing?	<p>Describe the physical characteristics of the ocean floor.</p> <p>Describe methods for exploring the ocean floor.</p> <p>Describe the submersibles, continental margins, the ocean basin floor, atolls, and mid-ocean ridges.</p>	2.09 Quiz Ocean Floor
Un 12 Oceans - Lesson 10 Ocean Conditions and Life	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>Explain the processes of the hydrologic cycle.</p> <p>Explain the dynamic components of ocean currents and the relationship to global circulation on both the macro and micro scales.</p> <p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p>	<p>The Earth is a complex and dynamic system of interconnected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	How and why is Earth constantly changing?	<p>Understand the temperature, density, the modes, and variability of seawater.</p> <p>Associate differences in temperature with the geographic distribution of marine life in the earth's oceans.</p> <p>Identify specific marine organisms associated with different layers in ocean water.</p> <p>Relate data on salinity levels of ocean water to marine life found in different areas of the world.</p>	2.10 Quiz Ocean Conditions and Life
Un 12 Oceans - Lesson 11 Marine Life Zones	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>Explain the processes of the hydrologic cycle.</p> <p>Explain the dynamic components of ocean currents and the relationship to global circulation on both the macro and micro scales.</p> <p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p>	<p>The Earth is a complex and dynamic system of interconnected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	How and why is Earth constantly changing?	<p>Discuss how light penetrates and influences layers in ocean water and the marine life found in these layers.</p> <p>Interpret diagrams that illustrate life zones near the shore and in the open ocean.</p>	2.11 Quiz Marine Life Zones
Un 12 Oceans - Lesson 12 Laboratory Ocean Floor Sediments	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>Explain the processes of the hydrologic cycle.</p> <p>Explain the dynamic components of ocean currents and the relationship to global circulation on both the macro and micro scales.</p> <p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p>	<p>The Earth is a complex and dynamic system of interconnected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	How and why is Earth constantly changing?	<p>Understand the broad categories of sea level sediments.</p> <p>Analyze sea floor sediments.</p>	

<p>Un 12 Oceans - Lesson 13 Labo at y Ocean Floor Sed ments 2</p>	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Understand the broad categories of sea level sediments. Analyze seafloor sediments.</p>
<p>Un 12 Oceans - Lesson 14 Marine Oceans</p>	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Recognize that the physical and chemical properties of ocean water influence the formation of currents and the distribution of marine life. Associate differences in temperature with the geographic distribution of marine life in the earth's oceans.</p> <p>Identify specific marine organisms associated with different layers in ocean water. Relate data on salinity levels of ocean water to marine life found in different areas of the world. Give examples of plant and animal adaptations for survival in different layers of ocean water and near the shoreline.</p> <p>2.14 Quiz Marine Oceans</p>
<p>Un 12 Oceans - Lesson 15 Marine Resources</p>	<p>Standards - 3.3.10 A5 Explain how the earth's only one ocean.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Give examples of economic resources from the world's oceans. Discuss how technology has improved our ability to find and use ocean resources.</p> <p>2.15 Quiz Marine Resources</p>
<p>Un 12 Oceans - Lesson 16 You Choose</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	
<p>Un 12 Oceans - Lesson 17 Unit Test ***Unit 3***</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>2.17 Unit Assessment Oceans Part 1 2.17 Unit Assessment Oceans Part 2</p>
<p>Un 13 Cycles on Earth - Lesson 1 Biogeochemical Cycles</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Define a biogeochemical cycle and give examples. Explain how earth's internal and external sources of energy drive biogeochemical cycles.</p> <p>3.01 Quiz Biogeochemical Cycles</p>
<p>Un 13 Cycles on Earth - Lesson 2 Nitrogen Cycle</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Describe the effects of the nitrogen cycle on living organisms. Describe the effects of the nitrogen cycle on living things. Interpret a diagram of the nitrogen cycle.</p> <p>3.02 Quiz Nitrogen Cycle</p>
<p>Un 13 Cycles on Earth - Lesson 3 Carbon Cycle</p>	<p>Standards - 3.3.10 A2 Analyze the effects on the environment and the carbon cycle of us and both renewable and non-renewable sources of energy.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Interpret a diagram of the carbon cycle. Describe the relationship of the carbon cycle with earth's atmosphere and hydrosphere. Describe the influence of the carbon cycle on earth's organisms.</p> <p>3.03 Quiz Carbon Cycle</p>
<p>Un 13 Cycles on Earth - Lesson 4 Life and the Carbon Cycle</p>	<p>Standards - 3.3.10 A2 Analyze the effects on the environment and the carbon cycle of us and both renewable and non-renewable sources of energy.</p> <p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Describe the relationship of the carbon cycle with earth's atmosphere and hydrosphere. Describe the influence of the carbon cycle on earth's organisms.</p> <p>3.04 Discuss Life and the Carbon Cycle 3.04 Quiz Life and the Carbon Cycle</p>
<p>Un 13 Cycles on Earth - Lesson 5 Labo at y Dissolved Oxygen 1</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Compare the growth of organisms to the levels of yeast (in a fermentation) present in the water. Infer how excess nutrients can make the water unavailable for other aquatic life. Observe the impact that elevated levels of biodegradable waste can have on an aquatic environment.</p> <p>3.05 Lab Dissolved Oxygen 1</p>
<p>Un 13 Cycles on Earth - Lesson 6 Labo at y Dissolved Oxygen 2</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Compare the growth of organisms to the levels of yeast (in a fermentation) present in the water. Infer how excess nutrients can make the water unavailable for other aquatic life. Observe the impact that elevated levels of biodegradable waste can have on an aquatic environment.</p>
<p>Un 13 Cycles on Earth - Lesson 7 Water Cycle</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	<p>Interpret a diagram of the water cycle and explain the interacting processes. Discuss the physical changes and events that occur in the water cycle.</p> <p>3.07 Quiz Water Cycle</p>
<p>Un 13 Cycles on Earth - Lesson 8 How Humans Alter Cycles</p>	<p>Standards - 3.3.10 A7 SCALE/MODELS</p> <p>Interpret and create models of the Earth's physical features in various map representations.</p> <p>CONSTANCY AND CHANGE</p> <p>Relate constancy and change to the hydrologic and geochronological cycles.</p> <p>SCALE</p> <p>Apply an appropriate scale to illustrate major events throughout geologic time.</p> <p>CONSTANCY/CHANGE</p> <p>Describe factors that contribute to global climate change.</p>	<p>How and why is Earth constantly changing?</p>	<p>Give examples of human activity causing changes in biogeochemical cycles. Discuss the positive and negative effects of human-induced changes in naturally occurring biogeochemical cycles. Give examples of ways that human activity may cause changes in biogeochemical cycles.</p> <p>3.08 Quiz How Humans Alter Cycles</p>
<p>Un 13 Cycles on Earth - Lesson 9 You Choose</p>	<p>The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.</p>	<p>How and why is Earth constantly changing?</p>	

Un 13 Cycles on Earth - Lesson 10 Test ***Un 14***	The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.	How and why is Earth constantly changing?	3.10 Un 1 Assessment Cycles on Earth	
Un 14 Astonomy - Lesson 1 The Sun	Standard - 3.3.10 B1 Explain how gravity is responsible for planetary orbits. Explain what caused the sun, Earth, and most of the other planets to form between 4 and 5 billion years ago. Provide evidence to suggest that the Big Bang Theory, which explains the development of the universe, is supported by observations of the cosmic microwave background radiation.	The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws. The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws. The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.	Recognize that the sun is a star. Describe the sun's nuclear reactions and explain how helium forms from the fusion of hydrogen atoms. Describe the solar radiation and its effects on the earth. Relate the location and movement patterns of planets, comets, and asteroids to gravitational forces in the solar system. Describe the sun's nuclear reactions, and explain how helium forms from the fusion of hydrogen atoms.	4.01 Quiz The Sun
Un 14 Astonomy - Lesson 2 Solar Phenomena	Un 14 Astonomy - Lesson 3 The Earth-Moon-Sun System	What is the universe and what is Earth's place in it?	Give examples of solar phenomena such as solar flares and sunspots, and explain their effects on the sun, earth, and moon. Describe the solar position and its action on the sun, earth, and moon. Interpret a diagram and explain the sequence and causes of lunar phases. Describe the effects of lunar phases on earth. Describe the solar position and its actions on the sun, earth, and moon. Interpret a diagram, and explain the sequence and causes of lunar phases.	4.02 Quiz Solar Phenomena 4.03 Quiz The Earth-Moon-Sun System
Un 14 Astonomy - Lesson 4 Laboratory Solar Energy	Un 14 Astonomy - Lesson 5 Solar and Lunar Eclipses	What is the universe and what is Earth's place in it?	Describe the solar radiation and its effects on the earth.	4.04 Discuss on Solar Energy 4.05 Quiz Solar and Lunar Eclipses
Un 14 Astonomy - Lesson 6 The Moon's Influence	Un 14 Astonomy - Lesson 7 Earth Movement and Seasons	What is the universe and what is Earth's place in it?	Interpret a diagram and explain the sequence and causes of lunar phases. Describe the effects of lunar phases on earth. Describe the solar position of the moon. Interpret a diagram, and explain the sequence and causes of lunar phases.	4.06 Quiz The Moon's Influence
Un 14 Astonomy - Lesson 8 Laboratory Observe Earth's Rotation	Un 14 Astonomy - Lesson 9 Day and Night	What is the universe and what is Earth's place in it?	Interpret a diagram that shows the earth's changing position relative to the sun. Explain how the tilt of the earth's axis of rotation causes the annual cycle of seasonal change.	4.07 Quiz Earth Movement and Seasons
Un 14 Astonomy - Lesson 10 You Choose	Un 14 Astonomy - Lesson 11 Mid Unit Test	What is the universe and what is Earth's place in it?	Describe the solar position and its actions on the sun, earth, and moon.	4.08 Lab Observe Earth's Rotation
Un 14 Astonomy - Lesson 12 Origin of the Solar System	Un 14 Astonomy - Lesson 13 Gravitational Forces in the Solar System	What is the universe and what is Earth's place in it?	Describe the positions of the sun's path across the sky by season and latitude. Connect the positions of the sun's path with sunrise, sunset, and length of day.	4.09 Lab Sunrise and Sunset
Un 14 Astonomy - Lesson 14 Mid Unit Test	Standard - 3.3.10 B2 SCALE AND MEASUREMENT Explain how scientists obtain information about the universe by using technology to detect electromagnetic radiation that is emitted, reflected, or absorbed by stars and other objects. CONSTANCY AND CHANGE Describe changes in the universe billions of years ago. SCALE AND MEASUREMENT Explain the scale used to measure the sizes of stars and galaxies and the distances between them.	The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws. The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws. The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.	Explain the origin and development of the solar system. Interpret a diagram of the solar system and apply knowledge of gravitational forces to explain how the sun and the planets are part of a system. Interpret a diagram of the solar system. Apply knowledge of the force of gravity to explain how the sun and the planets are part of a system.	4.11 Mid Unit Assessment Astonomy 4.12 Quiz Origin of the Solar System
Un 14 Astonomy - Lesson 15 Gravitational Forces in the Solar System	Un 14 Astonomy - Lesson 16 Gravitational Forces in the Solar System	What is the universe and what is Earth's place in it?	Relate the location and movement patterns of planets, comets, and asteroids to gravitational forces in the solar system.	4.13 Quiz Gravitational Forces in the Solar System

Unit 4 Astonomy - Lesson 14 Features of the Sola System	<p>The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.</p> <p>The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.</p>	<p>What is the universe and what is Earth's place in it?</p>	<p>Distances among objects in the solar system, including the sun, moon, planets, comets, asteroids, meteors, and satellites.</p> <p>Describe objects in the solar system with objects outside the solar system.</p> <p>Distances among objects in the solar system, including the sun, moon, planets, comets, asteroids, meteors, and satellites.</p>	4.14 Quiz Features of the Sola System
Unit 4 Astonomy - Lesson 15 The Planets	<p>The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.</p> <p>The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.</p>	<p>What is the universe and what is Earth's place in it?</p>	<p>Compare terrestrial and gas planets and describe the similarities and differences.</p>	4.15 Quiz The Planets
Unit 4 Astonomy - Lesson 16 Planetary Impacts	<p>The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.</p>	<p>What is the universe and what is Earth's place in it?</p>	<p>Describe evidence supporting asteroid impacts on Earth and the effects on planetary and lunar surfaces.</p> <p>Consider a scenario that describes the impact of an asteroid or comet, and explain the possible consequences on Earth.</p> <p>Consider a scenario that describes the impact of an asteroid or comet and explain the possible consequences on Earth.</p>	4.16 Quiz Planetary Impacts
Unit 4 Astonomy - Lesson 17 Electromagnetic Spectrum	<p>Standards - 3.3.10 B2 SCALE AND MEASUREMENT</p> <p>Explain how scientists obtain information about the universe by using technology to detect electromagnetic radiation that is emitted, reflected, or absorbed by stars and other objects.</p> <p>CONSTANCY AND CHANGE</p> <p>Describe changes in the universe over billions of years.</p> <p>SCALE AND MEASUREMENT</p> <p>Explain the scale used to measure the sizes of stars and galaxies and the distances between them.</p> <p>The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.</p>	<p>What is the universe and what is Earth's place in it?</p>	<p>Interpret diagrams that show the electromagnetic spectrum.</p> <p>Discuss the importance of the electromagnetic spectrum (for example, X-rays, visible light, and radio waves).</p> <p>Discuss the importance of the electromagnetic spectrum.</p>	4.17 Quiz Electromagnetic Spectrum
Unit 4 Astonomy - Lesson 18 Light A tool for Astronomy	<p>The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.</p>	<p>What is the universe and what is Earth's place in it?</p>	<p>Explain how electromagnetic radiation is used as a tool in astronomy.</p> <p>Explain the sequential process of light moving through a telescope.</p>	4.18 Quiz Light a tool for Astronomy
Unit 4 Astonomy - Lesson 19 Distances in Space	<p>Standards - 3.3.10 B2 SCALE AND MEASUREMENT</p> <p>Explain how scientists obtain information about the universe by using technology to detect electromagnetic radiation that is emitted, reflected, or absorbed by stars and other objects.</p> <p>CONSTANCY AND CHANGE</p> <p>Describe changes in the universe over billions of years.</p> <p>SCALE AND MEASUREMENT</p> <p>Explain the scale used to measure the sizes of stars and galaxies and the distances between them.</p> <p>The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.</p>	<p>What is the universe and what is Earth's place in it?</p>	<p>Explain the evidence suggesting that the distance from Earth to other stars is greater than the distance to other planets.</p> <p>Explain the evidence that the distance from Earth to other stars is greater than the distance to other planets.</p>	4.19 Quiz Distances in Space
Unit 4 Astonomy - Lesson 20 Life Cycle of a Star	<p>Standards - 3.3.12 B1</p> <p>Describe the life cycle of stars based on their mass.</p> <p>Analyze the influence of gravity on the formation and life cycles of galaxies, including our own Milky Way galaxy, star systems, and exoplanets.</p> <p>Relate the nuclear processes involved in energy production in stars and supernovas to their life cycles.</p> <p>The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.</p>	<p>What is the universe and what is Earth's place in it?</p>	<p>Describe the life cycle of a star.</p> <p>Explain how different kinds of telescopes gather information about stars.</p> <p>Give examples and analyze the differences between various stars.</p> <p>Explain how different types of telescopes gather information about stars.</p>	4.20 Quiz Life Cycle of a Star
Unit 4 Astonomy - Lesson 21 Color and Brightness of Stars	<p>Standards - 3.3.12 B1</p> <p>Describe the life cycle of stars based on their mass.</p> <p>Analyze the influence of gravity on the formation and life cycles of galaxies, including our own Milky Way galaxy, star systems, and exoplanets.</p> <p>Relate the nuclear processes involved in energy production in stars and supernovas to their life cycles.</p> <p>The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.</p>	<p>What is the universe and what is Earth's place in it?</p>	<p>Describe the evidence indicating that the effective temperatures of the color and brightness of stars.</p> <p>Interpret a Hertzsprung-Russell (HR) diagram to explain how different stars have evolved.</p>	4.21 Quiz Color and Brightness of Stars
Unit 4 Astonomy - Lesson 22 Data About Stars	<p>The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.</p>	<p>What is the universe and what is Earth's place in it?</p>	<p>Describe how astronomers work, and explain how scientists make use of these tools to simulate conditions in stars and the universe.</p>	4.22 Quiz Data about stars
Unit 4 Astonomy - Lesson 23 What's a Galaxy?	<p>Standards - 3.3.12 B1</p> <p>Describe the life cycle of stars based on their mass.</p> <p>Analyze the influence of gravity on the formation and life cycles of galaxies, including our own Milky Way galaxy, star systems, and exoplanets.</p> <p>Relate the nuclear processes involved in energy production in stars and supernovas to their life cycles.</p> <p>The universe is composed of a variety of different objects, which are organized into systems each of which develops according to accepted physical processes and laws.</p>	<p>What is the universe and what is Earth's place in it?</p>	<p>Define and describe the size and shape of the Milky Way galaxy.</p> <p>Recognize that galaxies are made of billions of stars and compose most of the visible mass of the universe.</p> <p>Describe the evolution and life cycle of galaxies.</p> <p>Describe relationships between a solar system, a galaxy, and the universe.</p> <p>Recognize that galaxies are made of billions of stars and compose most of the visible mass of the universe.</p>	4.23 Quiz What's a Galaxy

Un 14 Ast onomy - Lesson 24 Sea ch ng fo Objects n Space	<p>Standards - 3.3.12 B1 Desc: be the life cycle of stars based on the mass.</p> <p>Analyze the influence of gravity on the formation and life cycles of galaxies, including our own Milky Way galaxy stars planets systems and exoplanets. The universe is composed of a variety of different objects, which are a galaxy and star systems each of which develops according to accepted physical processes and laws.</p> <p>What is the universe and what is Earth's place in it?</p>	<p>Desc: be other objects in space identified from spectral analysis (for example, galaxies, nebulae, black holes, and comets). Discuss the sea change of stars and planets in the universe. Desc: be unseen objects in space that can be detected by spectral analysis: galaxies, nebulae, black holes, and comets. Discuss the sea change of stars and planets in the universe.</p>	4.24 Quiz 2 Sea change fo Objects n Space
Un 14 Ast onomy - Lesson 25 The Big Bang Theory	<p>Standards - 3.3.10 B1 Explain how gravity is responsible for planetary orbits.</p> <p>Explain what caused the sun, Earth, and most of the other planets to form between 4 and 5 billion years ago.</p> <p>The universe is composed of a variety of different objects, which are a galaxy and star systems each of which develops according to accepted physical processes and laws.</p> <p>What is the universe and what is Earth's place in it?</p>	<p>Define and explain the big bang theory. Explain evidence for the age and expansion of the universe.</p>	4.25 Quiz 2 The Big Bang theory
Un 14 Ast onomy - Lesson 26 You Choose	<p>Standards - 3.3.10 B1 Explain how gravity is responsible for planetary orbits.</p> <p>The universe is composed of a variety of different objects, which are a galaxy and star systems each of which develops according to accepted physical processes and laws.</p> <p>What is the universe and what is Earth's place in it?</p>		
Un 14 Ast onomy - Lesson 27 Unit Test **Un 15**	<p>Standards - 3.3.10 B1 Explain how gravity is responsible for planetary orbits.</p> <p>The universe is composed of a variety of different objects, which are a galaxy and star systems each of which develops according to accepted physical processes and laws.</p> <p>What is the universe and what is Earth's place in it?</p>		4.27 Unit Assessment Ast onomy Pa 1.1 and 2
Un 15 Earth's Resources Lesson 1 Earth's Natural Resources	<p>Standards - 3.3.10 A2 Analyze the effects on the environment and the carbon cycle of us using both renewable and non-renewable resources of energy.</p> <p>The Earth's processes affect and are affected by human activities.</p> <p>How do Earth's processes and human activities affect each other?</p>	<p>Identify natural resources on Earth. Define and give examples of non-renewable resources on Earth. Define and give examples of renewable resources on Earth. Identify natural resources on Earth.</p>	5.01 Quiz 2 Earth's Natural Resources
Un 15 Earth's Resources Lesson 2 Renewable vs. Non-renewable Resources	<p>Standards - 3.3.10 A2 Analyze the effects on the environment and the carbon cycle of us using both renewable and non-renewable resources of energy.</p> <p>The Earth's processes affect and are affected by human activities.</p> <p>How do Earth's processes and human activities affect each other?</p>	<p>Compare and contrast the availability and use of non-renewable vs. renewable resources. Discuss how the use of renewable and non-renewable resources affects the quality of human life. Compare and contrast the availability and use of non-renewable vs. renewable resources. Identify natural resources on Earth. Discuss how the use of renewable and non-renewable resources affects the quality of human life. Compare and contrast the availability and use of non-renewable vs. renewable resources. Define and give examples of renewable resources on Earth.</p>	5.02 Quiz 2 Renewable vs Non-renewable Resources
Un 15 Earth's Resources Lesson 3 Mineral Resources	<p>Standards - 3.3.10 A2 Analyze the effects on the environment and the carbon cycle of us using both renewable and non-renewable resources of energy.</p> <p>The Earth's processes affect and are affected by human activities.</p> <p>How do Earth's processes and human activities affect each other?</p>	<p>Discuss the following statements that involve natural resources: development of alternative forms of energy, storage of nuclear waste, abandoned mines, greenhouse gases in the atmosphere, and disposal of hazardous waste. Development of alternative forms of energy, storage of nuclear waste, abandoned mines, greenhouse gases in the atmosphere, and disposal of hazardous waste.</p>	5.03 Quiz 2 Mineral Resources
Un 15 Earth's Resources Lesson 4 Locating Resources	<p>The Earth's processes affect and are affected by human activities.</p> <p>How do Earth's processes and human activities affect each other?</p>	<p>Discuss these statements that involve natural resources: development of alternative forms of energy, storage of nuclear waste, abandoned mines, greenhouse gases in the atmosphere, and disposal of hazardous waste.</p>	5.04 Quiz 2 Locating Resources
Un 15 Earth's Resources Lesson 5 Managing Resources	<p>The Earth's processes affect and are affected by human activities.</p> <p>How do Earth's processes and human activities affect each other?</p>	<p>Discuss these statements that involve natural resources: development of alternative forms of energy, storage of nuclear waste, abandoned mines, greenhouse gases in the atmosphere, and disposal of hazardous waste.</p>	5.05 Quiz 2 Managing Resources
Un 15 Earth's Resources Lesson 6 Using Resources Wisely	<p>Standards - 3.3.12 A2 Analyze the availability, location, and extent of Earth's resources.</p> <p>Evaluate the impact of using renewable and non-renewable energy resources on the Earth's system.</p> <p>The Earth's processes affect and are affected by human activities.</p> <p>How do Earth's processes and human activities affect each other?</p>	<p>Design an experiment that tests the level of air pollution.</p>	5.06 Quiz 2 Using Resources Wisely
Un 15 Earth's Resources Lesson 7 Mid-Unit Test	<p>Standards - 3.3.12 A2 Analyze the availability, location, and extent of Earth's resources.</p> <p>Evaluate the impact of using renewable and non-renewable energy resources on the Earth's system.</p> <p>The Earth's processes affect and are affected by human activities.</p> <p>How do Earth's processes and human activities affect each other?</p>	<p>Explain the importance of water for human survival and society. Evaluate the impact of natural and man-made influences on the availability of clean water. Discuss specific methods that address water pollution problems.</p>	5.07 Mid-Unit Assessment Earth's Resources
Un 15 Earth's Resources Lesson 8 Environmental Issues	<p>Standards - 3.3.12 A2 Analyze the availability, location, and extent of Earth's resources.</p> <p>Evaluate the impact of using renewable and non-renewable energy resources on the Earth's system.</p> <p>The Earth's processes affect and are affected by human activities.</p> <p>How do Earth's processes and human activities affect each other?</p>	<p>Explain the importance of water for human survival and society. Evaluate the impact of natural and man-made influences on the availability of clean water. Discuss specific methods that address water pollution problems. Design an experiment that tests the level of air pollution.</p>	5.08 Quiz 2 Environmental Issues
Un 15 Earth's Resources Lesson 9 Lab: Air Pollution Watch	<p>Standards - 3.3.10 A7 SCALE/MODELS</p> <p>Interpret and create models of the Earth's physical features in various mapping representations.</p> <p>CONSTANCY AND CHANGE</p> <p>Relate constancy and change to the hydrologic and geochronological cycles.</p> <p>SCALE</p> <p>Apply an appropriate scale to illustrate major events throughout geologic time.</p> <p>CONSTANCY/CHANGE</p> <p>Describe factors that contribute to global climate change.</p> <p>The Earth's processes affect and are affected by human activities.</p> <p>How do Earth's processes and human activities affect each other?</p>	<p>Explain the impact of smoke, volcanic dust, and urban development on the quality of our environment. Describe living and nonliving factors in the environment that affect humans.</p>	5.09 Discuss on Air Pollution Watch
Un 15 Earth's Resources Lesson 10 Water Resources	<p>Standards - 3.3.10 A2 Analyze the effects on the environment and the carbon cycle of us using both renewable and non-renewable resources of energy.</p> <p>The Earth's processes affect and are affected by human activities.</p> <p>How do Earth's processes and human activities affect each other?</p>	<p>Given a scenario, determine the effectiveness of specific conservation practices on the quality of the environment.</p>	5.10 Quiz 2 Water Resources
Un 15 Earth's Resources Lesson 11 Humans and the Environment	<p>Standards - 3.3.10 A2 Analyze the effects on the environment and the carbon cycle of us using both renewable and non-renewable resources of energy.</p> <p>The Earth's processes affect and are affected by human activities.</p> <p>How do Earth's processes and human activities affect each other?</p>	<p>Explain the impact of smoke, volcanic dust, and urban development on the quality of our environment. Given a scenario, determine the effectiveness of specific conservation practices on the quality of the environment. Describe living and nonliving factors in the environment that affect humans.</p>	5.11 Quiz 2 Humans and the Environment 5.11 Discuss on Humans and the Environment

<p>Unit 5: Earth's Resources Lesson 12 Conservation</p>	<p>The Earth's processes affect and are affected by human activities.</p>	<p>How do Earth's processes and human activities affect each other?</p>	<p>Given a scenario, determine the effectiveness of specific conservation practices on the quality of the environment.</p>	<p>5.12 Quiz: Conservation</p>
<p>Unit 5: Earth's Resources Lesson 13 Population Growth</p>	<p>The Earth's processes affect and are affected by human activities.</p>	<p>How do Earth's processes and human activities affect each other?</p>	<p>Describe environmental events (for example, flooding, drought, earthquakes, fires, pollution, and severe weather) and their effects on the growth and health of human population. Explain social factors that limit the growth of human population.</p>	<p>5.13 Quiz: Population Growth</p>
<p>Unit 5: Earth's Resources Lesson 14 Population Changes</p>	<p>The Earth's processes affect and are affected by human activities.</p>	<p>How do Earth's processes and human activities affect each other?</p>	<p>Calculate the effect of various natural and human-made factors on population changes and predicted results.</p>	<p>5.14 Quiz: Population Changes</p>
<p>Unit 5: Earth's Resources Lesson 15 You Choose</p>	<p>The Earth's processes affect and are affected by human activities.</p>	<p>How do Earth's processes and human activities affect each other?</p>		
<p>Unit 5: Earth's Resources Lesson 16 Unit Test **Semester 8 Review and Test** Unit 6 Semester Review and Test Lesson 1 Semester Review Unit 6 Semester Review and Test Lesson 2 You Choose Unit 6 Semester Review and Test Lesson 3 You Choose Unit 6 Semester Review and Test Lesson 4 Semester Test</p>	<p>The Earth's processes affect and are affected by human activities.</p>	<p>How do Earth's processes and human activities affect each other?</p>		<p>5.16 Unit Assessment Earth's Resources pages 1.1 and 2</p>
				<p>6.04 Semester Assessment Earth Science</p>

Identify Learning Targets						Evidence of Learning		Outline Instructional Practices		
K12 Unit	Big Ideas	Un t Essential Question	K12 Lesson (In Sequence)	Standard (PA Core/Nat onal/PA Content)	Lesson Essential Question	Students will be able to	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities, Assignments and/or Modifications	Key Vocabulary	Resources outside of OLS
Orientation	Get oriented to online learning and the OLS.	How do I learn online?	0. orient on and introduct on to Online Learning in High School		How do I learn online?	Complete the ORNDIS course - Introduct on to online learning. Attend the introductory lessons and advisory lead on orient on.				
1A. The Science of Biology	Biology is the study of life.	What is the science of biology?	Un t 1 The Science of Biology Lesson 1 Semester 1 Introduct on		What will Semester 1 of biology class include?	Complete the semester introduct on.				
			Un t 1 The Science of Biology Lesson 2 Biology and Scientific Methods	BIO.B.3.1.1. Distinguish between the scientific methods: hypotheses, inference, law, theory, principle, fact, and observation.	What are the steps of the scientific method and how is it used?	List and explain the steps in a scientific method. Desc: be how scientific methods development came.	Available V. tual Lab - b ol.co/sc/ecb			
			Un t 1 The Science of Biology Lesson 3 Scientific Processes 1	BIO.B.3.1.1. Distinguish between the scientific methods: hypotheses, inference, law, theory, principle, fact, and observation.	What are the steps of the scientific method and how is it used?	List and explain the steps in a scientific method. Desc: be how scientific methods development came.	Available V. tual Lab - b ol.co/sc/ecb			
			Un t 1 The Science of Biology Lesson 4 Scientific Processes 2	HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	What is the difference between qualitative and quantitative data and how does it support the scientific method?	Understand the difference between qualitative and quantitative data. Desc: be how to manage conclusions and communicate a report to do a scientific method. Desc: be how to manage conclusions and communicate a report to do a scientific method. Understand that sometimes new hypotheses or new experiments need to be developed.	1.04 Quiz			
			Un t 1 The Science of Biology Lesson 5 Laboratory Using a Microscope		How is a microscope used?	Identify the parts of a microscope and describe the functions. Demonstrate safe use of a microscope. Observe prepared slides and living organisms.	1.05 Using a Microscope Lab			
			Un t 1 The Science of Biology Lesson 6 The Characteristics of Life 1	BIO.A.4.2.1. Explain how organisms maintain homeostasis (e.g., the regulation of water, oxygen, regulation).	What is homeostasis and why is it important to living things?	Explain how living things meet the challenges of getting and using energy, growing, reproducing, and maintaining structure. Explain the characteristics of life as indicated by cellular processes, including homeostasis. Understand the characteristics of life as indicated by cellular processes, including homeostasis. Understand why it is important to living things to obtain and use energy, grow, reproduce, and maintain structure. Understand that homeostasis is the maintenance of an organism's internal environment within certain limits. Explain the concept of homeostasis and describe why it is considered one of life's characteristics.		Homeostasis		
			Un t 1 The Science of Biology Lesson 7 The Characteristics of Life 2	HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	What are the levels of biological organization?	Understand what it means for a living organism to be organized. Recognize the levels of organization in a multicellular organism. Understand the concept of biological organization. Understand how structure relates to function in living organisms.				
			Un t 1 The Science of Biology Lesson 8 The Characteristics of Life 3		What are some basic characteristics of life?	Recognize that evolutionarily adapted organisms help an organism survive and reproduce. Understand that organisms sense, react with, and respond to the environment. Understand that the principles of biology can be applied to populations, communities, ecosystems, and biomes.	1.08 Quiz			
			Un t 1 The Science of Biology Lesson 9 Energy and Life		What are some basic characteristics of life?	Explain how organisms use the continuous input of energy and matter to maintain the chemical and physical organization. Understand that all living things need energy. Explain the role of the sun in meeting the energy needs of living things. Describe the flow of energy from one living thing to another. Understand that living things use energy in a chemical form.				
			Un t 1 The Science of Biology Lesson 10 Structure and Function	HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	How does structure relate to function?	Use examples to explain the relationship of structure and function in organisms. Recognize how the structure of an organism's parts relates to the function. Explain the role of adaptation in the relationship between structure and function. Identify various examples of the relationship between structure and function.				
			Un t 1 The Science of Biology Lesson 11 Unit Test			Take a unit test.	1.11 Unit 1 Test			
2A. The Chemistry of Life	Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products. Sugar molecules are carbohydrates with hydrocarbon backbones. These serve as the basis for amino acids and other larger organic molecules needed by the cell.	How do organisms live, grow, respond to their environment, and reproduce?	Un t 2 The Chemistry of Life Lesson 1 Chemistry Review	BIO.A.2.3.2. Explain how factors such as pH, temperature, and concentration at levels can affect enzyme function.	What is an atom?	Relate the importance of knowing chemistry to an understanding of the processes of life. Desc: be the parts of an atom. Explain the differences between different atoms. Explain what an element is and describe how and where elements occur on the periodic table. Distinguish between atoms. Distinguish between a covalent bond and an ionic bond. Distinguish between atoms. Distinguish between a hydrogen bond and an ionic bond. Explain how matter tends toward a state of lower energy.	Elements V. tual Lab - http://www.glencoe.com/sites/comm_assets/science/v_tual_lab/1209/20.html		Atom Subatomic particles Electron Proton Neutron	
			Un t 2 The Chemistry of Life Lesson 2 Chemical Bonds	BIO.A.2.2.2. Describe how biological macromolecules form from monomers.	What are the different types of chemical bonds?	Distinguish between atoms. Distinguish between a covalent bond and an ionic bond. Distinguish between atoms. Distinguish between a hydrogen bond and an ionic bond. Explain how matter tends toward a state of lower energy.			Ionic bond Covalent bond Hydrogen bond	
			Un t 2 The Chemistry of Life Lesson 3 Carbon and Life	BIO.A.2.2.1. Explain how carbon is uniquely suited to form biological macromolecules.	What makes carbon so important to living things?	Describe the importance of carbon and carbon compounds to living things. Describe the role of carbohydrates, proteins, lipids, nucleic acids, and water to living things. Recognize that carbon compounds contain carbon and that carbon atoms are the building blocks of molecules essential to life. Recognize that carbon is able to combine with other atoms to make a unique structure.	2.03 Quiz		Carbon	
			Un t 2 The Chemistry of Life Lesson 4 Organic Compounds and Trace Elements		What are trace elements?	Explain that living cells are composed of a small number of key chemical elements. Understand the characteristics of organic compounds. Recognize that trace elements are found within some organic compounds.				
			Un t 2 The Chemistry of Life Lesson 5 Ions and Living Things		What is an ion and what is an example of an anion or a cation?	Recognize that ions are present in living things. Understand that ions play important roles in living things. Recognize some key ions common to most cells.			K ⁺ Na ⁺	
			Un t 2 The Chemistry of Life Lesson 6 Useful Chemicals in Living Things		How do chemical catalysts help living things live, grow and respond to the environment?	Understand that some chemical compounds in living things can benefit human health. Recognize various examples of natural compounds being used for human health. Understand that the loss of specific enzymes can result in human health benefits.			Adhesion Cohesion Surface tension Capillary action	
			Un t 2 The Chemistry of Life Lesson 7 Water	BIO.A.2.1.1. Describe the unique properties of water and how these properties support life on Earth (e.g., freezing point, high specific heat, cohesion).	Why does life rely on water? What are the special properties of water?	Describe the importance of water to living things. Describe the chemical nature of water. Describe how water is called the universal solvent and relate that to chemical reactions in a cell. Describe how living things use the unique properties of water to solve problems of getting and using energy, growing, reproducing, and maintaining their structure.	2.07 Quiz			
			Un t 2 The Chemistry of Life Lesson 8 Laboratory Identifying Biological Compounds 1	BIO.A.2.2.3. Compare the structure and function of carbohydrates, lipids, proteins, and nucleic acids in organisms.	How do laboratory tests for the 4 macromolecules in unknown samples?	Understand that various tests can be used to detect the presence of certain macromolecules. Expect to meet with your chemistry lab instructor to identify the presence or absence of macromolecules. Gather and analyze data.	2.08 Investigating Biological Compounds Lab		Carbohydrates Lipids Proteins Nucleic acids	
			Un t 2 The Chemistry of Life Lesson 10 Unit Test			Complete test study guide and Final/Concept Review Name.				

			<p>Un 12 The Chemistry of Life Lesson 11. M.d Unit Test</p> <p>Un 12 The Chemistry of Life Lesson 12. 5.mple Ca bohyd ates</p> <p>Un 12 The Chemistry of Life Lesson 13. Complex Ca bohyd ates</p> <p>Un 12 The Chemistry of Life Lesson 14. L.p ds</p> <p>Un 12 The Chemistry of Life Lesson 15. Am no Ac ds and P ote ns</p> <p>Un 12 The Chemistry of Life Lesson 16. Levels of P ote n St uct ure</p> <p>Un 12 The Chemistry of Life Lesson 17. P ote ns as Enzymes</p> <p>Un 12 The Chemistry of Life Lesson 18. Nucle c Ac ds</p> <p>Un 12 The Chemistry of Life Lesson 19. ATP</p> <p>Un 12 The Chemistry of Life Lesson 20. You Cho ce</p> <p>Un 12 The Chemistry of Life Lesson 21. Unit Test</p>	<p>Take m d unit test:</p> <p>Recognize that ca bohyd ates contain ca bon, hyd ogen, and oxygen. Expla n why ca bohyd ates function so well as chem cal ene gy. They are easily broken down into compounds that result in the format on of usable ene gy.</p> <p>Recognize that 5.mple ca bohyd ates are made of one o two suga molecules.</p> <p>Understand the roles of diffe ent complex ca bohyd ates. n l v ng o gan sms. Recognize the diffe ent types of complex ca bohyd ates. Understand that complex ca bohyd ates are made of many 5.mple ca bohyd ates linked together. Understand how complex ca bohyd ates can be used as ene gy sto age.</p> <p>Recognize the diffe ent types of L.p ds, fats, o l, phosphol p ds, ste o ds, and waxes. Understand the role that L.p ds play in l v ng o gan sms, such as ene gy sto age, chem cal message , and memb ane st uct ure. Understand how phosphol p ds form a boundary between the inside and the outside of a cell.</p> <p>Understand the st uct ure of am no ac ds and p ote ns. Recognize that a polypepde is a chain of am no ac ds. Recognize the importance of am no ac ds and p ote ns to l v ng th ng. Understand what makes up am no ac ds and p ote ns.</p> <p>Describe the primary, secondary, tertiary, and quaternary st uct ures of a p ote n. Recognize how each level of a p ote n's st uct ure influences its act v ty. Relate st uct ure to function using examples. Recognize how the 3.g stu ps of am no ac ds affect p ote n st uct ure.</p> <p>Understand the st uct ure of am no ac ds and p ote ns. Understand what makes up am no ac ds and p ote ns. Understand that enzymes are p ote ns that speed up chem cal react on s without being changed themselves. Understand how the environment may affect enzyme act v ty. Understand how enzymes lower the activation ene gy of a chem cal react on.</p> <p>Recognize that nucle c ac ds are mac omolecules with information on how to build and maintain an o gan sm. Understand the roles that DNA and RNA play in the body. Understand the st uct ure of m lta es and diffe ences between DNA and RNA.</p> <p>Understand that the ene gy sto ed in ATP bonds is the most common source of ene gy for p ocesses. Recognize how ATP is used and releases ene gy. Understand how the st uct ure of ATP consists of a phosphate group and a sugar phosphate group. Recognize some of the cellular p ocesses that require ATP.</p> <p>Complete test study guide and ClassConnect Review Game</p>	<p>2.11 M.d Unit Test</p> <p>2.17 Qu z Enzymes V. tual Lab - http://www.nhbc.com/b/osc/gpn/b/o/v_tual_lab/BL_11/BL_11.html</p> <p>2.19 Qu z</p>	<p>Biological mac omolecules</p> <p>Monome s</p> <p>Polyme s</p> <p>Ca bohyd ates</p> <p>Glucose</p> <p>Dehyd at on synthes s</p> <p>Biological mac omolecules</p> <p>Monome s</p> <p>Polyme s</p> <p>Ca bohyd ates</p> <p>Glucose</p> <p>Dehyd at on synthes s</p> <p>Biological mac omolecules</p> <p>Monome s</p> <p>Polyme s</p> <p>L.p ds</p> <p>Phosphol p d</p> <p>T glyce de</p> <p>Biological mac omolecules</p> <p>Monome s</p> <p>Polyme s</p> <p>L.p ds</p> <p>Phosphol d</p> <p>T glyce de</p> <p>Biological mac omolecules</p> <p>Monome s</p> <p>Polyme s</p> <p>Am no ac d</p> <p>P ote ns</p> <p>Catalyst</p> <p>Enzymes</p> <p>Hyd olys s</p> <p>Nucle c ac ds</p> <p>Nucleot des</p> <p>DNA</p> <p>RNA</p> <p>ADP/ATP</p> <p>Am no ac d</p> <p>Glucose</p> <p>O gan c molecule</p>		
3A. Cell Biology	All organisms are made of cells and can be characterized by common aspects of their structure and functioning.	How do organisms live, grow, respond to their environment, and reproduce?	<p>Un 13 Cell Biology Lesson 1. The Cell and Life</p> <p>Un 13 Cell Biology Lesson 2. Cell St uct ure</p> <p>Un 13 Cell Biology Lesson 3. Cell O gan eles</p> <p>Un 13 Cell Biology Lesson 4. Two Types of Cells</p> <p>Un 13 Cell Biology Lesson 5. Cell Memb ane St uct ure</p> <p>Un 13 Cell Biology Lesson 6. Pass ve T anspo t</p> <p>Un 13 Cell Biology Lesson 7. Movement Ac oss Memb anes</p> <p>Un 13 Cell Biology Lesson 8. Pass ve T anspo t</p> <p>Un 13 Cell Biology Lesson 9. Act ve T anspo t</p>	<p>What is a cell?</p> <p>What makes up a cell?</p> <p>What are cell o ganelles and what do they do?</p> <p>What are the diffe ences between p oka yot c and euka yot c cells?</p> <p>What is the cell memb ane made of?</p> <p>How do pa t cles move across the cell memb ane?</p> <p>How do pa t cles move across the cell memb ane without ene gy?</p> <p>How do pa t cles move across the cell memb ane with ene gy?</p>	<p>Understand that the cell is the basic unit of life. Some o gan sms are e cellula . O gan sms that are multi cellula gene ally have cells that perform spec alized functions. Explain that cells are the basic unit of st uct ure and function of all l v ng th ngs. Compare and contrast o gan sms that are unicellular and multicellular. Describe how, in multi cell o gan sms, cells are a arranged into tissues, tissues into o gan s, and o gan s into systems with many functions.</p> <p>Explain how cells were discovered and how the cell theory was developed. Draw a diagram of a cell and name each of its parts. Explain how most of the metabol c act v ty in a cell occurs in the cytoplasm.</p> <p>Recognize the major o ganelles in a plant and an animal cell and describe the function. Understand how the st uct ure of an o ganelle relates to the function of that o ganelle. Identify the parts of a cell where most chem cal react on s essential to life take place.</p> <p>Compare and contrast p oka yot c cells and euka yot c cells. Explain that p oka yot c cells do not contain a nucleolus o memb ane-bound o ganelle. Explain that in euka yot c cells, most of the DNA is located in the nucleus. Given examples, determine if the cell shown is a p oka yot o euka yot.</p> <p>Describe how cells are enclosed within a sem permeable memb ane that regulates the rate of act on with the outside ng. Describe the structure and act on of o gan sms face s exchanging materials and ene gy between themselves and the environment. Explain some of the ways that cells interact with the environment and why this rate of act on is critical for survival. Explain that nutrients, water, oxygen, carbon dioxide, and waste p oducts must leave and enter the cell through the cell memb ane. Describe the p ocesses of passive transport and active transport.</p> <p>Compare and contrast p oka yot c cells and euka yot c cells. Explain that p oka yot c cells do not contain a nucleolus o memb ane-bound o ganelles. Describe the relationship between active transport and passive transport. Compare and contrast osmosis and diffusion. Apply the concept of homeostasis to the p ocesses of osmosis and diffusion.</p> <p>Discuss the role of the cell memb ane in maintaining homeostasis. Describe how some p ocesses of active transport across memb anes.</p> <p>The Sodium-Potassium Pump in a Neuron - http://phet.colorado.edu/en/simulation/neuron</p>	<p>2.21 Unit 2 Test</p> <p>3.03 Qu z Cells and O ganelles V. tual Lab - http://www.glencoe.com/ls/tn/tn/mmon_sasstric/ency/tual_lab/ED8/ED8.html</p> <p>3.08 Qu z O flus on and Osmos s V. tual Lab - http://www.phschool.com/science/biology_place/labbench/lab1/concept3.html</p>	<p>Cells</p> <p>T issues</p> <p>O gan</p> <p>O gan systems</p> <p>Multi cellula</p> <p>Un cellula</p> <p>Cell wall</p> <p>Cell memb ane</p> <p>Endoplasm c et culum</p> <p>Golgi appa atus</p> <p>R bosome</p> <p>Lysosome</p> <p>Nucleolus</p> <p>M tocho nd r</p> <p>Chloroplast</p> <p>Cytoplasm</p> <p>Cytoskeleton</p> <p>Euka yote</p> <p>P oka yote</p> <p>Phosphol p d b laye</p> <p>Sem permeable</p> <p>Pass ve t anspo t</p> <p>D flus on</p> <p>Osmos s</p> <p>Fac l tated d flus on</p> <p>Act ve t anspo t</p> <p>Sod um-potass um pump</p> <p>Endocytos s</p> <p>Exocytos s</p> <p>Ca e p ote n</p> <p>Concentrat on D flus on</p> <p>Endocytos s</p> <p>Exocytos s</p> <p>Fac l tated d flus on</p> <p>G ad ent lmped meable</p> <p>Osmos s</p> <p>Pass ve t anspo t</p> <p>Permeable</p> <p>Plasma/Cell memb ane</p> <p>Pumps (on/molecula)</p> <p>Act ve t anspo t</p>	

Unit 3 Cell Biology Lesson 20: Laboratory Determining the Rate of Diffusion	BIO.A.4.1.2 Compare the mechanisms that transport materials across the plasma membrane (i.e., passive transport—diffusion, osmosis, facilitated diffusion and active transport—pumps, endocytosis, exocytosis).	How fast do slow do particles move across the cell membrane?	Understand how the process of diffusion occurs. Apply the concept of homeostasis to the process of diffusion. Understand how the surface area-to-volume ratio of a cell affects diffusion of materials into that cell. Conduct an experiment and gather and analyze data.	3.10 Rate of Diffusion Lab		Diffusion Osmosis
Unit 3 Cell Biology Lesson 21: You, Choce			Complete test study guide and ClassConnect Review Game	Take m d-un t test	3.13 M d-Un t Test	
Unit 3 Cell Biology Lesson 24: Glycolysis	BIO.A.3.2.1 Compare the basic transport of energy during photosynthesis and cellular respiration.	What is aerobic cell respiration? How does it make energy for a cell?	Describe cellular respiration. Explain that cellular respiration uses oxygen and carbon dioxide and water as reactants. Explain the function of glycolysis and fermentation. Understand that fermentation does not use oxygen and does not break down glucose as completely as cellular respiration, and the electron transport chain does not use much of the chemical energy in glucose.			Aerobic Anaerobic Cellular respiration Glycolysis Mitochondria
Unit 3 Cell Biology Lesson 25: The Krebs Cycle	BIO.A.3.2.1 Compare the basic transport of energy during photosynthesis and cellular respiration.	What is aerobic cell respiration? How does it make energy for a cell?	Explain that organisms need energy to live. Some living organisms use sunlight for energy. Others get their energy from the food they eat. Explain that the mitochondria contain most of the metabolic equipment for cellular respiration. Interpret and explain the electron transport chain and discuss how the electron transport chain produces ATP for cellular energy.			Aerobic Cellular respiration Krebs cycle
Unit 3 Cell Biology Lesson 26: The Electron Transport Chain	BIO.A.3.2.1 Compare the basic transport of energy during photosynthesis and cellular respiration.	What is aerobic cell respiration? How does it make energy for a cell?	Interpret and explain the electron transport chain. Discuss how the electron transport chain is related to the production of ATP for cellular energy.			Aerobic Cellular respiration Electron transport chain
Unit 3 Cell Biology Lesson 27: Light and Photosynthesis	BIO.A.3.2.1 Compare the basic transport of energy during photosynthesis and cellular respiration.	What is photosynthesis? How does it use energy from the sun to make glucose?	Describe the structure of the chloroplast. Describe the function of the light-dependent reactions of photosynthesis. Interpret and explain the light-independent reactions of photosynthesis. Define photosynthesis as the process by which plants convert solar energy to chemical energy in the form of glucose.	3.17 Quiz Colorado Light Virtual Lab - http://www.glencoe.com/sites/dmm_assets/science/virtual_labs/L12/L12.html		Carbon-based molecule Photosynthesis Chloroplast Hydrocarbons Photosynthesis Glucose
Unit 3 Cell Biology Lesson 28: Photosynthesis and Glucose	BIO.A.3.2.1 Compare the basic transport of energy during photosynthesis and cellular respiration.	What is photosynthesis? How does it use energy from the sun to make glucose?	Describe the role of the chloroplast in producing energy for cellular growth, development, and repair. Interpret and explain the light-independent reactions of photosynthesis. Describe the function of the light-independent reactions of photosynthesis.	Light dependent and Light independent Reactions	http://www.glencoe.com/sites/dmm_assets/science/virtual_labs/L12/L12.html	Photosynthesis Glucose
Unit 3 Cell Biology Lesson 29: Chemical Energy and Life	BIO.A.3.2.1 Compare the basic transport of energy during photosynthesis and cellular respiration.	What is cellular respiration? How does it use energy from the sun to make glucose?	Describe how living organisms convert some forms of energy into the chemical energy of those compounds that support life. Understand that living organisms need energy to live. Explain that some living organisms use sunlight for energy, while others get energy from consuming other life forms. Explain that living organisms convert some forms of energy into the chemical energy of those compounds that support life.	Energy-consuming Energy-releasing		Energy-consuming Energy-releasing
Unit 3 Cell Biology Lesson 30: Respiration and Photosynthesis	BIO.A.3.2.1 Compare the basic transport of energy during photosynthesis and cellular respiration.	How are cellular respiration and photosynthesis related?	Discuss the relationship between cellular respiration and photosynthesis. Describe what products cellular respiration and photosynthesis use and release. Explain that the chemical energy that is gathered from glucose during cellular respiration is used to synthesize ATP in the cell. Explain how the chemical bonds of glucose are broken during processes that use oxygen and do not use oxygen.	3.20 Quiz		Cellular respiration Photosynthesis
Unit 3 Cell Biology Lesson 23: Reproduction and Development	BIO.B.1.1.1 Describe the events that occur during the cell cycle: interphase, nuclear division (mitosis or meiosis), cytokinesis.	What types of cells need to duplicate?	Explain the structure and function of an organism to grow and develop. Understand that mitosis and meiosis are two processes that help with growth and development. Describe and explain to show how a chromosome forms from the winding of DNA. Discuss the relationship between chromosomes and genes. Explain that reproduction is the process by which an organism produces offspring that are genetically similar to the parent. Explain that the process of reproduction is essential for the continuation of a species and creates variety in a population.			Haploid Diploid
Unit 3 Cell Biology Lesson 24: Mitosis	BIO.B.1.1.1 Describe the events that occur during the cell cycle: interphase, nuclear division (mitosis or meiosis), cytokinesis.	What is mitosis and what are its steps?	Describe mitosis and cytokinesis, and explain the function of spindle fibers. Understand that a cell's genetic material is divided during mitosis and forms two daughter cells. Explain that mitosis is used to produce identical copies of a cell. Explain that during mitosis, body cells replicate the nucleus in a process called mitosis.			Anaphase Cell cycle Cytokinesis Interphase Metaphase Mitosis Nuclear division Prophase
Unit 3 Cell Biology Lesson 25: Laboratory Observing Mitosis	BIO.B.1.1.1 Describe the events that occur during the cell cycle: interphase, nuclear division (mitosis or meiosis), cytokinesis.	What do the cells of an onion root tip look like?	Prepare and observe an onion root tip. Observe stages of mitosis in a prepared slide of an onion root tip.	3.25 Observing Mitosis Lab Discuss		Anaphase Cell cycle Cytokinesis Interphase Metaphase Mitosis Nuclear division Prophase
Unit 3 Cell Biology Lesson 26: Cell Differentiation		How and why do cells differentiate?	Explain that differentiation is the process by which cells become specialized. Understand that cell differentiation is necessary for cells to become specialized. Explain that without differentiation, all cells would be identical and the organism would not be able to function properly. Explain the importance of specialized cells for an organism. Describe the processes of cell division and differentiation.	3.26 Quiz		Cellular division Differentiation
Unit 3 Cell Biology Lesson 27: Cellular Specialization		How and why do cells specialize?	Recognize the hierarchical levels of organization, from cells to organisms. Explain that multicellular organisms have cells that are specialized to perform different functions. Explain that complex multicellular organisms are formed by the specialization and arrangement of differentiated cells.			
Unit 3 Cell Biology Lesson 28: Sexual Reproduction		What is the difference between haploid and diploid cells?	Explain how sexual reproduction allows organisms to produce genetically diverse offspring. Explain how two parents produce offspring that have unique combinations of genes inherited from both parents. Explain how two haploid gametes combine to form a diploid zygote, the original number of chromosomes is restored.			Haploid Diploid

			<p>Un 1.3 Cell Biology Lesson 29 Meiosis I</p> <p>BIO.B.1.1.1 Desc: be the events that occur during the cell cycle: interphase, nucleus division (i.e., mitosis or meiosis), cytokinesis.</p> <p>BIO.B.1.1.2 Compare the processes and outcomes of mitosis and meiosis in nucleus divisions.</p>	<p>What's meiosis I and what are its steps?</p>	<p>Interpret diagrams showing crossing over.</p> <p>Understand that meiosis is a process by which the genetic material in a cell is divided among gametes.</p> <p>Compare and contrast the function and process of cell division with the production of gametes (meiosis).</p> <p>Discuss how meiosis results in gametes that have half the genetic material of the body cell.</p> <p>Understand that meiosis is a process by which the genetic material in a cell is divided among gametes.</p>			<p>DNA Centrioles Chromatids Spindle Fibers</p>	
			<p>Un 1.3 Cell Biology Lesson 30 Meiosis II</p> <p>BIO.B.1.1.1 Desc: be the events that occur during the cell cycle: interphase, nucleus division (i.e., mitosis or meiosis), cytokinesis.</p> <p>BIO.B.1.1.2 Compare the processes and outcomes of mitosis and meiosis in nucleus divisions.</p>	<p>What's meiosis II and what are its steps?</p>	<p>Interpret diagrams showing crossing over.</p> <p>Compare and contrast the function and process of cell division with the production of gametes (meiosis).</p> <p>Discuss how meiosis results in gametes that have half the genetic material of the body cell.</p> <p>Understand that meiosis is a process by which the genetic material in a cell is divided among gametes.</p> <p>Explain how, in animals, the cells that form during meiosis differentiate to form gametes.</p>	3.30 Quiz		<p>Daughter cells Gametes Meiosis Parent cell</p>	
			<p>Un 1.3 Cell Biology Lesson 31 You, Cho-cho</p> <p>Un 1.3 Cell Biology Lesson 32 Unit Test</p>		<p>Complete test study guide and ClassConnect Review Game</p> <p>Take unit test</p>	3.32 Unit 3 Test			
<p>4A. Mendelian Genetics</p>	<p>Hereditarily refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.</p>	<p>How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?</p>	<p>Un 1.4 Mendelian Genetics Lesson 1 The Work of Gregor Mendel</p>	<p>Who's Gregor Mendel and what's he known for/discover?</p>	<p>Know the genetic basis for Mendel's laws of segregation and independent assortment.</p> <p>Explain that a unit of hereditary information is called a gene, and that genes may occur in different forms called alleles.</p> <p>Explain how the fundamental laws of inheritance began with the work of Gregor Mendel and have been modified since the 19th century.</p> <p>Discuss Mendel's experiments that led to the laws of segregation and independent assortment.</p> <p>Compare and contrast the concepts of dominant and recessive traits.</p>			<p>Gregor Mendel Law of segregation Law of independent assortment</p>	
			<p>Un 1.4 Mendelian Genetics Lesson 3 Mendelian Inheritance</p>	<p>How are genes passed from one generation to the next?</p>	<p>Know the genetic basis for Mendel's laws of segregation and independent assortment.</p> <p>Explain that a unit of hereditary information is called a gene, and that genes may occur in different forms called alleles.</p> <p>Explain how the fundamental laws of inheritance began with the work of Gregor Mendel and have been modified since the 19th century.</p> <p>Discuss Mendel's experiments that led to the laws of segregation and independent assortment.</p> <p>Compare and contrast the concepts of dominant and recessive traits.</p>	<p>Genetic Crosses Tutorial http://www.glencoe.com/teachers/genetics/genetics/09/09.html</p>		<p>Allele Chromosome DNA Dominant allele Recessive allele Gene Gene expression Genotype Trait Phenotype</p>	
			<p>Un 1.4 Mendelian Genetics Lesson 3 Mendelian Inheritance</p>	<p>How are genes passed from one generation to the next?</p>	<p>Discuss the predictable outcome of phenotypes in a genetic cross given the genotypes of the parents.</p> <p>Discuss the predictable outcome of phenotypes and genotypes in a genetic cross given the genotypes of the parents.</p>	<p>4.03 Genetic Crosses 1 Worksheet</p>			<p>Allele Chromosome DNA Dominant allele Recessive allele Gene Gene expression Genotype Trait</p>
			<p>Un 1.4 Mendelian Genetics Lesson 3 Mendelian Inheritance</p>	<p>How are genes passed from one generation to the next?</p>	<p>Discuss the predictable outcome of phenotypes in a genetic cross given the genotypes of the parents.</p> <p>Discuss the predictable outcome of phenotypes and genotypes in a genetic cross given the genotypes of the parents.</p>	<p>4.04 Genetic Crosses 2 Worksheet http://www.mhhe.com/biosci/genbio/v10/tutorials/35/35.html</p>			<p>Codominance Incomplete dominance Multiple alleles Polygenic Recessive</p>
			<p>Un 1.4 Mendelian Genetics Lesson 5 Pedigrees</p>	<p>What's a pedigree and how's it read?</p>	<p>Discuss the mode of inheritance that can be determined from a pedigree.</p>	<p>4.05 Quiz http://www.ck12.org/ClassConnect/Activity</p>			<p>Pedigree</p>
			<p>Un 1.4 Mendelian Genetics Lesson 7 Chromosomes and Genes</p>	<p>How are chromosomes and genes related?</p>	<p>Discuss the relationship between chromosomes and genes.</p> <p>Explain that genes consist of all aspects of a cell and are the vehicles by which genetic information is passed to the next generation.</p>			<p>Homologous chromosomes Genes</p>	
			<p>Un 1.4 Mendelian Genetics Lesson 8 Genes and Alleles</p>	<p>How are genes and alleles related?</p>	<p>Discuss the relationship between a gene and an allele.</p>			<p>Genes Alleles</p>	
			<p>Un 1.4 Mendelian Genetics Lesson 9 Genetic Variation</p>	<p>What's genetic variation and how does it come about?</p>	<p>Show how new combinations of genes result in genetic variation.</p> <p>Discuss how crossing over leads to genetic variability of phenotypes.</p>	<p>4.09 Quiz</p>			<p>Genetic variation Crossing over</p>
			<p>Un 1.4 Mendelian Genetics Lesson 10 Unit Test</p>		<p>Take unit test</p>	<p>4.10 Unit 4 Test</p>			
			<p>5A. Molecular Genetics</p>	<p>DNA molecules contain genetic information that is found in all cells. Genes are sections of DNA that code for proteins, which are important for cell functioning.</p>	<p>How do organisms live, grow, respond to their environment, and reproduce?</p>	<p>Un 1.5 Molecular Genetics Lesson 1 DNA, RNA, and Proteins</p>	<p>What's the difference between DNA, RNA and proteins?</p>	<p>Explain how the flow of genetic information can be summarized in the Central Dogma of Biology: DNA is transcribed into RNA, and RNA is translated into proteins.</p> <p>Know that the two main stages of protein production are transcription and translation.</p>	<p>5.01 Quiz</p>
<p>Un 1.5 Molecular Genetics Lesson 2 Structure of DNA</p>	<p>What's the structure of DNA?</p>	<p>Discuss what is meant by the genetic code, and explain its use in the relationship among living things.</p> <p>Explain that nucleic acids store information about how to build and run an organism.</p> <p>Understand that the two types of nucleic acids are DNA and RNA.</p> <p>Explain that nucleic acids are the primary tools for sending information to the next generation.</p> <p>Explain that DNA is a double-stranded molecule that forms a double helix.</p> <p>Understand that nitrogenous bases form one strand and DNA bonds to bases on the other strand in a very specific way.</p>				<p>5.02 Quiz</p>		<p>Nucleotides Complementary base pairing Adenine Guanine Cytosine Thymine Double helix</p>	
<p>Un 1.5 Molecular Genetics Lesson 3 Structures of RNA</p>	<p>What's the structure of RNA?</p>	<p>Explain that nucleic acids store information about how to build and run an organism.</p> <p>Understand that the two types of nucleic acids are DNA and RNA.</p> <p>Explain that the main differences between DNA and RNA.</p> <p>Explain that most types of RNA exist as single-stranded molecules.</p> <p>Relate the structure of RNA to its function.</p>				<p>5.03 Quiz</p>		<p>Nucleotides Complementary base pairing Adenine Guanine Cytosine Uracil Single helix</p>	
<p>Un 1.5 Molecular Genetics Lesson 4 DNA Replication</p>	<p>How does DNA replicate?</p>	<p>Discuss how the way DNA replicates is the basis for inheritance.</p> <p>Explain that when DNA replicates, the two strands separate and each acts as a template for a new strand.</p> <p>Apply base pairing rules to explain a process by which DNA is copied during replication.</p>				<p>5.04 Quiz</p>		<p>Nucleotides Complementary base pairing Adenine Guanine Cytosine Thymine Double helix Phosphates</p>	
<p>Un 1.5 Molecular Genetics Lesson 5 Transcription</p>	<p>What's the process of DNA transcription?</p>	<p>Discuss the process of DNA transcription to RNA.</p> <p>Apply base pairing rules to explain a process by which RNA is synthesized.</p>				<p>5.05 Quiz http://www.glencoe.com/teachers/genetics/genetics/09/09.html</p>			<p>Transcription DNA mRNA</p>

			Un 15 Molecula Genet cs Lesson 6 Labo ato y Modell ng DNA	IO.B.2.2.1 Desc: be how the p ocesses of t ansic pt on and t ansiat on a s e m la n all o gan sms.	What s the st vct u e of DNA?	Deete m ne the accu ate pa ng of t e egeous bases. Const uct a model of DNA.	5.06 Modell ng DNA Lab		Nucleot des Complem eta y base pa ng Aden ne Guan ne Thyne
			Un 15 Molecula Genet cs Lesson 8 DNA Makes RNA	IO.B.2.2.1 Desc: be how the p ocesses of t ansic pt on and t ansiat on a s e m la n all o gan sms.	What happens afte t ansic pt on?	Desc: be the elat onsh p between the d file ent types of RNA, and expl n the funct on and mpo tance of each one. Desc: be the p ocess by wh ch RNA m g ates out of the nucleus to the bosomes.	5.08 Qu z		mRNA, sRNA, RNA
			Un 15 Molecula Genet cs Lesson 9 RNA Makes P ote n	IO.B.2.2.1 Desc: be how the p ocesses of t ansic pt on and t ansiat on a s e m la n all o gan sms.	What s the p ocess of t ansiat on nto p ote ns?	Unde stand the gene al pathway by wh ch bosomes syntheze p ote ns. Inte p et a d ag am of p ote n synthe s.	5.09 Qu z		T ansiat on mRNA, sRNA, RNA
			Un 15 Molecula Genet cs Lesson 10 The Genet c Code	BIO.B.2.1.2 Desc: be p ocesses that can a e compo t con o numbe of ch omossoms (e.g., o ss ng ove, nond s und on, dupl cat on, t ansic at on, delet on, nse t on, and nve s on). BIO.B.2.3.1 Desc: be how genet c mutat on alte the DNA sequence and may o may not affect phenotpe (e.g., lent, nonsense, f ame sh ft).	How s the genet c code used?	Use the genet c code to deete m ne a sequence of am no ac ds f om a sequence of mRNA codons. Desc: be and summa ze how the sequence of bases of DNA s the key to p ote n synthe s.	5.10 Qu z		Cent al dogma Genet c code
			Un 15 Molecula Genet cs Lesson 11 You, Cho ce			Complete test study ga de and ClassConnect Rev ew Game			
			Un 15 Molecula Genet cs Lesson 12 You, Cho ce			Take un t test	5.12 Un t S Test		
Semester A Review and Test	Take semester final assessment		Un 15 Molecula Genet cs Lesson 13 You, Cho ce			Complete final test study ga de			
			Un 16 Semeste Rev ew and Test			Take final test	6.04 Semeste Test		
1B. Gene Expression	DNA molecules contain genetic information that is found in all cells. Genes are sections of DNA that code for proteins, which are important for cell functioning.	How do organisms live, grow, respond to their environment, and reproduce?	Un 11 Gene Exp ess Lesson 1 Semeste Int oduct on		What w ll Semeste 2 of b ology class ndude?	Complete the Semeste Int oduct on. Complete the Semeste Int oduct on student act v ty.			
			Un 11 Gene Exp ess Lesson 2 P ote ns Exp ess DNA	BIO.B.2.2.2 Desc: be the ole of bosomes, endoplasm c et culum, Golg appa atus, and the nucleus n the p oduct on of spec f types of p ote ns.	How do genes cont of the exp ess on of p ote ns?	Desc: be how genes cont ol a l aspects of ce ll fe. State that genes a e the vch cle by wh ch genet c info mat on passed to the next gene at on. Expl n how gene exp ess on affects the development of cells.	1.02 Qu z		Gene exp ess on Genet c nfo mat on
			Un 11 Gene Exp ess Lesson 3 How P ote ns Wo k	BIO.B.2.2.2 Desc: be the ole of bosomes, endoplasm c et culum, Golg appa atus, and the nucleus n the p oduct on of spec f types of p ote ns.	How a e p ote ns espone ble fo much of the act on and st vct u e of l v ng th ngs?	Expl n how p ote ns a e espone ble fo much of the act on and st vct u e of l v ng th ngs.	1.03 Qu z		P ote ns
			Un 11 Gene Exp ess Lesson 4 Gene Exp ess on 1	BIO.B.2.2.2 Desc: be the ole of bosomes, endoplasm c et culum, Golg appa atus, and the nucleus n the p oduct on of spec f types of p ote ns.	How do genes cont of the exp ess on of p ote ns?	Expl n how p ote ns a e espone ble fo much of the act on and st vct u e of l v ng th ngs. Expl n how t ansic pt on can egulate gene exp ess on. Def ne gene exp ess on, and scuss ts mpo tance n cell development and the fe of an o gan sm. Desc: be how cell spec at on n mult cell o gan sms s often the result of gene exp ess on, other than d file enes n the genes themselves.			Gene exp ess on Cell spec at on
			Un 11 Gene Exp ess Lesson 5 Gene Exp ess on 2	BIO.B.2.2.2 Desc: be the ole of bosomes, endoplasm c et culum, Golg appa atus, and the nucleus n the p oduct on of spec f types of p ote ns.	How do genes cont of the exp ess on of p ote ns?	Show how each po nt along the pathway of DNA to RNA to p ote ns s a potent al po nt of cont of gene exp ess on, at wh ch t can be med on o off. Desc: be ways n wh ch genes a e tu ned on and off du ng cell d file ent at on. Inte p et a d ag am show ng the p ocess of tu n ng genes on and off.	1.05 Qu z		Gene exp ess on Cell spec at on
			Un 11 Gene Exp ess Lesson 6 B otechnology	BIO.B.2.4.1 Expl n how genet c eng nee ng has impacted the f elds of med c ne, fo ens cs, and ag culcu e (e.g., select ve b eed ng, gene spl c ng, clon ng, genet cally mod f ed o gan sms, gene the spt).	What s ecom nant DNA and how s t used n b otechnology?	Expl n how DNA technology s used to const uct ecom nant DNA molecules. Expl n how DNA can be use ted nto the ce ls of othe o gan sms to a e the p ote n p oduct on.	1.06 Qu z		B otechnology Recomb nant DNA
			Un 11 Gene Exp ess Lesson 7 Genet c Eng nee ng	BIO.B.2.4.1 Expl n how genet c eng nee ng has impacted the f elds of med c ne, fo ens cs, and ag culcu e (e.g., select ve b eed ng, gene spl c ng, clon ng, genet cally mod f ed o gan sms, gene the spt).	What s genet c eng nee ng and how s t used n b omed cal and ag culcu e?	Unde stand how genet c eng nee ng (b otechnology) s used to p oduce novel b omed cal and ag culcu al p oducts. C te examples of p oducts n the mode n we l d that a e the result of the techn cal man pult on of DNA.	Human Genome P oject V deo - https://www.youtube.com/watch?v=4KQZDQyq04		B otechnology Genet c eng nee ng
			Un 11 Gene Exp ess on 8, 10, 11			Take un t test	1.08 Un t Test		
2B. Evolution	Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.	How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?	Un 12 Evolut on Lesson 3 Evolut on and B ology	HS-LS4-4.Bornst uct an explan on based on ev dence fo how natu al select on leads to adaptat on of populat ons.	What s an adaptat on? What can t do to a populat on?	Recogn ze that an adaptat on s a cha acte st c that helps an o gan sm su v ve and ep oduce n t s env onment. Recogn ze that evolut on s def med as change ove t me.	2.01 Qu z		Adaptat on Evolut on
			Un 12 Evolut on Lesson 2 Evolut on and Populat on	BIO.B.3.1.3 Expl n how genet c mutat on may esu t n genotyp c and phenotyp c va at on s w th n a populat on.	What s evolut on?	Expl n that evolut on s the genet c change n a populat on ove t me. Expl n that a populat on s a spat ally connected, nte b eed ng oup belong ng to the same sp es. Unde stand that all of the alleles w th n the genes of a populat on make up the gene pool.	2.02 Qu z		Evolut on Ext nct on
			Un 12 Evolut on Lesson 3 Va at on n Populat on	BIO.B.3.1.3 Expl n how genet c mutat on may esu t n genotyp c and phenotyp c va at on s w th n a populat on. BIO.B.3.1.1 Expl n how natu al select on can mpact allele f equenc es of a populat on.	How does va at on lead to evolut on?	Expl n the sou ce of va ab l ty of t s n a populat on, such as mutat on and ecom nant on. Desc: be the ove all dea of natu al select on as the mechans m fo evolut on. Expl n the the ee th ngs that must be p esent fo natu al select on to occu he tab l ty, va ab l ty, and d file ent al ep oduct ve success.	2.03 Qu z		C oss ng ove Delet on Dupl cat on lss e ton lme s on Nond nant on T ansic at on Va at on Ch omosomal mutat on F ame sh ft mutat on Mutat on
			Un 12 Evolut on Lesson 4 Types of Natu al Select on	BIO.B.3.1.1 Expl n how natu al select on can mpact allele f equenc es of a populat on.	What s natu al select on and how does t lead to evolut on?	Desc: be some of the d file ent p ocesses of select on d ect onal, stab l ng, and s vpt ve. Demonst ate how to nte p et g aphs of the d file ent p ocesses of select on. Expl n how evolut on can esult f om natu al select on, genet c d f t, mutat on, o m g at on.	Natu al Select on V tu al Lab - http://www.glencoe.com/s tes/co mmon_assets/sc ence/v tu al_labs /LS04/LS04.html		Compt t on Natu al select on D ect onal Stab l ng Dupl cat on Genet c d f t Mutat on M g at on
			Un 12 Evolut on Lesson 5 H sto y of Evolut on Thought	BIO.B.3.2.1 Inte p et ev dence suppo t ng the theo y of evolut on (e.g., foss l, anatom cal, phys olog cal, emb yolog cal, b ochem cal, and un ve sal genet c code).	Who s Cha les Da w n and what s he known fo d sce ng?	Use a h sto cal example to expl n how new deas a e developed. Expl n how Cha les Da w n p esented an extns ve and comp ehens ve body of ev dence fo evolut on of sp es by natu al select on.	2.05 Qu z		Cha les Da w n Theo y of Evolut on
			Un 12 Evolut on Lesson 6 Ev dence fo Evolut on 1	BIO.B.3.2.1 Inte p et ev dence suppo t ng the theo y of evolut on (e.g., foss l, anatom cal, phys olog cal, emb yolog cal, b ochem cal, and un ve sal genet c code).	What a e some ev dence fo evolut on?	D scuss at least f ve l nes of ev dence that evolut on has occu ed and s occu ng on ea th. Desc: be how ev dence f om homology suppo t the dea of evolut on. Desc: be how ev dence f om compa at ve emb yology suppo t the dea of evolut on. Desc: be how ev dence f om vest g al st vct u s suppo t the dea of evolut on.	2.06 Qu z		Analogous st vct u es Emb yology Homologous st vct u es Molecula level Vest g al st vct u es
			Un 12 Evolut on Lesson 7 Ev dence fo Evolut on 2	BIO.B.3.2.1 Inte p et ev dence suppo t ng the theo y of evolut on (e.g., foss l, anatom cal, phys olog cal, emb yolog cal, b ochem cal, and un ve sal genet c code).	What a e some ev dence fo evolut on?	D scuss at least f ve l nes of ev dence that evolut on has occu ed and s occu ng on ea th. Desc: be how ev dence f om compa at ve DNA stud es suppo t the dea of evolut on.	2.07 Qu z		Analogous st vct u es Emb yology Homologous st vct u es Molecula level Vest g al st vct u es

			<p>Un 1.2 Evolution Lesson 8: Evolution and Fa th H sto y</p> <p>BIO.B.3.2.1. Inter p et ev ence suppo t ng the theo y of evol on (.e., fossi anatomi cal, physiol ogi cal, emb yolog cal, behavi cal, and un ve sal genet c code).</p> <p>What a e some ev ence fo evol on of the ea th?</p>		<p>Expla n how the fossi l reco d p se ves info mat on about the st rct ure of o gan sms f om the past and that fossi ls p ovide info mat on about the ch anging cal d e: n wh ch o gan sms l ved.</p> <p>Expla n how ad oact ve dat ng ves absolute dates of fossi ls.</p>	<p>How the Ea th Was Made Documenta y - https://www.youtube.com/watch?v=y823711u2E</p>		<p>Fossi l Cont ental d ft</p>
			<p>Un 1.2 Evolution Lesson 9: Labo ato y The P ocess of Natu al Select on 1</p> <p>BIO.B.3.1.1. Expla n how natu al select on can impact allel f equen es of a popul on.</p> <p>What s natu al select on and how does t lead to evol on?</p>		<p>Demonst ate that natu al select on s the d ff ences of su v val ates and ep oduct on of membe s of a popul on w th pa t o ula va at on s of an nhe table t a t.</p> <p>Unde stand that natu al select on results n d ff ences of su v val ates and ep oduct on of membe s of a popul on w th va at on s of an nhe table t a t.</p> <p>Unde stand that unde natu al select on p essu es, genes a e passed on to the next gene at on n numbe s that a e not the same as n the o g n l popul on.</p>	<p>D scuss P ocess of Natu al Select on</p>	<p>Compet t on Natu al select on D et c onal Stab t ng D s t ng ve Genet c d ft Mutat on M g at on</p>	
			<p>Un 1.2 Evolution Lesson 11: Genet c Bas s of Evolut on</p> <p>BIO.B.3.1.2. Desc: be the facto s that can cont bute to the development of new spec es (e.g., solat ng mechan sms, genet c d ft, founde effect, m g at on).</p> <p>How s the Ha dy We nbe g equat on used to calculate evol on n a popul on?</p>		<p>State the b olog cal gn f cance of th th n the Ha dy We nbe g equ l b um.</p> <p>Expla n the fundamental dea that changes n allel f equen es n a popul on lead to evol on o a change ove t me.</p> <p>Expla n that the Ha dy We nbe g o ncl ple s a mathemat cal model fo: how alleles n a sexually ep odu ng popul on would ema n constant ove gene at on unless affected by o cesses othe than sexual recomb nat on.</p> <p>Recogn ze that lethal alleles ca ed by hete oygotes can be ma nta ned n the gene pool.</p>	<p>Natu al Select on and Allel c F equen es v tu al Lab - http://www.mhhe.com/b coe/gm h oylv tu al_lab06_11/06_11.html</p>	<p>Founde effect Genet c d ft M g at on Mutat on Natu al/Human d st bu nces Natu al select on</p>	
			<p>Un 1.2 Evolution Lesson 12: The Ha dy We nbe g Equat on</p> <p>BIO.B.3.1.2. Desc: be the facto s that can cont bute to the development of new spec es (e.g., solat ng mechan sms, genet c d ft, founde effect, m g at on).</p> <p>How s the Ha dy We nbe g equat on used to calculate evol on n a popul on?</p>		<p>Solve the Ha dy We nbe g equat on n ve ou scen os.</p> <p>Expla n the s gn f cance of genet c d ft.</p>	<p>Kahn Academy Ha dy We nbe g P act ce - https://www.khanacademy.org/science/biology/the-few-ed-y-and-h</p>	<p>P o bab t y Ha dy We nbe g equat on A allel f equen cy</p>	
			<p>Un 1.2 Evolution Lesson 13: Geog aph c Isolat on</p> <p>BIO.B.3.1.2. Desc: be the facto s that can cont bute to the development of new spec es (e.g., solat ng mechan sms, genet c d ft, founde effect, m g at on).</p> <p>What s geog aph c isolat on and how does t ev ence fo evol on?</p>		<p>Desc: be the p ocess of geog aph c isolat on.</p>	<p>2.13 Qu z</p>	<p>Geog aph c isolat on</p>	
			<p>Un 1.2 Evolution Lesson 14: Genet c Isolat on</p> <p>BIO.B.3.1.2. Desc: be the facto s that can cont bute to the development of new spec es (e.g., solat ng mechan sms, genet c d ft, founde effect, m g at on).</p> <p>What s spec at on and how does t take place?</p>		<p>Expla n what s meant by spec at on and desc: be how t takes place.</p>	<p>2.14 Qu z</p>	<p>Spec at on</p>	
			<p>Un 1.2 Evolution Lesson 15: You Cho ce</p> <p>Un 1.2 Evolution Lesson 16: Un t Test</p>		<p>Complete test study gu de and ClassConnect Rev ew Game</p> <p>Take un t test</p>	<p>2.16 Un t Test</p>		
5B. Ecology and the Environment	Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and the physical environment.	How and why do organisms interact with their environment and what are the effects of these interactions?	<p>Un 1.5 Ecology and the Env onment Lesson 1: Ind v duals and Populat ons</p> <p>BIO.B.4.1.1. Desc: be the levels of ecolog cal o gan zat on (.e., o gan sm, popul on, commun ty, ecosystem, b ome, and b osphe e).</p> <p>What a e the levels of ecolog cal o gan zat on? What def nes a popul on?</p>	<p>Recogn ze that the env onment has non l v ng pa ts such as space, weathe r, cl mate, sun ght, nut ents, gases, and wate n add t on to l v ng pa ts, ncl ng all o gan sms n ng the e.</p> <p>Ident y the elat onsh ps among o gan sms w th n popul on s, commun tes, ecosystems, and b omes.</p> <p>Expla n that nd v duals ex st n popul on s.</p> <p>Unde stand that popul on s ow exponent al unless a l m t ng facto rite venes.</p> <p>State how changes n popul on s ze effect the ates of b th, mm g at on, em g at on, and death.</p> <p>Expla n that nd v duals nte act w th the l v ng and non l v ng env onments.</p>	<p>5.01 Qu z</p>		<p>O gan sm Populat on Commun ty Ecosystem B ome B osphe e</p>	
			<p>Un 1.5 Ecology and the Env onment Lesson 2: Commun tes</p> <p>BIO.B.4.1.1. Desc: be the levels of ecolog cal o gan zat on (.e., o gan sm, popul on, commun ty, ecosystem, b ome, and b osphe e).</p> <p>What s a commun ty and whe e does t fall n the levels of ecology?</p>	<p>Ident y the elat onsh ps among o gan sms w th n popul on s, commun tes, ecosystems, and b omes.</p> <p>Expla n that nd v duals ex st n popul on s.</p> <p>Unde stand that popul on s ow exponent al unless a l m t ng facto rite venes.</p> <p>State how changes n popul on s ze effect the ates of b th, mm g at on, em g at on, and death.</p> <p>Expla n that nd v duals nte act w th the l v ng and non l v ng env onments.</p>	<p>5.02 Qu z</p>		<p>Populat on Commun ty Ecosystems</p>	
			<p>Un 1.5 Ecology and the Env onment Lesson 3: Ecosystems</p> <p>BIO.B.4.1.1. Desc: be the levels of ecolog cal o gan zat on (.e., o gan sm, popul on, commun ty, ecosystem, b ome, and b osphe e).</p> <p>BIO.B.4.1.2. Desc: be the facto s that cont bute to the development of aquat c and te est al ecosystems.</p> <p>What def nes an ecosystem?</p>	<p>Ident y the elat onsh ps among o gan sms w th n popul on s, commun tes, ecosystems, and b omes.</p> <p>Unde stand that an ecosystem can be def ned and desc: bed n many fo ms and may va y n ze.</p> <p>Ge ve examples of the natu al wo ld, and be able to dete m ne va o us types of ecosystems.</p>	<p>5.03 Qu z</p> <p>D scuss Ecosystems n You Wo ld</p>		<p>Ab o c B o t c Commun ty Ecosystems Habi tat N che Symb os s</p>	
			<p>Un 1.5 Ecology and the Env onment Lesson 4: Ecosystem Stab t y</p> <p>BIO.B.4.1.2. Desc: be the facto s that cont bute to the development of aquat c and te est al ecosystems.</p> <p>BIO.B.4.2.2. Desc: be b o t c nte act on n an ecosystem (e.g., compet on, p edat on, symb os s).</p> <p>What makes an ecosystem stable o unstab le?</p>	<p>D scuss the mpo tance of ecosystem stab t y.</p> <p>C te examples of ecosystems that have become unstab le, and desc: be what has happened to those ecosystems.</p>	<p>5.04 Qu z</p>		<p>Ca y ng capact y Dens ty depende Dens ty Independent Ecosystem L n t re facto s Resou ce ava lab t y</p>	
			<p>Un 1.5 Ecology and the Env onment Lesson 5: B omes</p> <p>BIO.B.4.1.1. Desc: be the levels of ecolog cal o gan zat on (.e., o gan sm, popul on, commun ty, ecosystem, b ome, and b osphe e).</p> <p>What s a b ome and whe e does t fall n the levels of ecology?</p>	<p>Ident y the elat onsh ps among o gan sms w th n popul on s, commun tes, ecosystems, and b omes.</p> <p>Expla n that a b ome s a l ge geog aph c a e dominated by spec f c k nds of plants and an mals.</p> <p>Unde stand that the e a e many d ff ent aquat c and te est al b omes.</p> <p>Expla n that aquat c b omes occupy the l g est pa t of the wo ld.</p> <p>Ge ven photog aphs of natu al a eas, tell the name of the b ome, and desc: be the b ome s cha acte st c plants and an mals.</p>	<p>8 ome s v tu al Lab - http://www.glencoe.com/s tes/co mmon_assets/cen ce/v tu al_lab s/528/528.html</p>		<p>B ome s B osphe e</p>	
			<p>Un 1.5 Ecology and the Env onment Lesson 6: Bod ve s ty</p> <p>BIO.B.4.2.2. Desc: be b o t c nte act on n an ecosystem (e.g., compet on, p edat on, symb os s).</p> <p>What s bod ve s ty? What s tan nd cato of?</p>	<p>State that bod ve s ty s the total of d ff ent k nds of o gan sms n an ea.</p> <p>D scuss b olog cal d ve s ty as an nd cato of a healthy env onment.</p> <p>C te an example of past spec es ext nct on and how t affected ecosystems.</p>	<p>5.06 Qu z</p>		<p>Bod ve s ty Int aspect c compet t on nte aspect c compet t on P edat on Resou ce pa t t on ng</p>	
			<p>Un 1.5 Ecology and the Env onment Lesson 7: Ene gy Flow n Ecosystems</p> <p>BIO.B.4.2.1. Desc: be how ene gy flows th ough an ecosystem (e.g., food cha ns, food webs, ene gy py am ds).</p> <p>How does ene gy flow th ough an ecosystem?</p>	<p>Expla n how matte cy les and ene gy flows th ough the d ff ent levels of o gan zat on of l v ng systems (cells, o gan sms, and commun tes) and the env onment.</p> <p>Desc: be how matte and ene gy flow th ough the d ff ent levels of o gan zat on of l v ng systems.</p> <p>Expla n how ene gy flows th ough a l feed ng levels: p oduce s, p m t y consume s, seconda y consume s, and te t a y consume s.</p> <p>Desc: be how a l t oph c levels a subject to act on by decompose s and det vo es.</p> <p>D scuss how stab t y of p oduce s and decompose s s ab mpo tant pa t of an ecosystem.</p>	<p>5.07 Qu z</p>		<p>Consume Decompose s Food cha n/web P oduce T oph c levels</p>	
			<p>Un 1.5 Ecology and the Env onment Lesson 8: Food Cha ns and Food Webs</p> <p>BIO.B.4.2.1. Desc: be how ene gy flows th ough an ecosystem (e.g., food cha ns, food webs, ene gy py am ds).</p> <p>What s a food cha n and food web? How s a food cha n o food web nte p ede?</p>	<p>Desc: be a food cha n s a pathway along wh ch food s t ansfe ed f om one t oph c level to anothe.</p> <p>Expla n that when food cha n s a b ome, the elat onsh ps called a food web.</p> <p>Ge ven ene gy py am ds, expla n the changes n ene gy among d ff ent t oph c levels of an ecosystem.</p>	<p>The Amoeba S te 1 Expla n Food Webs and Ene gy Py am ds - https://www.youtube.com/watch?v=xvzgmeyv7</p>		<p>Consume Decompose s Food cha n/web P oduce Flow of ene gy T oph c levels</p>	
			<p>Un 1.5 Ecology and the Env onment Lesson 10: M d Un t Test</p>	<p>Complete test study gu de and ClassConnect Rev ew Game</p> <p>Take m d un t test</p>	<p>5.10 M d Un t Test</p>			

Identify Learning Targets				Evidence of Learning			Outline Instructional Practices			
K12 Unit	Big Ideas	K12 Lesson (In Sequence)	Standard (PA Core/National/PA Content)	Essent al Questions	Students will be able to	Summative Assessments (Assignments Quizzes & Tests)	Suggestions for Differentiated Activities Assignments and/or Modifications	Key Vocabulary	Resources Outside of OLS	
Orientation and Introduction to Online Learning in High School Unit 1A: The Study of Chemistry	Get oriented to online learning and the OLS.	0. orient on and int oduct on to Onl ne Lea n ng n gh Schol				Complete the ORN150 course - int oduct on to onl ne Lea n ng Atand mt oducto y l ve sss on and adv so lead p entat on				
	Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.	Unit 1. The Study of Chemistry Lesson 3. Semester 1	Unit 1. The Study of Chemistry Lesson 3. Semester 1	3.2.C.A3. MODELS Recognize and describe Dalton's atomic theory, Thomson's (the electron), Rutherford's (the nucleus), and Bohr's (planetary model of atom), and understand how each discovery leads to modern theory. CHEM A.1.1.1 Classify physical changes within a system in terms of matter and/or energy. CHEM A.1.1.4 Relate the physical properties of matter to its atomic molecular structure.	How is chemistry different from other areas of science?	Complete the Semester 1 introduction on student activity. Complete the Semester 1 introduction.				
		Unit 1. The Study of Chemistry Lesson 3. Matter and Energy	Unit 1. The Study of Chemistry Lesson 3. Matter and Energy	3.2.C.A3. Describe the three no real states of matter in terms of energy, particle motion, and phase transitions. CHEM A.1.1.1 Classify physical changes within a system in terms of matter and/or energy. CHEM A.1.1.4 Relate the physical properties of matter to its atomic molecular structure.	How do we define the state between physical and chemical change?	Discuss the importance of matter and energy to the study of chemistry. Define the states of matter and give examples of gases, liquids, and solids. Compare and contrast a physical change with a chemical change. Identify the role of energy in chemical and physical changes.	1.02.Qu.1			
		Unit 1. The Study of Chemistry Lesson 4.0 Issues: Matter and Energy	Unit 1. The Study of Chemistry Lesson 4.0 Issues: Matter and Energy	3.2.C.A3. Describe the three no real states of matter in terms of energy, particle motion, and phase transitions. CHEM A.1.1.1 Classify physical changes within a system in terms of matter and/or energy. CHEM A.1.1.4 Relate the physical properties of matter to its atomic molecular structure. Science Reading CC.9-10.C. Follow a complex multi-step procedure when carrying out experiments, taking measurements, or performing teacher tasks, attending to special cases or exceptions defined in the text. CC.9-10.S.1. Compare and contrast findings presented in a text to those from other sources (including the own experiments), noting when the findings support or contradict previous explanations or accounts. Science Writing CC.9-10.B.7. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical actions. Follow a concluding statement or section that follows a general statement or explanation or a problem (e.g., a technical report) on the significance of the topic. CC.9-10.S.8. Write arguments focused on discipline-specific content. Introduce precise claims, distinguish the claims from alternate rate or opposing claims, and evaluate an argument that establishes the claim based on the claims, counterclaims, reasons, and evidence. Develop claims and counterclaims by supplying data and evidence for each while recognizing the strengths and limitations of both claims and counterclaims. A discipline-specific application of formal logic that anticipates the audience's knowledge level and concerns.	How common is a chemical reaction?	Discuss some awareness of how chemistry is a part of everyday life. Tell other students in the chemistry course something about you.	1.04.D. Discuss on Matter and Energy			
		Unit 1. The Study of Chemistry Lesson 5. Pure Substances	Unit 1. The Study of Chemistry Lesson 5. Pure Substances	3.2.C.A1. Define the relationship between physical properties and chemical properties. 3.2.C.A2. Define the relationship between pure substances and mixtures. 3.2.C.A3. Describe the three no real states of matter in terms of energy, particle motion, and phase transitions. CHEM B.2.2 Apply the law of definite proportions to the classification of elements and compounds as pure substances. CHEM A.1.1.1 Classify physical changes within a system in terms of matter and/or energy. CHEM A.1.1.4 Relate the physical properties of matter to its atomic molecular structure. CHEM B.2.2 Apply the law of definite proportions to the classification of elements and compounds as pure substances.	How do we define the relationship between mixtures and pure substances?	Discuss the relationship between pure substances and mixtures. Define the term element and give some examples. Define the term compound and give some examples. Use chemical symbols and formulas. Discuss the relationship between elements, compounds, and mixtures.	1.05.Qu.1			
		Unit 1. The Study of Chemistry Lesson 6. Mixtures	Unit 1. The Study of Chemistry Lesson 6. Mixtures	3.2.C.A1. Define the relationship between physical properties and chemical properties. 3.2.C.A2. Define the relationship between pure substances and mixtures. 3.2.C.A3. Describe the three no real states of matter in terms of energy, particle motion, and phase transitions. CHEM B.2.2 Apply the law of definite proportions to the classification of elements and compounds as pure substances.	How do we define the relationship between mixtures and pure substances?	Discuss the relationship between pure substances and mixtures. Define the term homogeneous mixture of a homogeneous mixture. Define the term heterogeneous mixture. Define the term compound and give some examples.	1.06.Qu.1			
		Unit 1. The Study of Chemistry Lesson 7. Laboratory Paper Chromatography	Unit 1. The Study of Chemistry Lesson 7. Laboratory Paper Chromatography	3.2.C.A1. Define the relationship between physical properties and chemical properties. 3.2.C.A2. Define the relationship between pure substances and mixtures. 3.2.C.A3. Describe the three no real states of matter in terms of energy, particle motion, and phase transitions. Science Inquiry 1. Know that both direct and indirect observations are used to study the natural world and universe. For matters and/or energy explanations and models using logic and evidence. CHEM A.1.1.1 Classify physical changes within a system in terms of matter and/or energy. CHEM A.1.1.4 Relate the physical properties of matter to its atomic molecular structure. CHEM B.2.2 Apply the law of definite proportions to the classification of elements and compounds as pure substances.	How can we separate the mixture of two or more substances to determine whether a new substance is formed when matter is mixed?	Use paper chromatography to separate components of mixtures. Define the term band and the technique of chromatography.	1.07.Paper Chromatography Lab			
		Unit 1. The Study of Chemistry Lesson 8. Pure Substances	Unit 1. The Study of Chemistry Lesson 8. Pure Substances	3.2.C.A1. Define the relationship between physical properties and chemical properties. 3.2.C.A2. Define the relationship between pure substances and mixtures. 3.2.C.A3. Describe the three no real states of matter in terms of energy, particle motion, and phase transitions. Science Inquiry 1. Know that both direct and indirect observations are used to study the natural world and universe. For matters and/or energy explanations and models using logic and evidence. CHEM A.1.1.1 Classify physical changes within a system in terms of matter and/or energy. CHEM A.1.1.4 Relate the physical properties of matter to its atomic molecular structure. CHEM B.2.2 Apply the law of definite proportions to the classification of elements and compounds as pure substances.	How can we use the properties of substances to identify them?	Discuss the relationship between a substance's physical and chemical properties. Define the term. Define and give examples of physical properties of matter, including mass, volume, and density. Define and discuss the relationship between physical and chemical changes in matter.	1.09.Qu.1			
		Unit 1. The Study of Chemistry Lesson 9. Pure Substances	Unit 1. The Study of Chemistry Lesson 9. Pure Substances	3.2.C.A1. Define the relationship between physical properties and chemical properties. 3.2.C.A2. Define the relationship between pure substances and mixtures. 3.2.C.A3. Describe the three no real states of matter in terms of energy, particle motion, and phase transitions. CHEM A.1.1.1 Classify physical changes within a system in terms of matter and/or energy. CHEM A.1.1.4 Relate the physical properties of matter to its atomic molecular structure. CHEM B.2.2 Apply the law of definite proportions to the classification of elements and compounds as pure substances.	Complete test study guide and class discussion review activity.					
		Unit 1. The Study of Chemistry Lesson 10. You Choose! Review	Unit 1. The Study of Chemistry Lesson 10. You Choose! Review							
Measurements, data and calculations must be expressed in proper units and rounded to the correct number of significant figures.		Unit 1. The Study of Chemistry Lesson 11. M-D Unit Test	Unit 1. The Study of Chemistry Lesson 11. M-D Unit Test	3.2.C.A1. Define the relationship between physical properties and chemical properties. 3.2.C.A2. Define the relationship between pure substances and mixtures. 3.2.C.A3. Describe the three no real states of matter in terms of energy, particle motion, and phase transitions. CHEM A.1.1.1 Classify physical changes within a system in terms of matter and/or energy. CHEM A.1.1.4 Relate the physical properties of matter to its atomic molecular structure. CHEM B.2.2 Apply the law of definite proportions to the classification of elements and compounds as pure substances. Science Reading CC.9-10.C.10. Analyze the author's purpose in writing an explanation, description, or procedural text. Analyze the author's point of view or purpose in a text, defining the question on the author's tasks to add evidence. Science Writing CC.9-10.A.7. Use arguments focused on discipline-specific content. Introduce precise claims, distinguish the claims from alternate rate or opposing claims, and evaluate an argument that establishes the claim based on the claims, counterclaims, reasons, and evidence.	How are measurements used to describe the world?	Take minutes to test multiple-choice and short answer sections. Define the importance of chemistry to modern society. Identify the mass of a substance, the volume of a gas, the density of a substance, and the boiling point of a substance. Identify the role of energy in chemical and physical changes. Discuss the relationship between pure substances and mixtures. Define the term element and give some examples. Define the term compound and give some examples. Use chemical symbols and formulas. Define and discuss the relationship between physical and chemical changes in matter.	1.11.M-D Unit Test Pa 1 1.11.M-D Unit Test Pa 2			
		Unit 1. The Study of Chemistry Lesson 12. P-D Unit Test	Unit 1. The Study of Chemistry Lesson 12. P-D Unit Test	3.2.C.A1. Define the relationship between physical properties and chemical properties. 3.2.C.A2. Define the relationship between pure substances and mixtures. 3.2.C.A3. Describe the three no real states of matter in terms of energy, particle motion, and phase transitions. CHEM A.1.1.1 Classify physical changes within a system in terms of matter and/or energy. CHEM A.1.1.4 Relate the physical properties of matter to its atomic molecular structure. CHEM B.2.2 Apply the law of definite proportions to the classification of elements and compounds as pure substances. Science Inquiry 1. Know that both direct and indirect observations are used to study the natural world and universe. For matters and/or energy explanations and models using logic and evidence. CHEM A.1.1.1 Classify physical changes within a system in terms of matter and/or energy. CHEM A.1.1.4 Relate the physical properties of matter to its atomic molecular structure. CHEM B.2.2 Apply the law of definite proportions to the classification of elements and compounds as pure substances.	How are measurements used to describe the world?	Take minutes to test multiple-choice and short answer sections. Define the importance of chemistry to modern society. Identify the mass of a substance, the volume of a gas, the density of a substance, and the boiling point of a substance. Identify the role of energy in chemical and physical changes. Discuss the relationship between pure substances and mixtures. Define the term element and give some examples. Define the term compound and give some examples. Use chemical symbols and formulas. Define and discuss the relationship between physical and chemical changes in matter.	1.12.Qu.1			
		Unit 1. The Study of Chemistry Lesson 13. P-D Unit Test	Unit 1. The Study of Chemistry Lesson 13. P-D Unit Test	3.2.C.A1. Define the relationship between physical properties and chemical properties. 3.2.C.A2. Define the relationship between pure substances and mixtures. 3.2.C.A3. Describe the three no real states of matter in terms of energy, particle motion, and phase transitions. CHEM A.1.1.1 Classify physical changes within a system in terms of matter and/or energy. CHEM A.1.1.4 Relate the physical properties of matter to its atomic molecular structure. CHEM B.2.2 Apply the law of definite proportions to the classification of elements and compounds as pure substances.	How are measurements used to describe the world?	Take minutes to test multiple-choice and short answer sections. Define the importance of chemistry to modern society. Identify the mass of a substance, the volume of a gas, the density of a substance, and the boiling point of a substance. Identify the role of energy in chemical and physical changes. Discuss the relationship between pure substances and mixtures. Define the term element and give some examples. Define the term compound and give some examples. Use chemical symbols and formulas. Define and discuss the relationship between physical and chemical changes in matter.	1.13.Qu.1			

		<p>Unit 2: Atomic Structure Lesson 15: Unit Test</p> <p>3.2.10.A5. MODELS Desc: be the histo cal development of models of the atom and how they cont' d to rook n atom's theo y. 3.2.10.A5. MODELS: Recognize and desc. ect ion (Robert Rutherford), Thomson (the elect on), Rutherford (the nucleus), and Bohr (planets y model of atom), and understand how each score y leads to modern theo y. 3.2.10.A5. MODELS Desc: be Rutherford's "gold fo il" exper ment that led to the discove y of the nucleus. atom. Identify the major components: p, atoms, neut ons, and elect ons of the nucleus. atom and explain how they relate act. 3.2.C.A1. Explain the elat onsh p of an element's posit on on the pe od c table to its atom's number, on sat on ene gy, elect on negat vty, atom c r, and class fcat on of elements. 3.2.C.A2. Compare the elect on conf g at ons fo th f t twenty elements of the pe od c table. 3.2.C.A2. P ed ct p ope t ocs of elements us ng t ends of the pe od c table to its atom's number, on sat on ene gy, elect on negat vty, atom c r, and class fcat on of elements. 3.2.C.A2. Explain how light's absor bed o em ted by elect on o b tal em t on. Sc: enca Read ng CC.5.9.10.F. Analyze the autho's poe n o p ovr ng an explan on, desc. b ng a p ocoo e, o d scuss ng an exper ment n a text, def ng the quest on the autho seeks to add ess. Sc: enca W r ng CC.5.9.10.A. W r te's arguments focused on d p n spec f c content. I nt odoo p ac cla m's, d t ng n the cla m's f om alle nate o oppo ng cla ms, and c. sate an o g rat on that establ shes cla elat onsh ps among the cla m's, counte cla ms, essons, and ev dence.</p>	<p>Take unit test mu t ple cho ce and sho t answer sect on. Desc: be the cont' d o of Democ. Ios and John Dalton to the unde stand ng of the atom. Desc: be how the exper ments of J.J. Thomson and Robert Millikan helped dete m n the natu e of the elect on. Desc: be how the exper ments of Ernest Rutherford helped dete m n the natu e of the nucleus. Desc: be the act on of an atom and its subatom p c r. Desc: t ng n the mass number of an atom f om its atom c number. Desc: be the cha g's of an on and how these cha g's e dete m n. Use ng atoms, neut ons, and elect ons, analyze an atom's p c r c k a gement and cha g. Recognize and use symbols fo va ous ons. G: ve examples of isotopes. Calculate ave age atom c mass f om: isotope data fo a given sampl'd an element. Desc: be the concept of elect on o b tal's exp essed by the Bohr model of the atom. Explain how quantum mechan cs can help n unde stand ng the des of sc. ete elect on o b tal. Def ne valence elect on. Use p e d g ans that show d f'ent elect on conf g at ons n atoms. I t the max number of elect ons that can be n any given quantum ene gy level. P ed ct the elect on conf g at on fo a given atom. Desc: be the bas of the quantum atom and atom c spect a.</p>	<p>3.25 Unit 2 Test: Pa 1 3.25 Unit 2 Test: Pa 2</p>				
Unit 3A: The Periodic Table	Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. The periodic table orders elements in increasing number of protons and places those with similar chemical properties in columns.	<p>Unit 3: The Periodic Table Lesson 1: Atom's Number and the Periodic Table</p> <p>3.2.10.A1. P ed ct p ope t ocs of elements us ng t ends of the pe od c table. Identify p ope t ocs of matter that depend on sample s z: Explain n the on g p ope t ocs of water (pola ty, h gh bo ng po rt, fo ms hyd ogen bonds, h g spec f heat that support l f on ea th). 3.2.C.A1.1. Explain how the pe od c t y chem cal p ope t ocs led to the pe od c table.</p>	<p>How do the number of p otons affect an element's placement on the periodic table?</p>	<p>3.01 Qu 2</p> <p>Def ne p ope t ocs. Explain the histo cal discove y of scung patten s of p ope t ocs n the scung atom c mass.</p>				
		<p>Unit 3: The Periodic Table Lesson 2: The Periodic Table</p> <p>3.2.C.A1. Explain the elat onsh p of an element's posit on on the pe od c table to its atom's number, on sat on ene gy, elect on negat vty, atom c r, and class fcat on of elements. 3.2.C.A2. Compare the elect on conf g at ons fo th f t twenty elements of the pe od c table. Relate the posit on of an element on the pe od c table to its elect on conf g at on and compare t's elect vty to the elect vty of other elements n the table. CHEM.A.2.2. P ed ct the act on of an element's o an on based on t's locat on on the pe od c table (e.g., number of valence elect ons, posit on of bonds, elect vty).</p>	<p>How does the periodic table develop?</p>	<p>3.02 Qu 2</p> <p>Locate g ope and pe ods n the pe od c table. Locate p ope t ocs n the pe od c table. Explain that the elements n a g ope have s m l a phys cal and chem cal ope t ocs. Identify ep essent ve catgo es of elements n the pe od c table. Desc: be the pe od c table and t's sc ent f c mpo tance.</p>				
		<p>Unit 3: The Periodic Table Lesson 3: Trends within the Periodic Table</p> <p>3.2.10.A1. P ed ct p ope t ocs of elements us ng t ends of the pe od c table. 3.2.C.A1. Explain the elat onsh p of an element's posit on on the pe od c table to its atom's number, on sat on ene gy, elect on negat vty, atom c r, and class fcat on of elements. CHEM.A.2.2. Compare and/or p ed ct the p ope t ocs (e.g., elect on aff nty, on sat on ene gy, chem cal act vty, elect on negat vty, atom c r) of selected elements by us ng the locat on on the pe od c table and known trends.</p>	<p>How does the Periodic Table show groups and trends that explain the trends in the periodic table?</p>	<p>3.03 Qu 2</p> <p>Evaluate trends n the pe od c table. Analyze trends n sat on ene gy elements n the pe od c table. Analyze trends n elect on negat vty values fo elements n the pe od c table. Analyze trends fo val v s ocs of ons and atoms n the pe od c table.</p>				
		<p>Unit 3: The Periodic Table Lesson 4: Elect on's Arrangement Patterns</p> <p>3.2.C.A2. Compare the elect on conf g at ons fo th f t twenty elements of the pe od c table. Relate the posit on of an element on the pe od c table to its elect on conf g at on and the atom c t uct u e of a given atom on (e.g., ene gy levels an d'ly o b tal's w th elect ons, d'ly o b tal's on elect ons n o b tal's, shape o f o b tal's).</p>	<p>How does the periodic table relate to the periodic table?</p>	<p>3.04 Qu 2</p> <p>Use the pe od c table to dete m n the number of elect ons n a table's bonding. Desc: be the a gement of elements n the pe od c table based on quantum elect on f'ng o de s.</p>				
		<p>Unit 3: The Periodic Table Lesson 5: You Choose/Review</p>		<p>Complete test study guide and Classroom: ev ew act vty</p>				
		<p>Unit 3: The Periodic Table Lesson 6: Mid-Unit Test</p> <p>3.2.10.A1. P ed ct p ope t ocs of elements us ng t ends of the pe od c table. Identify p ope t ocs of matter that depend on sample s z: Explain n the on g p ope t ocs of water (pola ty, h gh bo ng po rt, fo ms hyd ogen bonds, h g spec f heat that support l f on ea th). 3.2.C.A1. Explain the elat onsh p of an element's posit on on the pe od c table to its atom's number, on sat on ene gy, elect on negat vty, atom c r, and class fcat on of elements. 3.2.C.A2. Compare the elect on conf g at ons fo th f t twenty elements of the pe od c table. Relate the posit on of an element on the pe od c table to its elect on conf g at on and compare t's elect vty to the elect vty of other elements n the table. Sc: enca Read ng CC.5.9.10.F. Analyze the autho's poe n o p ovr ng an explan on, desc. b ng a p ocoo e, o d scuss ng an exper ment n a text, def ng the quest on the autho seeks to add ess. Sc: enca W r ng CC.5.9.10.A. W r te's arguments focused on d p n spec f c content. I nt odoo p ac cla m's, d t ng n the cla m's f om alle nate o oppo ng cla ms, and c. sate an o g rat on that establ shes cla elat onsh ps among the cla m's, counte cla ms, essons, and ev dence.</p>	<p>How do we identify metals and the causes of the periodic table?</p>	<p>3.05 Mid-Unit Test: Pa 1 3.05 Mid-Unit Test: Pa 2</p> <p>Take unit test mu t ple cho ce and sho t answer sect on. Def ne p ope t ocs. Explain the histo cal discove y of scung patten s of p ope t ocs n the scung atom c mass. Locate g ope and pe ods n the pe od c table. Explain that the elements n a g ope have s m l a phys cal and chem cal ope t ocs. Identify ep essent ve catgo es of elements n the pe od c table. Desc: be the pe od c table and t's sc ent f c mpo tance. Def ne p ope t ocs. Explain the histo cal discove y of scung patten s of p ope t ocs n the scung atom c mass. Explain that the elements n a g ope have s m l a phys cal and chem cal ope t ocs. Identify ep essent ve catgo es of elements n the pe od c table. Desc: be the pe od c table and t's sc ent f c mpo tance. Evaluate trends n the pe od c table. Use the p t to dete m n the number of elect ons n a table's bonding. Desc: be the a gement of elements n the pe od c table based on quantum elect on f'ng o de s.</p>				
		<p>Unit 3: The Periodic Table Lesson 7: Metals</p> <p>3.2.10.A1. P ed ct p ope t ocs of elements us ng t ends of the pe od c table.</p> <p>3.2.C.A1. Explain the elat onsh p of an element's posit on on the pe od c table to its atom's number, on sat on ene gy, elect on negat vty, atom c r, and class fcat on of elements.</p>	<p>How do we identify metals and the causes of the periodic table?</p>	<p>3.07 Qu 2</p> <p>Desc: be each of the classes of elements. Locate metals on the pe od c table. G: ve some examples of metals. Desc: be p ope t ocs of metals.</p>				
		<p>Unit 3: The Periodic Table Lesson 8: Nonmetals</p> <p>3.2.10.A1. P ed ct p ope t ocs of elements us ng t ends of the pe od c table.</p> <p>3.2.C.A1. Explain the elat onsh p of an element's posit on on the pe od c table to its atom's number, on sat on ene gy, elect on negat vty, atom c r, and class fcat on of elements.</p>	<p>How do we identify nonmetals and the causes of the periodic table?</p>	<p>3.08 Qu 2</p> <p>Desc: be each of the classes of elements. Locate nonmetals on the pe od c table. G: ve some examples of nonmetals. Desc: be p ope t ocs of nonmetals.</p>				
		<p>Unit 3: The Periodic Table Lesson 9: Lab oratory React on of Metals</p> <p>3.2.C.A.A. P ed ct p ope t ocs of substances can result n phys cal and/or chem cal changes. 3.2.10.A1. P ed ct p ope t ocs of elements us ng t ends of the pe od c table. Identify p ope t ocs of matter that depend on sample s z: Explain n the on g p ope t ocs of water (pola ty, h gh bo ng po rt, fo ms hyd ogen bonds, h g spec f heat that support l f on ea th). Sc: enca Read ng CC.5.9.10.C. Follow p e sely a complex mult step p ocoo e when c y ng out exper ments, tak ng messu ements, o p' fo m ng techn cal trials, attend ng to spec l cases o except on's def ned n the text. CC.5.9.10.C.1. Compare and cont. act f'nd ng p essent n a text to those f om other sou ces (clud ng the own exper ments), not ng when the f'nd ng supports o cont. act f'ng vs an explan on o account. Sc: enca W r ng CC.5.9.10.B. W r te's info that n d'pendently y ents,clud ng the nat' at on of sto cal events, sc ent f c p ocoo e ev / exper ments, o techn cal p ocoo e s. P o de a cont ngng statement o ect on that follows o m and support the info mat on o explan on o assemed ng e.g., t cont ng mpt cat on's t's ng f'nce of the top CC.5.9.10.A. W r te's arguments focused on d p n spec f c content. I nt odoo p ac cla m's, d t ng n the cla m's f om alle nate o oppo ng cla ms, and c. sate an o g rat on that establ shes cla elat onsh ps among the cla m's, counte cla ms, essons, and ev dence. Develop cla m's and counte cla m's ta y, supply ng data and ev dence fo, each wh h p ovr ng the o gment and n t'ng ons (both cla m's) and counte cla m's n a d p n spec f c mpo tance fo m and n a name that art cates the aud ence's knowledge level and concn s.</p>	<p>How do we identify nonmetals and the causes of the periodic table?</p>	<p>3.09 React on of Metals Lab</p> <p>Obse phys cal and chem cal p ope t ocs of ans on metal ons n sol on. Compare the elect ons of f ans on metal ons w th those of other metal ons. Obse the results of a x ng ammon um hyd o de and hyd oho c ac w th metal ons.</p>				
		<p>Unit 3: The Periodic Table Lesson 11: Metals</p> <p>3.2.10.A1. P ed ct p ope t ocs of elements us ng t ends of the pe od c table.</p> <p>3.2.C.A1. Explain the elat onsh p of an element's posit on on the pe od c table to its atom's number, on sat on ene gy, elect on negat vty, atom c r, and class fcat on of elements.</p>	<p>How do we identify metalloids and the causes of the periodic table?</p>	<p>3.11 Qu 2</p> <p>G: ve some examples of metalloids. Desc: be p ope t ocs of metalloids. Locate metalloids on the pe od c table.</p>				
		<p>Unit 3: The Periodic Table Lesson 12: Inert Gases</p> <p>3.2.10.A1. P ed ct p ope t ocs of elements us ng t ends of the pe od c table.</p> <p>3.2.C.A1. Explain the elat onsh p of an element's posit on on the pe od c table to its atom's number, on sat on ene gy, elect on negat vty, atom c r, and class fcat on of elements.</p>	<p>How do we identify noble gases on metals and the causes of the periodic table?</p>	<p>3.12 Qu 2</p> <p>Locate inert ans on metals on the pe od c table. G: ve some examples of inert ans on metals. Desc: be p ope t ocs of inert ans on metals.</p>				
		<p>Unit 3: The Periodic Table Lesson 13: You Choose/Review</p>		<p>Complete test study guide and Classroom: ev ew act vty</p>				
		<p>Unit 3: The Periodic Table Lesson 14: Unit Test</p> <p>3.2.10.A1. P ed ct p ope t ocs of elements us ng t ends of the pe od c table. Identify p ope t ocs of matter that depend on sample s z: Explain n the on g p ope t ocs of water (pola ty, h gh bo ng po rt, fo ms hyd ogen bonds, h g spec f heat that support l f on ea th). 3.2.C.A1. Explain the elat onsh p of an element's posit on on the pe od c table to its atom's number, on sat on ene gy, elect on negat vty, atom c r, and class fcat on of elements. 3.2.C.A2. Compare the elect on conf g at ons fo th f t twenty elements of the pe od c table. Relate the posit on of an element on the pe od c table to its elect on conf g at on and compare t's elect vty to the elect vty of other elements n the table. Sc: enca Read ng CC.5.9.10.F. Analyze the autho's poe n o p ovr ng an explan on, desc. b ng a p ocoo e, o d scuss ng an exper ment n a text, def ng the quest on the autho seeks to add ess. Sc: enca W r ng CC.5.9.10.A. W r te's arguments focused on d p n spec f c content. I nt odoo p ac cla m's, d t ng n the cla m's f om alle nate o oppo ng cla ms, and c. sate an o g rat on that establ shes cla elat onsh ps among the cla m's, counte cla ms, essons, and ev dence.</p>	<p>How do we identify metalloids and the causes of the periodic table?</p>	<p>3.14 Unit 3 Test: Pa 1 3.14 Unit 3 Test: Pa 2</p> <p>Take unit test mu t ple cho ce and sho t answer sect on. Def ne p ope t ocs. Explain the histo cal discove y of scung patten s of p ope t ocs n the scung atom c mass. Explain that the elements n a g ope have s m l a phys cal and chem cal ope t ocs. Identify ep essent ve catgo es of elements n the pe od c table. Desc: be the pe od c table and t's sc ent f c mpo tance. Evaluate trends n the pe od c table. Use the p t to dete m n the number of elect ons n a table's bonding. Desc: be the a gement of elements n the pe od c table based on quantum elect on f'ng o de s. Obse phys cal and chem cal p ope t ocs of f ans on metal ons n sol on. Compare the elect ons of f ans on metal ons w th those of other metal ons. Obse the results of a x ng ammon um hyd o de and hyd oho c ac w th metal ons. Desc: be each of the classes of elements. Locate nonmetals, metals, metalloids, inert ans on metals on the pe od c table. G: ve some examples. Desc: be p ope t ocs.</p>				

Unit 4A: Chemical Bonding		Properties of chemical compounds are related to electrostatic interaction between particles.				
Unit 4: Chem cal Bond ng Lesson 1: Monatom c ions	3.2.10.A2. Compa e and cont and if the ent bond types that esu i n the fo mat on of molecules and compounds. Explain why compounds a composed of single at of elements. 3.2.CA2. Explain how atoms comb ne to fo m compounds th ough both on and covalent bond ng. P ad ct chem cal fo mlus based on the number of valence elect ons. D aw Law s dot st ict us ct fo s mple molecules and on c compounds. P ad ct the chem cal fo mlus fo s mple on and covalent bond ng. CHEM B.1.2.1 Explain how atoms comb ne to fo m compounds th ough on and covalent bond ng. CHEM B.1.2.1 Date m ne the emp cal and molecula fo mlus of comp bonds.	How does los ng o ga n ng elect ons affect an atom?	Desc: be chem cal bond ng as the anle o sha ng of elect ons. Desc: be the mpo tance of the octet ube n dete m ng bond ng. Def ne an on and an. Identify some monatom c ons.	4.01 Qu 2		
Unit 4: Chem cal Bond ng Lesson 2: Polyatom c ions	3.2.10.A2. Compa e and cont and if the ent bond types that esu i n the fo mat on of molecules and compounds. Explain why compounds a composed of single at of elements. 3.2.CA2. Explain how atoms comb ne to fo m compounds th ough both on and covalent bond ng. P ad ct chem cal fo mlus based on the number of valence elect ons. D aw Law s dot st ict us ct fo s mple molecules and on c compounds. P ad ct the chem cal fo mlus fo s mple on and covalent bond ng. CHEM B.1.2.1 Explain how atoms comb ne to fo m compounds th ough on and covalent bond ng. CHEM B.1.2.1 Date m ne the emp cal and molecula fo mlus of comp bonds.	How can a g oup of atoms act as a single on?	Identify some polyatom c ions. Explain how elect onega v ty relates to bond fo mat on. Explain how on zat on em g y relates to bond fo mat on.	4.02 Qu 1		
Unit 4: Chem cal Bond ng Lesson 3: The Ion c Bond and Salts	3.2.10.A2. Compa e and cont and if the ent bond types that esu i n the fo mat on of molecules and compounds. Explain why compounds a composed of single at of elements. 3.2.CA2. Explain how atoms comb ne to fo m compounds th ough both on and covalent bond ng. P ad ct chem cal fo mlus based on the number of valence elect ons. D aw Law s dot st ict us ct fo s mple molecules and on c compounds. P ad ct the chem cal fo mlus fo s mple on and covalent bond ng. CHEM B.1.3.1 Explain how atoms comb ne to fo m compounds th ough on and covalent bond ng. CHEM B.1.2.1 Date m ne the emp cal and molecula fo mlus of comp bonds.	What s an on bond?	Desc: be how on bonds fo m. Desc: be an on bond. Def ne a salt as an on compound. Analyse the repeat patte ms of posit ve and negat ve ons n salt c ysts such as NaCl. Desc: be what holds the posit ve and negat ve ons together n salt c ysts such as NaCl.	4.03 Qu 2	PHET Atom c Inter act ons	
Unit 4: Chem cal Bond ng Lesson 4: P ope t es of Ion c Compounds	3.2.10.A2. Compa e and cont and if the ent bond types that esu i n the fo mat on of molecules and compounds. Explain why compounds a composed of single at of elements. 3.2.CA2. Explain how atoms comb ne to fo m compounds th ough both on and covalent bond ng. P ad ct chem cal fo mlus based on the number of valence elect ons. D aw Law s dot st ict us ct fo s mple molecules and on c compounds. P ad ct the chem cal fo mlus fo s mple on and covalent bond ng. CHEM B.1.3.1 Explain how atoms comb ne to fo m compounds th ough on and covalent bond ng. CHEM B.1.2.1 Date m ne the emp cal and molecula fo mlus of comp bonds.	How does an on c bond does t affect the p ope t es of an on compound?	Identify the p ope t es of on c compounds. L st and d scuss some of the p ope t es of on c compounds. Explain how the matus e of the on bond accounts fo va os p ope t es of on c compounds. Explain why on c compounds a once lant conducto s of elect c ty when d solved n wate .	4.04 Qu 1	GOZMOS Ion c Bonds	
Unit 4: Chem cal Bond ng Lesson 5: Nam ng Ion c Compounds	3.2.10.A2. Compa e and cont and if the ent bond types that esu i n the fo mat on of molecules and compounds. Explain why compounds a composed of single at of elements. 3.2.CA2. Explain how atoms comb ne to fo m compounds th ough both on and covalent bond ng. P ad ct chem cal fo mlus based on the number of valence elect ons. D aw Law s dot st ict us ct fo s mple molecules and on c compounds. P ad ct the chem cal fo mlus fo s mple on and covalent bond ng. CHEM A.1.5 Apply a systemat c set of rules (IUPAC) fo nam ng compo unds and n t ng chem cal fo mlus (eg. n t ng covalem, b n a y on c o n c compounds, cotta n ng polyatom c ons).	How do you te e and name fo mlus fo on c compounds and acids and bases?	Desc: be some of the rules fo nam ng on c compounds. Date m ne the names of some on c compounds.	4.05 Qu 2		
Unit 4: Chem cal Bond ng Lesson 6: Labo ato y Salts P ec at on React ons 1 Lesson 7: D souse Salts P ec at on React ons	3.2.10.A2. Compa e and cont and if the ent bond types that esu i n the fo mat on of molecules and compounds. Explain why compounds a composed of single at of elements. 3.2.CA2. Explain how atoms comb ne to fo m compounds th ough both on and covalent bond ng. P ad ct chem cal fo mlus based on the number of valence elect ons. D aw Law s dot st ict us ct fo s mple molecules and on c compounds. P ad ct the chem cal fo mlus fo s mple on and covalent bond ng. 3.2.CA1. Use elect onega v ty to explain the d ffe ence between polar and nonpola covalent bonds. CHEM B.1.3.1 Explain how atoms comb ne to fo m compounds th ough on and covalent bond ng. CHEM B.1.2.1 Date m ne the emp cal and molecula fo mlus of comp bonds. 3.2.CA1. Use elect onega v ty to explain the d ffe ence between polar and nonpola covalent bonds. CHEM B.1.4.1 Recognise and desc: be the ent types of models that can be used to h d the bonds that hold atoms together n a compound (eg., compute models, ball on c models, sp h cal models, cut out models, ct ucture fo mlus, skeletal fo mlus, Lewis dot ct uctures). CHEM B.1.4.2. L st the Lewis dot ct uctures fo top c t r t ucture and b and ng n t ng compounds.	How do va ous compounds react fo m sa ts (on cly bonded compounds)?	Espe mntally date m ne some of the p ope t es of sa ts. D scover solub lty p ope t es of some on c compounds. 4.07 P ec at on of Salts D scovery	4.07 P ec at on of Salts D scovery		
Unit 4: Chem cal Bond ng Lesson 8: Bond ng n Metals	3.2.10.A2. Compa e and cont and if the ent bond types that esu i n the fo mat on of molecules and compounds. Explain why compounds a composed of single at of elements.	How does a bond fo m between atoms of metal elements?	Desc: be how metal c bonds fo m. Explain and l uat: an how metal c bonds a fo mad. Explain how the metal c bond accounts fo the p ope t es of metals (ma lab lty, duct lty, and elect cal conduct v ty). Desc: be d ffe ence between an on and an alloy.	4.09 Qu 2		
Unit 4: Chem cal Bond ng Lesson 10: Tho ct /How w			Complete test study gu de and ClassConnect: ev ew act v ty			
Unit 4: Chem cal Bond ng Lesson 11: M d d n Test	3.2.10.A2. Compa e and cont and if the ent bond types that esu i n the fo mat on of molecules and compounds. Explain why compounds a composed of single at of elements. 3.2.CA2. Explain how atoms comb ne to fo m compounds th ough both on and covalent bond ng. P ad ct chem cal fo mlus based on the number of valence elect ons. D aw Law s dot st ict us ct fo s mple molecules and on c compounds. P ad ct the chem cal fo mlus fo s mple on and covalent bond ng. 3.2.CA1. Use elect onega v ty to explain the d ffe ence between polar and nonpola covalent bonds. 3.2.CA1. Use elect onega v ty to explain the d ffe ence between polar and nonpola covalent bonds. CHEM B.1.3.1 Explain how atoms comb ne to fo m compounds th ough on and covalent bond ng. CHEM B.1.2.1 Date m ne the emp cal and molecula fo mlus of comp bonds.	Take m d n test m d p h d h c s and sho t s n ew sect ons Desc: be how covalent bonds fo m. Explain and l uat: an how covalent bonds a fo mad. Def ne molecule. Cont sat on and covalent compounds. Desc: be patte ms of covalent bond ng, nclud ng n ght, double, and t p h bonds. Date m ne the rules fo nam ng covalent compounds.	4.11 M d n Test Pa 1 4.11 M d n Test Pa 2			
Unit 4: Chem cal Bond ng Lesson 12: The Covalent Bond and Molecules	3.2.10.A2. Compa e and cont and if the ent bond types that esu i n the fo mat on of molecules and compounds. Explain why compounds a composed of single at of elements. 3.2.CA2. Explain how atoms comb ne to fo m compounds th ough both on and covalent bond ng. P ad ct chem cal fo mlus based on the number of valence elect ons. D aw Law s dot st ict us ct fo s mple molecules and on c compounds. P ad ct the chem cal fo mlus fo s mple on and covalent bond ng. 3.2.CA1. Use elect onega v ty to explain the d ffe ence between polar and nonpola covalent bonds. CHEM B.1.3.1 Explain how atoms comb ne to fo m compounds th ough on and covalent bond ng. CHEM B.1.2.1 Date m ne the emp cal and molecula fo mlus of comp bonds.	How do atoms sha e elect ons and how do you te e and name fo mlus fo covalent molecula compounds?	Desc: be how covalent bonds fo m. Explain and l uat: an how covalent bonds a fo mad. Def ne molecule. Cont sat on and covalent compounds. G ve examples of compounds, desc: be patte ms of covalent bond ng, nclud ng n ght, double, and t p h bonds. Under stand the rules fo nam ng covalent compounds.	4.12 Qu 2	PHET Bu d a Molecula, G ZMOS Covalent Bonds	
Unit 4: Chem cal Bond ng Lesson 13: Lewis dot us es	3.2.10.A2. Compa e and cont and if the ent bond types that esu i n the fo mat on of molecules and compounds. Explain why compounds a composed of single at of elements. 3.2.CA2. Explain how atoms comb ne to fo m compounds th ough both on and covalent bond ng. P ad ct chem cal fo mlus based on the number of valence elect ons. D aw Law s dot st ict us ct fo s mple molecules and on c compounds. P ad ct the chem cal fo mlus fo s mple on and covalent bond ng. 3.2.CA1. Use elect onega v ty to explain the d ffe ence between polar and nonpola covalent bonds. CHEM B.1.4.1 Recognise and desc: be the ent types of models that can be used to h d the bonds that hold atoms together n a compound (eg., compute models, ball on c models, sp h cal models, cut out models, ct ucture fo mlus, skeletal fo mlus, Lewis dot ct uctures). CHEM B.1.4.2. L st the Lewis dot ct uctures fo top c t r t ucture and b and ng n t ng compounds.	How a Lewis dot ct ucture es used to sp ecate covalent bond ng?	Explain Lewis dot ct ucture and be able to d aw them. Fo given molecules, nte p et Lewis dot ct ucture n te ms of them cal bonds. Fo given molecules, d aw Lewis dot ct ucture.	4.13 Qu 2		
Unit 4: Chem cal Bond ng Lesson 14: Molecula Shapes	3.2.10.A2. Compa e and cont and if the ent bond types that esu i n the fo mat on of molecules and compounds. Explain why compounds a composed of single at of elements. 3.2.CA2. Explain how atoms comb ne to fo m compounds th ough both on and covalent bond ng. P ad ct chem cal fo mlus based on the number of valence elect ons. D aw Law s dot st ict us ct fo s mple molecules and on c compounds. P ad ct the chem cal fo mlus fo s mple on and covalent bond ng. 3.2.CA1. Use elect onega v ty to explain the d ffe ence between polar and nonpola covalent bonds. CHEM B.1.3.2 Classfy a bond as be ng pola covalent, non-pola covalent on c. CHEM B.1.3.3 L uat at ons to p ed ct the pola ty of a molecule.	How a e molecule shapes p ed ct ed?	Desc: be pola ty of covalent compounds. P ed ct the shape and pola ty of a mple molecules by us ng Lewis dot ct uctures.	4.14 Qu 2	PHET Molecula Shapes Bsc c	
Unit 4: Chem cal Bond ng Lesson 16: Tho ct /How w			Complete test study gu de and ClassConnect: ev ew act v ty			

		<p>Unit 4: Chem cal Bonding Lesson 17 Unit Test</p> <p>3.10.A2. Comp e and cont ast the diff erent bond types that exist in the fo mat on of molecules and compounds. Explain why compounds a composed of single at of elements.</p> <p>3.11.A2. Explain how atoms combine to fo m compounds th ough both on and covalent bonding. P edict chem cal fo mula based on the number of valence elect ons. D aw Laws dot st actus et fo s mple molecules and on compounds. P edict the chem cal fo mulas fo s mple on and molecule compounds.</p> <p>3.12.A1. Use elect on negat vty to explain the diffe ence between pola and nonpola covalent bonds.</p> <p>Science Read ng CC.3.5.9 10.F. Analyze the autho s pu pose n p ov ng an explanation, desc b ng a p oc ede e, o d scus ng an expe ment a text, def ng the quest on the autho seeks to add ess.</p> <p>Science W r ng CC.3.6.9-10 A. W te a guments focused on d sc p nsp ec t content.</p> <p>It nt odice p ac se cla m s, d st ng sh th e cla m s fo m alle rate o oppo ng cla ms, and c eate an g n rat on that establ shes cla vsh on pu am ng the cla m s, counte cla ms, eason, and ev dence.</p>			<p>Take un t test mu t ple cho ce and sho t answer sect ons</p> <p>Desc: Be chem cal bonding as the single o sha ng of elect ons.</p> <p>Desc: Be the mpo tance of the octe rule n dete m n ng bonding.</p> <p>Def ne on and cat on.</p> <p>Ident fy some monatom c on.</p> <p>Ident fy some polyatom c on.</p> <p>Explain how elect on negat vty relates to bond fo mat on.</p> <p>Explain how un t on and sha ng relates to bond fo mat on.</p> <p>Desc: Be on bonds by m.</p> <p>Ident fy the p ope t as of on compounds.</p> <p>Date m n the names of some on c compounds.</p> <p>Desc: Be how met l c bonds fo m.</p> <p>Explain how the met l c bond accounts fo the p ope t es of metals (one leads to duct lty, and elect cal conduct vty).</p> <p>Desc: Be the diffe ence between an o and an ally.</p> <p>4.12 Explain and desc ate how covalent bonds a fo mat.</p> <p>Def ne molecule.</p> <p>Cont ast on c and covalent compounds.</p> <p>Desc: Be parts n of covalent bonding, nclud ng n gple, double, and t ple bonds.</p> <p>Desc: Be the select n ng covalent compounds.</p> <p>4.13 Explain a Lewis dot d g and be able to d aw them.</p> <p>Inte p at Laws dot st actus et n m s of chem cal bonds.</p> <p>D aw Laws dot st actus et fo ng m molecules.</p> <p>4.14 Desc: Be pola ty of covalent compounds.</p> <p>P edict the sha ge and pola ty of a mple molecule by us ng Laws dot st actus et.</p>	<p>4.17 Unit 4 Test: Pa 1.1</p> <p>4.17 Unit 4 Test: Pa 1.2</p>		
Unit 7A: Semester Review and Test		<p>Unit 7: Semester Rev ew and Test</p> <p>Unit 7: Semester Rev ew and Test</p> <p>Lesson 4: Semester Test</p> <p>Science Read ng CC.3.5.9 10.F. Analyze the autho s pu pose n p ov ng an explanation, desc b ng a p oc ede e, o d scus ng an expe ment a text, def ng the quest on the autho seeks to add ess.</p> <p>Science W r ng CC.3.6.9-10 A. W te a guments focused on d sc p nsp ec t content.</p> <p>It nt odice p ac se cla m s, d st ng sh th e cla m s fo m alle rate o oppo ng cla ms, and c eate an g n rat on that establ shes cla vsh on pu am ng the cla m s, counte cla ms, eason, and ev dence.</p>			<p>Complete final test study gde</p>			
					<p>Take final test mu t ple cho ce and sho t answer sect ons</p>	<p>7.04 Semester Test: Pa 1.1</p> <p>7.04 Semester Test: Pa 1.2</p>		
Orientation and Introduction to Online Learning in High School - Sem 2	Get oriented to online learning and the OLS.				<p>Benchmark test ng/Pa ent teache confere nces</p>			
Unit 5A: Chemical Reactions	The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.	<p>Unit 5: Chem cal React on Lesson 1: The Conse vat on of Mass</p> <p>3.12.C.AA. Inte p et and apply the laws of conse vat on of mass, constant composit on (def n n a p ope t on), and mlt p le p ope t on.</p> <p>Balance chem cal equat ons by apply ng the laws of conse vat on of mass</p> <p>CHEM B.2.1.1 Desc: Be the des of m ng and exccs reactants n chem cal equat on.</p> <p>Unit 5: Chem cal React on Lesson 2: Balanc ng Chem cal Equat on</p> <p>3.12.C.AA. Inte p et and apply the laws of conse vat on of mass, constant composit on (def n n a p ope t on), and mlt p le p ope t on.</p> <p>Balance chem cal equat ons by apply ng the laws of conse vat on of mass</p> <p>CHEM B.2.1.2 The sto ch om et c eact on sto calculate the amounts of reactants and p oducts involved n a chem cal equat on.</p> <p>CHEM B.2.1.5 Balance chem cal equat ons by apply ng the Law of Conse vat on of Matte .</p> <p>Unit 5: Chem cal React on Lesson 3: Combust on React on</p> <p>3.12.C.AA Class fy chem cal equat ons as syntheses (comb nat on), decomposit on, n gple d splacem nt (eplacem nt), double d splacem nt, and combust on.</p> <p>CHEM B.2.1.3 Class fy react on as syntheses, decomposit on, n gple eplacem nt, double eplacem nt, o combust on.</p> <p>CHEM B.2.1.4 P edict p oducts of s mple chem cal equat on (e.g., synthe s, decomposit on, n gple eplacem nt, double eplacem nt, combust on).</p> <p>Unit 5: Chem cal React on Lesson 4: Synthesis React on</p> <p>3.12.C.AA Class fy chem cal equat ons as syntheses (comb nat on), decomposit on, n gple d splacem nt (eplacem nt), double d splacem nt, and combust on.</p> <p>CHEM B.2.1.3 Class fy react on as syntheses, decomposit on, n gple eplacem nt, double eplacem nt, o combust on.</p> <p>CHEM B.2.1.4 P edict p oducts of s mple chem cal equat on (e.g., synthe s, decomposit on, n gple eplacem nt, double eplacem nt, combust on).</p> <p>Unit 5: Chem cal React on Lesson 5: Decomposit on React on</p> <p>3.12.C.AA Class fy chem cal equat ons as syntheses (comb nat on), decomposit on, n gple d splacem nt (eplacem nt), double d splacem nt, and combust on.</p> <p>CHEM B.2.1.3 Class fy react on as syntheses, decomposit on, n gple eplacem nt, double eplacem nt, o combust on.</p> <p>CHEM B.2.1.4 P edict p oducts of s mple chem cal equat on (e.g., synthe s, decomposit on, n gple eplacem nt, double eplacem nt, combust on).</p> <p>Unit 5: Chem cal React on Lesson 6: Single D splacem nt React on</p> <p>3.12.C.AA Class fy chem cal equat ons as syntheses (comb nat on), decomposit on, n gple d splacem nt (eplacem nt), double d splacem nt, and combust on.</p> <p>CHEM B.2.1.3 Class fy react on as syntheses, decomposit on, n gple eplacem nt, double eplacem nt, o combust on.</p> <p>CHEM B.2.1.4 P edict p oducts of s mple chem cal equat on (e.g., synthe s, decomposit on, n gple eplacem nt, double eplacem nt, combust on).</p> <p>Unit 5: Chem cal React on Lesson 7: Double D splacem nt React on</p> <p>3.12.C.AA Class fy chem cal equat ons as syntheses (comb nat on), decomposit on, n gple d splacem nt (eplacem nt), double d splacem nt, and combust on.</p> <p>CHEM B.2.1.3 Class fy react on as syntheses, decomposit on, n gple eplacem nt, double eplacem nt, o combust on.</p> <p>CHEM B.2.1.4 P edict p oducts of s mple chem cal equat on (e.g., synthe s, decomposit on, n gple eplacem nt, double eplacem nt, combust on).</p> <p>Unit 5: Chem cal React on Lesson 8: Labo ato y Chem cal React on s</p> <p>3.12.C.AA Class fy chem cal equat ons as syntheses (comb nat on), decomposit on, n gple d splacem nt (eplacem nt), double d splacem nt, and combust on.</p> <p>Science Read ng CC.3.5.9 10.C. Follow a p oc ede to complex mult step p oc ede s when ca y ng out expe ments, tak ng measu ements, o p ng fo m ng techn cal tasks, attend ng to spec al cases o except on s def ned n the text.</p> <p>CC.3.5.9 10.I. Comp e and cont ast f nd ng p essent n a text to those f om other sou ces (nclud ng the own expe ments), not ng when the f nd ng suppo t cont ast ed v us explanation on accounts.</p> <p>Science W r ng CC.3.6.9-10 B. W te n sto mat n eplacem nt v texts, nclud ng the n a at on of n sto cal events, sc ent f c p oc ede ex/ expe ments, o techn cal p oc ede s. P ov do a combin g eplacem nt o text on that follow f om and suppo s the sto mat on o eplacem nt o eplacem nt (e.g., n t culat ng mpl cat on s on the s gn f cance of the top c).</p> <p>CC.3.6.9 10.A. W te a guments focused on d sc p nsp ec t content.</p> <p>It nt odice p ac se cla m s, d st ng sh th e cla m s fo m alle rate o oppo ng cla ms, and c eate an g n rat on that establ shes cla vsh on pu am ng the cla m s, counte cla ms, eason, and ev dence.</p> <p>D awlop cla m s) and counte cla m s. In supply ng data and ev dence fo each n p ac se cla m s, d st ng sh th e cla m s fo m alle rate o oppo ng cla ms) and counte cla m s, n d d p n app ope fo m and n maine that ant pates the aud ence s knowledge level and conse ns.</p>	<p>How s matte come ved fo a ng chem cal equat on?</p> <p>How do we te balanced chem cal equat on?</p> <p>How do you dent fy a combust on equat on?</p> <p>How do you dent fy a synthesis equat on?</p> <p>How do you dent fy a synthesis equat on?</p> <p>How do you dent fy a synthesis equat on?</p> <p>How do you dent fy a double d splacem nt equat on?</p> <p>What v cal ev dence may tell you that a chem cal equat on has occur ed?</p> <p>How do you dent fy an oxid on educt on equat on?</p> <p>Complete test study gde and ClassConnect ev ew act v ty</p>	<p>5.01 Qu 2</p> <p>5.02 Qu 2</p> <p>5.03 Qu 2</p> <p>5.04 Qu 2</p> <p>5.05 Qu 2</p> <p>5.06 Qu 2</p> <p>5.07 Qu 2</p> <p>5.08 Chem React on Lab</p>	<p>PHET Reactants, p oducts, and Leftover s</p> <p>PHET Balanc ng a Chem cal Equat on; G2025 Balanc ng Chem cal Equat on s</p>			
Unit 6A: Stoichiometry	The mole, as a fundamental unit, is used to represent a	<p>Unit 6: Sto ch om et y Lesson 1: Sto ch om et y and Its Use</p> <p>3.12.C.AA. Inte p et and apply the laws of conse vat on of mass, constant composit on (def n n a p ope t on), and mlt p le p ope t on.</p> <p>How do the quantity known as the mole used n chem s?</p>	<p>How do the quantity known as the mole used n chem s?</p>	<p>Desc: Be on dat on.</p> <p>Desc: Be educt on.</p> <p>Ident fy react on s that involve oxid on and educt on.</p> <p>Explain what happens n oxid on educt on equat on.</p> <p>Assign dat on number s.</p> <p>Balance oxid on educt on equat on.</p>	<p>6.01 Qu 2</p>			

	specific quantity of atomic particles such as atoms, ions, formula units, and molecules.	<p>Unit 6 Stoichiometry Lesson 2 Mole Number Relat onsh ps</p> <p>3.2.C.A2. Use the mole concept to determine number of particles and moles. Relate the mass of a substance to the number of particles. CHEM 8.1.1 Apply the mole concept to explain the mass of a substance. CHEM 8.2.2.1 Apply the mole concept to explain the mass of a substance.</p>	<p>How is the mole used in calculations involving number of particles?</p>	<p>Define a mole. Calculate the number of particles in a substance and the amount of a substance. Define the quantity of one mole as set when the mass of a substance is equal to its molar mass. Define one mole as the amount of a substance with the same number of particles (atoms or molecules) as 12 g of carbon-12. State Avogadro's number. Apply the mole concept to calculate the number of particles in a substance and the amount of a substance.</p>	6.02 Qu 2												
		<p>Unit 6 Stoichiometry Lesson 3 Molar Mass Relat onsh ps</p> <p>3.2.C.A4. P ed ct the amounts of products and reactants in a chemical reaction using mole relationships. CHEM 8.1.2.3 Relate the percent composition and mass of each element present in a compound.</p>	<p>How is the mole used in calculations involving mass?</p>	<p>Convert the mass of a substance to moles. Define molar mass. Define the molar mass of a compound, given its formula and atomic masses of its atoms.</p>	6.03 Qu 2												
		<p>Unit 6 Stoichiometry Lesson 4 Molar Volume Relat onsh ps</p> <p>3.2.C.A4. P ed ct the amounts of products and reactants in a chemical reaction using mole relationships. CHEM 8.1.2.3 Relate the percent composition and mass of each element present in a compound. CHEM 8.2.2.2 Apply the mole concept to explain the mass of a substance.</p>	<p>How is the mole used in calculations involving volumes of gases?</p>	<p>Explain in what is meant by standard temperature and pressure (STP) of a gas. Define molar volume of a gas. Define Avogadro's hypothesis. Solve mole-volume problems.</p>	6.04 Qu 2												
	Unit 6 Stoichiometry Lesson 5 You Choose / Review			<p>Complete test study guide and ClassConnect review activity.</p>													
	Unit 6 Stoichiometry Lesson 6 Molar Unit Test	<p>3.2.C.A4. Interpret and apply the laws of conservation of mass, constant composition (define the law of conservation of mass, constant composition, empirical formula, and molecular formula). 3.2.C.A4. P ed ct the amounts of products and reactants in a chemical reaction using mole relationships. 3.2.C.A4. Use stoichiometry to predict quantitative relationships in a chemical reaction. Science Reading CC.5.9.10.F. Analyze the author's purpose in providing an explanation, describing a process, or discussing an experiment, a test, or the question the author seeks to address. Science Writing CC.5.9.10.A.W. Use arguments focused on discipline-specific content. If not indicated, describe the relationship of the data to the opposing claims, and evaluate an argument on that establishes the relationship among the claims, counterclaims, reasons, and evidence.</p>	<p>How is a balanced equation and mole used to determine the quantity of reactants and products?</p>	<p>Take a unit test multiple-choice and short answer sections. Define the stoichiometry. Explain the law of conservation of mass in chemical formulas. Define Avogadro's number. Calculate the number of particles in a substance and the amount of a substance. Define one mole as the amount/mass of a substance with the same number of particles (atoms or molecules) as 12 g of carbon-12. State Avogadro's number. Convert the mass of a substance to moles. Define molar mass of a compound, given its formula and atomic masses of its atoms. Explain in what is meant by standard temperature and pressure (STP) of a gas. Define molar volume of a gas. Define Avogadro's hypothesis. Solve mole-volume problems.</p>	6.06 M d Unit Test Pa 11 6.06 M d Unit Test Pa 12												
	Unit 6 Stoichiometry Lesson 7 Molar and Chemical Equations	<p>3.2.C.A4. Interpret and apply the laws of conservation of mass, constant composition (define the law of conservation of mass, constant composition, empirical formula, and molecular formula). 3.2.C.A4. P ed ct the amounts of products and reactants in a chemical reaction using mole relationships. 3.2.C.A4. Use stoichiometry to predict quantitative relationships in a chemical reaction. Science Reading CC.5.9.10.F. Analyze the author's purpose in providing an explanation, describing a process, or discussing an experiment, a test, or the question the author seeks to address. Science Writing CC.5.9.10.A.W. Use arguments focused on discipline-specific content. If not indicated, describe the relationship of the data to the opposing claims, and evaluate an argument on that establishes the relationship among the claims, counterclaims, reasons, and evidence.</p>	<p>How do you predict the mass and moles of products in a chemical reaction? How do you use stoichiometry to predict the amount of reactants and products?</p>	<p>Define molar stoichiometry. Calculate the mass of reactants and products in a chemical reaction. Calculate the number of particles of reactants and products.</p>	6.08 Stoichiometry Lab												
	Unit 6 Stoichiometry Lesson 8 Laboratory Stoichiometry of Chemical Reactions	<p>3.2.C.A4. Interpret and apply the laws of conservation of mass, constant composition (define the law of conservation of mass, constant composition, empirical formula, and molecular formula). 3.2.C.A4. P ed ct the amounts of products and reactants in a chemical reaction using mole relationships. 3.2.C.A4. Use stoichiometry to predict quantitative relationships in a chemical reaction. Science Reading CC.5.9.10.F. Analyze the author's purpose in providing an explanation, describing a process, or discussing an experiment, a test, or the question the author seeks to address. Science Writing CC.5.9.10.A.W. Use arguments focused on discipline-specific content. If not indicated, describe the relationship of the data to the opposing claims, and evaluate an argument on that establishes the relationship among the claims, counterclaims, reasons, and evidence.</p>	<p>How do you determine the percent yield of a reaction?</p>	<p>Calculate the mass of reactants and products in a chemical reaction. Calculate the percent yield of a reaction. Calculate the mass of reactants and products in a chemical reaction when given the mass of a reactant or product and the relevant atomic masses. Define the amount of reactants and products when given balanced equations.</p>	6.10 Qu 2	GIZMOS Stoichiometry											
	Unit 6 Stoichiometry Lesson 10 Calculating Yields of Reactions	<p>3.2.C.A4. Interpret and apply the laws of conservation of mass, constant composition (define the law of conservation of mass, constant composition, empirical formula, and molecular formula). 3.2.C.A4. P ed ct the amounts of products and reactants in a chemical reaction using mole relationships. 3.2.C.A4. Use stoichiometry to predict quantitative relationships in a chemical reaction. Science Reading CC.5.9.10.F. Analyze the author's purpose in providing an explanation, describing a process, or discussing an experiment, a test, or the question the author seeks to address. Science Writing CC.5.9.10.A.W. Use arguments focused on discipline-specific content. If not indicated, describe the relationship of the data to the opposing claims, and evaluate an argument on that establishes the relationship among the claims, counterclaims, reasons, and evidence.</p>	<p>How do you determine the percent yield of a reaction?</p>	<p>Define the percent yield of a reaction. Calculate the percent yield of a reaction.</p>	6.11 Qu 2												
	Unit 6 Stoichiometry Lesson 11 You Choose / Review			<p>Complete test study guide and ClassConnect review activity.</p>													
	Unit 6 Stoichiometry Lesson 13 Unit Test	<p>3.2.C.A4. Interpret and apply the laws of conservation of mass, constant composition (define the law of conservation of mass, constant composition, empirical formula, and molecular formula). 3.2.C.A4. P ed ct the amounts of products and reactants in a chemical reaction using mole relationships. 3.2.C.A4. Use stoichiometry to predict quantitative relationships in a chemical reaction. Science Reading CC.5.9.10.F. Analyze the author's purpose in providing an explanation, describing a process, or discussing an experiment, a test, or the question the author seeks to address. Science Writing CC.5.9.10.A.W. Use arguments focused on discipline-specific content. If not indicated, describe the relationship of the data to the opposing claims, and evaluate an argument on that establishes the relationship among the claims, counterclaims, reasons, and evidence.</p>	<p>How do you determine the percent yield of a reaction?</p>	<p>Take a unit test multiple-choice and short answer sections. Define the stoichiometry. Explain the law of conservation of mass in chemical formulas. Define Avogadro's number. Calculate the number of particles in a substance and the amount of a substance. Define one mole as the amount/mass of a substance with the same number of particles (atoms or molecules) as 12 g of carbon-12. State Avogadro's number. Convert the mass of a substance to moles. Define molar mass of a compound, given its formula and atomic masses of its atoms. Explain in what is meant by standard temperature and pressure (STP) of a gas. Define molar volume of a gas. Define Avogadro's hypothesis. Solve mole-volume problems. Predict the yield of products of a chemical reaction when given the mass of a reactant or product.</p>	6.13 Unit 6 Test Pa 11 6.13 Unit 6 Test Pa 12												
Unit 1B: States of Matter	The kinetic molecular theory and Gas Laws are used to explain and predict the behavior of gases.	<p>Unit 1 States of Matter Lesson 1 Semester 2</p> <p>3.2.C.A3. Describe the phases of matter according to the kinetic molecular theory. 3.2.C.A3. Describe the theoretical non-real states of matter in terms of energy, particle motion, and phase transitions.</p> <p>Unit 1 States of Matter Lesson 3 Boyle's Law</p> <p>3.2.C.A3. Describe the phases of matter according to the kinetic molecular theory. 3.2.C.A3. Describe the theoretical non-real states of matter in terms of energy, particle motion, and phase transitions. CHEM 8.2.2.1 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 Avogadro's Law).</p> <p>Unit 1 States of Matter Lesson 4 Charles's Law</p> <p>CHEM 8.2.2.1 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 Avogadro's Law).</p> <p>Unit 1 States of Matter Lesson 5 Gay-Lussac's Law</p> <p>3.2.C.A3. Describe the phases of matter according to the kinetic molecular theory. 3.2.C.A3. Describe the theoretical non-real states of matter in terms of energy, particle motion, and phase transitions. CHEM 8.2.2.1 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 Avogadro's Law).</p>	<p>How does the kinetic theory of matter describe the characteristics of an ideal gas and lead to predictable relationships between temperature, pressure, volume, and amount?</p> <p>How is a temperature and volume of a gas related?</p> <p>How is a temperature and pressure of a gas related?</p>	<p>Explain in what is meant by standard temperature and pressure (STP) of a gas. Define the molar mass of a compound, given its formula and atomic masses of its atoms. Explain in what is meant by standard temperature and pressure (STP) of a gas. Define the molar mass of a compound, given its formula and atomic masses of its atoms. Explain in what is meant by standard temperature and pressure (STP) of a gas. Define the molar mass of a compound, given its formula and atomic masses of its atoms. Explain in what is meant by standard temperature and pressure (STP) of a gas. Define the molar mass of a compound, given its formula and atomic masses of its atoms.</p> <p>Define Boyle's Law. Use Boyle's Law to solve problems involving gases.</p> <p>Define Charles's Law. Use Charles's Law to solve problems involving gases.</p> <p>Define Gay-Lussac's Law. Use Gay-Lussac's Law to solve problems involving gases.</p>	3.02 Qu 2 3.03 Qu 2 3.04 Qu 2 3.05 Qu 2	PHET Gas Properties											

		<p>Unit 1: States of Matter Lesson 6: Labo ato y Gas Laws 1.10.A3: Desc: be phases of matter acco d ng to the k n e t c m o l e c u l e t h e o y 1.2.C.A3: Desc: be the th e o n al states of matte n t e m s of ene g y 1.1 Cl e m o t o n, and phase 1 a n s t o n s SCIENCE AS INDUSTRY Inte p e t. esults of expe m e n t a l esea ch to p ed ct n e w info mat, o p o s e and t o n a l i n v e s t i g a b l e q u e s t i o n s, o a d v a n c e a s o l u t o n Commun c a t e and defend a s o l u t i o n s Science Read ng CC.5.9-10.C. Follow p e c s a l l y a complex mult step o o b e c t w h e n ca y ng out expe m e n t s, tak ng m e a s u r e m e n t s, o p e to m ng t e c h n i c a l t a s k s, attend ng to sp e c i a l c a s e s o except o n s Def ne d n The text: CC.5.9-10.I. Comp e and cont ast ng p e s e n t e d n a text to those o m o t h e r s o u r c e s (i n c l u d i n g t h e o w n expe m e n t s), not w h e n the f i r s t ng s u p p o r t e o cont ast e t o v e n ex p l a n a t o n s o acco u n t s Science W r ng CC.6.9-10.B. "W r t e info mat w e / p l a n a t o y t e x t s, i n c l u d i n g t h e n a t e of o f t e c h n i c a l w r t e m e n t s, s e n t e t o o b e c t s of expe m e n t s, o t e c h n i c a l p o e s s e s. P o v o a c o n c l u d i n g s t a t e m e n t o s e c t o n t h a t f o l l o w s f o m and s u p p o r t t h e info mat o n o p l a n a t o n o e x p l a n e d f o e.g., a t c a l e b r mg t e c h n i c a s e s o the s p r t c a n a of the top.C. CC.6.9-10.A.W. T e a g u m e n t s f o c u s e d o n d s c p r i n o s p e c t c o n t e n t. It n e t o b s e r v e c a c i a m e t, d s t ng o n t h e c i a m e t f o m a t e a t e o o p o s i n g c l a m s, and c e a t e a n g e n a t o n t h a t e s t a b l e s h e d e a s l e a t o n s p a m o n g t h e c i a m e t, c o u n t e c l a m s, e a s o n s, and v e d e n c e. Developmental m e t a n d c o u n t e c l a m s t o h y s u p p l y i n g data and v e d e n c e f o each w l e p o r t n g o u t t h e s t e n g t h s a n d f o m a t o n s of b o t h c i a m e t and c o u n t e c l a m s n a d s r p r e a p p o a t a f o m a n d n a m e n n e t h a t e a t c a p a s e s t h e a d a n c e o n k n o w l e d g e l e v e l a n d c o n c e r n s.</p>	<p>How does a change in temperature affect the volume of a gas? How can you determine the temperature, pressure, and volume of a gas if you add a chemical reactant?</p>	<p>Date: m e n o w a c h a n g e i n t e m p e r a t u r e a f f e c t s t h e v o l u m e of a gas? Date: m e n o w a c h a n g e i n t e m p e r a t u r e a f f e c t s t h e v o l u m e of a gas? Date: m e n o w a c h a n g e i n t e m p e r a t u r e a f f e c t s t h e v o l u m e of a gas? Date: m e n o w a c h a n g e i n t e m p e r a t u r e a f f e c t s t h e v o l u m e of a gas? Date: m e n o w a c h a n g e i n t e m p e r a t u r e a f f e c t s t h e v o l u m e of a gas?</p>	<p>1.06 Gas Laws Lab</p>			
		<p>Unit 1: States of Matter Lesson 8: You, Cho ce / Rev ew</p>						
		<p>Unit 1: States of Matter Lesson 9: M d Un T e s t</p>						
		<p>Unit 1: States of Matter Lesson 10: The Ideal Gas Law</p>						
		<p>Unit 1: States of Matter Lesson 11: Absolute Ze o</p>						
		<p>Unit 1: States of Matter Lesson 12: Dalton's Law of Pa t u r e s</p>						
		<p>Unit 1: States of Matter Lesson 13: Graham's Law of Effus o</p>						
		<p>Unit 1: States of Matter Lesson 14: Phase D i a g r a m s</p>						
		<p>Unit 1: States of Matter Lesson 15: Some P o p e e o f G a s e s</p>						
		<p>Unit 1: States of Matter Lesson 16: Some P o p e e o f S o l i d s</p>						
		<p>Unit 1: States of Matter Lesson 17: You, Cho ce / Rev ew</p>						
		<p>Unit 1: States of Matter Lesson 18: Un T e s t</p>						
		<p>Unit 1: States of Matter Lesson 19: You, Cho ce / Rev ew</p>						
Unit 2B: Solutions	The solubility of solutions depends on their properties and other factors, e.g., dissolving, dissociating	<p>Unit 2: Solu o n s Lesson 1: Solu o n s 1.2.C.A1: O n e e n t a i n b e t w e e n p h y s i c a l o p e r t e s and chem c a l o p e r t e s O n e e n t a i n b e t w e e n p u r e s u b s t a n c e s and m i s t u r e s d e f i n e a t e b e t w e e n h e t e r o g e n e o u s and h o m o g e n e o u s m i s t u r e s CHEM A.2.1.1: Comp e p o p e r t e s of solut o n s c o n t a n i n g o n c o m o l e c u l a r s u b s t a n c e s (e.g., d i s s o l v i n g, d i s s o c i a t i n g)</p>	<p>How can we compare, explain, and/or mathematically express solubility in terms of intermolecular forces and how do our factors affect the solubility of these solutes?</p>	<p>Date: m e n e t h e e f f e c t t h a t p a r t i c l e s i z e and t e m p e r a t u r e a f f e c t h o w f a s t a s o l u t i o n o c c u r s.</p>	<p>2.01 Qu 2</p>	GCNMS Solub T y and Tempe a t u r e		
		<p>Unit 2: Solu o n s Lesson 2: The Dissolv ng P o e s s 1.2.C.A1: O n e e n t a i n b e t w e e n p h y s i c a l o p e r t e s and chem c a l o p e r t e s O n e e n t a i n b e t w e e n p u r e s u b s t a n c e s and m i s t u r e s d e f i n e a t e b e t w e e n h e t e r o g e n e o u s and h o m o g e n e o u s m i s t u r e s 1.2.10.A2: Comp e and cont ast d f i l l e b o n d t y p e s t h a t e s u t n e t h e f o r c e s o n m o l e c u l e s and c o m p o u n d s. 1.2.12.A1: Comp e and cont ast d f i l l e b o n d t y p e s o f m i s t u r e s. Comp e and cont ast t h e u n i q u e p o p e r t e s of w a t e r t o o t h e r f l u i d s. CHEM A.2.2.3: Desc: be how factors (e.g., tempe a t u r e, c o n c e n t a t o n, s u r f a c e a r e a) can affect solubility. CHEM A.2.2.5: Desc: be how chem c a l b o n d i n g can affect w h e t h e r a s u b s t a n c e s o l u b e s i n a g e n e r a t o r.</p>	<p>How does m i x i n g a n o n p o l a r m o l e c u l a r c a t a l y s t a s o l u t o n?</p>	<p>Date: m e n e t h e e f f e c t t h a t p a r t i c l e s i z e and t e m p e r a t u r e a f f e c t h o w f a s t a s o l u t i o n o c c u r s.</p>	<p>2.02 Qu 2</p>	PHET Suga and Salt Solu o n s		
		<p>Unit 2: Solu o n s Lesson 3: Labo ato y Facto r a f f e c t i n g Solu o n s f o m a t o n s</p>	<p>1.2.C.A1: O n e e n t a i n b e t w e e n p h y s i c a l o p e r t e s and chem c a l o p e r t e s O n e e n t a i n b e t w e e n p u r e s u b s t a n c e s and m i s t u r e s d e f i n e a t e b e t w e e n h e t e r o g e n e o u s and h o m o g e n e o u s m i s t u r e s SCIENCE AS INDUSTRY Inte p e t. esults of expe m e n t a l esea ch to p ed ct n e w info mat, o p o s e and t o n a l i n v e s t i g a b l e q u e s t i o n s, o a d v a n c e a s o l u t o n Commun c a t e and defend a s o l u t i o n s Science Read ng CC.5.9-10.C. Follow p e c s a l l y a complex mult step o o b e c t w h e n ca y ng out expe m e n t s, tak ng m e a s u r e m e n t s, o p e to m ng t e c h n i c a l t a s k s, attend ng to sp e c i a l c a s e s o except o n s Def ne d n The text: CC.5.9-10.I. Comp e and cont ast ng p e s e n t e d n a text to those o m o t h e r s o u r c e s (i n c l u d i n g t h e o w n expe m e n t s), not w h e n the f i r s t ng s u p p o r t e o cont ast e t o v e n ex p l a n a t o n s o acco u n t s Science W r ng CC.6.9-10.B. "W r t e info mat w e / p l a n a t o y t e x t s, i n c l u d i n g t h e n a t e of o f t e c h n i c a l w r t e m e n t s, s e n t e t o o b e c t s of expe m e n t s, o t e c h n i c a l p o e s s e s. P o v o a c o n c l u d i n g s t a t e m e n t o s e c t o n t h a t f o l l o w s f o m and s u p p o r t t h e info mat o n o p l a n a t o n o e x p l a n e d f o e.g., a t c a l e b r mg t e c h n i c a s e s o the s p r t c a n a of the top.C. CC.6.9-10.A.W. T e a g u m e n t s f o c u s e d o n d s c p r i n o s p e c t c o n t e n t. It n e t o b s e r v e c a c i a m e t, d s t ng o n t h e c i a m e t f o m a t e a t e o o p o s i n g c l a m s, and c e a t e a n g e n a t o n t h a t e s t a b l e s h e d e a s l e a t o n s p a m o n g t h e c i a m e t, c o u n t e c l a m s, e a s o n s, and v e d e n c e. Developmental m e t a n d c o u n t e c l a m s t o h y s u p p l y i n g data and v e d e n c e f o each w l e p o r t n g o u t t h e s t e n g t h s a n d f o m a t o n s of b o t h c i a m e t and c o u n t e c l a m s n a d s r p r e a p p o a t a f o m a n d n a m e n n e t h a t e a t c a p a s e s t h e a d a n c e o n k n o w l e d g e l e v e l a n d c o n c e r n s.</p>	<p>What are the effects of temperature and solute particle size on solubility?</p>	<p>Date: m e n e t h e e f f e c t t h a t p a r t i c l e s i z e and t e m p e r a t u r e a f f e c t h o w f a s t a s o l u t i o n o c c u r s.</p>	<p>2.03 Facto r a f f e c t i n g Solu o n s f o m a t o n s Lab</p>		

		<p>Unit 2: Solutes</p> <p>Lesson 5: Molarity and Molar Fraction</p> <p>3.2.C.A1.D. The enthalpy change between physical processes and chemical processes.</p> <p>D. The enthalpy change between pure substances and mixtures is different for enthalpy between heterogeneous and homogeneous mixtures.</p> <p>3.2.10.A2. Compare and contrast the different bond types that exist in the formula of molecules and compounds.</p> <p>3.2.12.A1. Compare and contrast colligative properties of mixtures.</p> <p>Compare and contrast the unique properties of water to other liquids.</p> <p>CHEM A.1.2.4. Discuss how various ways that concentration can be expressed and calculated (e.g., molarity, percent by mass, percent by volume).</p>	<p>How is molarity used to calculate the molar fraction of a solute in a solution and the change in concentration?</p>	<p>Define molarity (molar concentration).</p> <p>Explain the concentration of a solute in a solution as a molar fraction.</p> <p>Calculate the molarity of a solution.</p>	2.05 Qu 2	PHET Molarity	
		<p>Unit 2: Solutes</p> <p>Lesson 6: Molarity and Mass Percent</p> <p>3.2.C.A1.D. The enthalpy change between physical processes and chemical processes.</p> <p>D. The enthalpy change between pure substances and mixtures is different for enthalpy between heterogeneous and homogeneous mixtures.</p> <p>3.2.10.A2. Compare and contrast the different bond types that exist in the formula of molecules and compounds.</p> <p>3.2.12.A1. Compare and contrast colligative properties of mixtures.</p> <p>Compare and contrast the unique properties of water to other liquids.</p> <p>CHEM A.1.2.4. Discuss how various ways that concentration can be expressed and calculated (e.g., molarity, percent by mass, percent by volume).</p>	<p>How is molarity used to calculate the mass percent of a solute in a solution and the change in concentration?</p>	<p>Discuss how two ways of expressing concentration are used to calculate the mass percent of a solute in a solution.</p> <p>Define molarity (molar concentration).</p> <p>Calculate the molarity of a solution.</p>	2.06 Qu 2	PHET Concentration	
		<p>Unit 2: Solutes</p> <p>Lesson 7: Colligative Properties</p> <p>3.2.C.A1.D. The enthalpy change between physical processes and chemical processes.</p> <p>D. The enthalpy change between pure substances and mixtures is different for enthalpy between heterogeneous and homogeneous mixtures.</p> <p>3.2.10.A2. Compare and contrast the different bond types that exist in the formula of molecules and compounds.</p> <p>3.2.12.A1. Compare and contrast colligative properties of mixtures.</p> <p>Compare and contrast the unique properties of water to other liquids.</p>	<p>How do solutes affect the properties of solvents?</p>	<p>Discuss how colligative properties of solutions depend on the number of particles in a solution.</p> <p>Analyze the relationship between concentration and the effect on boiling point, freezing point, and vapor pressure.</p>	2.07 Qu 2	GIZMOS Freezing Point of Salt Water	
		<p>Unit 2: Solutes</p> <p>Lesson 8: Solutions</p> <p>3.2.C.A1.D. The enthalpy change between physical processes and chemical processes.</p> <p>D. The enthalpy change between pure substances and mixtures is different for enthalpy between heterogeneous and homogeneous mixtures.</p> <p>3.2.10.A2. Compare and contrast the different bond types that exist in the formula of molecules and compounds.</p> <p>3.2.12.A1. Compare and contrast colligative properties of mixtures.</p> <p>Compare and contrast the unique properties of water to other liquids.</p> <p>CHEM A.1.2.2. Discuss the enthalpy change between homogeneous and heterogeneous mixtures (e.g., how much mixture can be separated).</p>	<p>How are some solutions separated into their component elements or compounds?</p>	<p>Discuss the process of distillation.</p> <p>Explain how distillation, the application and removal of heat, is used to purify a compound by separating it into component parts.</p> <p>Discuss the other methods of separation of mixtures.</p>	2.08 Qu 2		
		<p>Unit 2: Solutes</p> <p>Lesson 9: Solutions</p> <p>3.2.C.A1.D. The enthalpy change between physical processes and chemical processes.</p> <p>D. The enthalpy change between pure substances and mixtures is different for enthalpy between heterogeneous and homogeneous mixtures.</p> <p>3.2.10.A2. Compare and contrast the different bond types that exist in the formula of molecules and compounds.</p> <p>3.2.12.A1. Compare and contrast colligative properties of mixtures.</p> <p>Compare and contrast the unique properties of water to other liquids.</p> <p>Science Readings CC-3.5.9.10.F. Analyze the author's purpose in providing an explanation, description, or analysis of an experiment, a text, defining the question the author seeks to address.</p> <p>Science Writing CC-3.5.9.10.A.W. Arguments focused on scientific aspects of content.</p> <p>Interdisciplinary Connections (METS), discuss the relationship between the different states of matter among the different states, counterexamples, and evidence.</p>	<p>How do solutes affect the properties of solvents?</p>	<p>Complete test study guide and Connective activity.</p>			
		<p>Unit 2: Solutes</p> <p>Lesson 10: Unit Test</p> <p>3.2.C.A1.D. The enthalpy change between physical processes and chemical processes.</p> <p>D. The enthalpy change between pure substances and mixtures is different for enthalpy between heterogeneous and homogeneous mixtures.</p> <p>3.2.10.A2. Compare and contrast the different bond types that exist in the formula of molecules and compounds.</p> <p>3.2.12.A1. Compare and contrast colligative properties of mixtures.</p> <p>Compare and contrast the unique properties of water to other liquids.</p>	<p>How do solutes affect the properties of solvents?</p>	<p>Take unit test multiple choice and short answer sections.</p> <p>2.10 Unit 2 Test Pa 1.1</p> <p>2.10 Unit 2 Test Pa 1.2</p>			
Unit 9B: Semester Review and Test	<p>Unit 9: Semester Review and Test</p> <p>Unit 9: Semester Review and Test</p>			<p>Take final test multiple choice and short answer sections.</p>	<p>9.04 Semester Test Pa 1.1</p> <p>9.04 Semester Test Pa 1.2</p>		

Identify Learning Targets					Evidence of Learning		Outline Instructional	
K12 Unit/Lesson (In Sequence)	Standard (PA Core/National/PA Content)	Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities, Assignments and/or Modifications	Key Vocabulary	Resources outside of OLS
Unit A1 1.02/1.03 Basic Geometric Terms and Definitions	Use geometric figures and their properties to represent transformations in the plane.	Transformation Vocabulary	What key terms do I need to understand when working with transformations in Geometry?	Define and use vocabulary appropriate for working with transformations	Quiz 1.03 Unit 1 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for		
A1.05 Measure Angles	Use geometric figures and their properties to represent transformations in the plane.	Measure Angles	What are different ways to determine the measure of an angle?	Draw geometric angles, using given angle measures. Name special angle pairs. Determine the measure of an angle, given the measure of the other angle in the angle pair. Determine the measure of an angle using the angle addition postulate. Determine the measure of an angle using the linear pair postulate. Classify angles as either acute, right, obtuse, straight, or reflex.	Quiz 1.05 Unit 1 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
A1.06/A1.07 Transformations 1 and 2	Use geometric figures and their properties to represent transformations in the plane.	Transformations in the coordinate plane	How can I accurately execute a transformation in the coordinate plane? How can I recognize a transformation in the coordinate plane?	Classify a transformation, given the pre-image and image. Identify a center of rotation. Identify a line of reflection. Identify a translation vector.	Quiz 1.07 Unit 1 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
A1.10/A1.11 Use Algebra to describe transformations 1 and 2	Use geometric figures and their properties to represent transformations in the plane.	Ordered-pair rules for transformations	How do I write an ordered-pair rule for a transformation? How do I execute an ordered-pair rule for a transformation?	Classify a transformation, given an ordered-pair rule.	Quiz 1.11 Unit 1 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding. LOCK DOWN		
A1.14 Dilations Unit A2 Reasoning and Proof	Use geometric figures and their properties to represent transformations in the plane.	Dilations of figures in the coordinate plane	How do I dilate a figure in the coordinate plane? How do I recognize a dilation in the coordinate plane?	Draw a dilation whose center of dilation is not on the pre-image. Draw a dilation whose center of dilation is on the pre-image. Determine the scale factor used in a dilation. Determine if a dilation is an expansion or contraction, given the scale factor.	Quiz 1.14 Unit 1 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
Unit A3 Congruence and Constructions						Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets		
A3.03 Vertical Angles	Verify and apply geometric theorems as they relate to geometric figures.	Vertical Angles	How can I prove that vertical angles are congruent?	Prove that vertical angles are congruent. Solve problems involving the measures of vertical angles.	Quiz 3.03 Unit 3 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN		
A3.04/3.05 Congruent Polygons and their Corresponding Parts	CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence	Congruent triangles	How can I prove that triangles are congruent? How do I write congruence statements for triangles?	Determine missing measures in congruent triangles. Determine and explain whether two triangles are congruent, using rigid motions. Identify the corresponding parts of congruent triangles. Write congruence statements for congruent triangles.	Quiz 3.05 Unit 3 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
A3.07/3.08 Triangle Congruence SSS, SAS, and ASA 1 and 2	CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.	Congruent triangle theorems	How do I identify an included side or angle in similar triangles? How do I prove triangle similarity with congruence postulates?	Write congruence statements for congruent triangles. Determine the postulate or theorem that proves that two triangles are congruent. Identify the included side or angle (in preparation for the SAS, ASA, and AAS congruence postulates).	Quiz 3.08 Unit 3 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		

A3.10/3.11 Constructions with Polygons 1 and 2	CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions	Constructing regular polygons	How do I construct a regular polygon?	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Quiz 3.11 Unit 3 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
A3.12 Congruence and Rigid Motions Unit A4 Analytic Geometry - standards not in line with PA core. Visit at end of semester time permitting for SAT prep. Teach parallel/perpendicular slopes.	CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence.	Perform rigid motions	How can I perform a rigid motion in the coordinate plane? How can I tell if a shape has undergone a rigid motion?	Determine whether two figures will be congruent, given an ordered-pair rule. Explain whether two figures are congruent using rigid motions.	Quiz 3.12 Unit 3 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
Unit A5 Line and Triangle relations						Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
A5.02/5.03 Parallel Lines and Transversals 1 and 2	CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures	Parallel lines and transversals	What types of special angles are formed when a transversal intersects parallel lines? How can I determine the measure of each angle that is formed?	Name the theorem or postulate used to determine the angle relationship, given two parallel lines and a transversal. Prove theorems regarding angle relationships, given two parallel lines and a transversal. Solve problems using theorems regarding angle relationships, given two parallel lines and a transversal. Identify relationships between lines and identify angle relationships formed by transversals.	Quiz 5.03 Unit 5 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
A5.04/5.06 Converses of Parallel Lines and Transversals	CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures	Parallel lines and transversals	How can I prove that two lines cut by a transversal are parallel by examining the angles formed by the transversal?	Prove that two lines are parallel, based on given angle conditions.	Quiz 5.06 Unit 5 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
A5.07/5.08 The Triangle Sum Theorem 1 and 2	CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures	Triangle Sum Theorem	How can I prove the interior and exterior angle sum theorems for triangles? How can I use the theorems to solve problems?	Prove the angle sum theorem for triangles. Prove the exterior angle theorem for triangles. Solve problems using the angle sum theorem for triangles. Solve problems using the exterior angle theorem for triangles.	Quiz 5.08 Unit 5 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
A.5.09 Isosceles and Equilateral Triangles	CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures	Properties of Isosceles and Equilateral Triangles	What are the properties of isosceles and equilateral triangles? How can I use those properties to solve problems with triangles?	Prove that the base angles of an isosceles triangle are congruent. Solve problems involving angle measures in isosceles triangles. Solve problems involving isosceles triangles. Solve problems involving equilateral triangles.	Quiz 5.09 Unit 5 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
A 5.15/5.16/5.17 Parallelograms 1, 2, and 3	CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures	Properties of parallelograms	What are the special properties of different parallelograms? How can I use those properties to solve problems with parallelograms?	Prove that the diagonals of a rhombus are perpendicular. Prove that each diagonal of a rhombus bisects a pair of opposite angles. Compare the properties of squares and rhombi to the properties of other quadrilaterals. Solve problems using properties of rhombi and squares. Determine whether a parallelogram is a rhombus or a square.	Quiz 5.15 Quiz 5.16 Quiz 5.17 Unit 5 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
A5.18 Quadrilaterals and Their Properties	CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures	Properties of non parallelogram quadrilaterals	What are the special properties of kites and trapezoids? How can I use those properties to solve problems?	Prove properties of trapezoids and kites. Solve problems using the properties of trapezoids and kites. Prove that a quadrilateral is a trapezoid, an isosceles trapezoid, or a kite. Compare the properties of squares and rhombi to the properties of other quadrilaterals.	Quiz 5.18 Unit 5 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
Unit A6 Similarity						Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		

A6.02 Dilations	CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures	Dilations	What is a dilation? How do I identify a center of dilation?	Draw a dilation whose center of dilation is not on the pre-image. Draw a dilation whose center of dilation is on the pre-image.	Quiz 6.02 Unit 6 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study		
A6.03 Dilations and Scale Factors	CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures	Dilations	How do I use a scale factor to execute a dilation? How do I determine the scale factor used in a dilation? How can I use scale factor to find measurements of dilated images?	Determine the length of a line segment in a dilation, given the scale factor and the length of the pre-image. Determine the scale factor used in a dilation. Determine if a dilation is an expansion or contraction, given the scale factor.	Quiz 6.03 Unit 6 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		
A6.05/6.07 Similar Polygons 1 and 2	CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures	Similarity	How can I prove that two figures are similar? How do I write similarity statements for polygons? How can I use similarity to solve problems?	Determine if two figures are similar. Explain how corresponding parts of similar triangles are related. Identify corresponding sides and angles in similar polygons. Write similarity statements for similar polygons. Determine missing measures in similar figures.	Quiz 6.07 Unit 6 test	Modified Test Eliminate an answer choice, Provide Formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.		



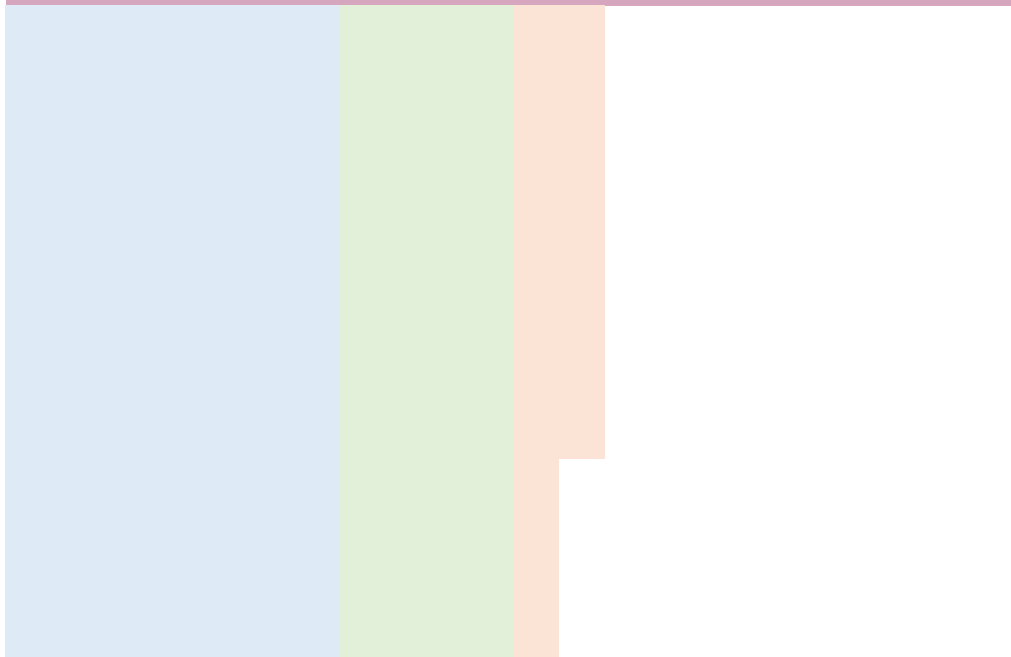
Figure 1: Block diagram of the transceiver connection.

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Monthly Learning Targets				End-of-Course Learning Targets				End-of-Course Learning Targets	
K-2	3-5	6-8	9-12	1	2	3	4	5	6
W	R	T	F	S	S	S	S	S	S
1. I can...	1. I can...	1. I can...	1. I can...	1. I can...	1. I can...	1. I can...	1. I can...	1. I can...	1. I can...
2. I can...	2. I can...	2. I can...	2. I can...	2. I can...	2. I can...	2. I can...	2. I can...	2. I can...	2. I can...
3. I can...	3. I can...	3. I can...	3. I can...	3. I can...	3. I can...	3. I can...	3. I can...	3. I can...	3. I can...
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SEMES ER 1 303A US History		Identify Learning Targets			Evidence of Learning		Outline Instructional Practices	
Unit and Lessons	Standard # and Brief Description	Essential Questions	Students will be able to...	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities, Assignments and/or Modifications	Key Vocabulary	Resources	
Unit 1: American Beginnings Lesson 1: Semester Introduction Lesson 2: Discuss: Getting To Know You	8.1.U.A. Evaluate patterns of continuity and change in the social, political, cultural, and economic development of the U.S. 8.1.U.B. Evaluate the impact of historical events and sources, considering the use of fact.	Big Ideas What is history?	Define history and identify reasons for studying it. Demonstrate familiarity with the organization and format of essays in this course.	1.02 Discuss: Getting To Know You			Why We Study History Video https://www.youtube.com/watch?v=Q3qagPHMY	Social Groups https://www.youtube.com/watch?v=wFZ5D8h8DA
Unit 1: American Beginnings Lesson 5: The North American Continent	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.	What is the role of geography?	Identify major Native American groups and know the earliest people came to and lived in the Americas. Recognize North American cultural groups.	1.05 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts		https://www.historycenter.org/meadowcroft/ http://www.foxnews.com/story/2013/08/12/16000-year-old-pa-rock-shelter.html	
Unit 1: American Beginnings Lesson 3: Peopling the Americas Meadowcroft Rockshelter Virtual Field Trip each Generated	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	Is History accurate?	Compare major Native American cultures of North America. Compare the ways of life of major Native North American cultural groups.				https://www.historycenter.org/meadowcroft/ http://www.foxnews.com/story/2013/08/12/16000-year-old-pa-rock-shelter.html	
Unit 1: American Beginnings Lesson : First Americans	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.	How cultures are unique?	Compare major Native American cultures of North America. Compare the ways of life of major Native North American cultural groups.				https://www.historycenter.org/meadowcroft/ http://www.foxnews.com/story/2013/08/12/16000-year-old-pa-rock-shelter.html	https://www.911memo.com/memo-alp8/ https://www.youtube.com/watch?v=TTVO050D0
Unit 1: American Beginnings Lesson 6: Worlds Meet	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions: Commerce and industry Technology Politics and government Physical and human geography Social organizations	What is the impact of global movement?	Explain the reasons for European interest in exploration in the 1500s and 1600s. Recognize the social, economic, and demographic impact of the Columbian Exchange.				Crash Course Columbian Exchange https://www.youtube.com/watch?v=HCPA5NpM	
Look at Wampanoag tribe Virtual Field Trip each Generated	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions: Commerce and industry Technology Politics and government Physical and human geography Social organizations	What is the importance of daily life in North America? Why did Europeans set up colonies in North America?	Explain the reasons for European interest in exploration in the 1500s and 1600s. Recognize the social, economic, and demographic impact of the Columbian Exchange.				http://www.scholastic.com/scholastic/article/1591616-1	
Unit 1: American Beginnings Lesson 7: Pilgrims and Puritans in New England	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions: Commerce and industry Technology Politics and government Physical and human geography Social organizations	What is the impact of moving across the ocean?	Explain why the Pilgrims and the Puritans settled in North America in Italy and during the Great Migration. Identify the Mayflower Compact.				http://www.scholastic.com/scholastic/article/1591616-1	
Virtual Field Trip Plymouth Plantation each Generated	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions: Commerce and industry Technology Politics and government Physical and human geography Social organizations	Life in the 1600's?	Describe examples of similarities and differences between life for the Puritans and Native Americans and the reasons for it.	Graded questionnaire	Extended time, resubmit without point deduction based on teacher feedback, Grading rubric o be provided for writing assignments that are greater than 2-3 paragraphs		http://www.plymouthplantation.org/ http://www.scholastic.com/scholastic/article/1591616-1	
Unit 1: American Beginnings Lesson 8: The Middle and Southern Colonies	8.3.U.D. Evaluate how continuity and change have impacted the United States. Be self systems and religions: Commerce and industry Technology Politics and government Physical and human geography Social organizations	How does geography impact the colon es?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Recognize distinguishing characteristics of the New England, middle, and southern colonies. Identify the middle colonies.				P. Colon ial Histo ry http://exploraph.stor.com/	
DAY 2 Unit 1: American Beginnings Lesson 8: The Middle and Southern Colonies	8.3.U.D. Evaluate how continuity and change have impacted the United States. Be self systems and religions: Commerce and industry Technology Politics and government Physical and human geography Social organizations	How does geography impact the colon es?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Recognize distinguishing characteristics of the New England, middle, and southern colonies. Identify the middle colonies.	1.08 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts		http://exploraph.stor.com/	
Virtual Field Trip Colonial Williamsburg each Generated	8.3.U.D. Evaluate how continuity and change have impacted the United States. Be self systems and religions: Commerce and industry Technology Politics and government Physical and human geography Social organizations	Life in the colon es?	Recognize the reasons for and character istics of indentured servitude and slavery in the colonies. Describe the social and economic structure of the New England, middle, and southern colonies.	Graded questionnaire			Colonial Williamsburg http://www.history.org/	
Unit 1: American Beginnings Lesson 10: The Colonies Grow and Change Lesson 12: Looking at the Colonies	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions: Commerce and industry Technology Politics and government Physical and human geography Social organizations	maturing of England's thirteenth Amer can colon es.	Identify major ideas of the Enlightenment and the Great Awakening. Explain the significance of the French and Indian War to the colonies.				http://www.colonialwilliamsburg.org/	
Unit 1: American Beginnings Lesson 11: New Ideas and Issues	8.1.U.B. Evaluate the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	How did the colonies respond to these taxes & acts in the three different?	Analyze the message and impact of Thomas Paine's Common Sense. Identify key individuals in the independence movement. Identify the major arguments of the Federalists and anti-Federalists and foreign assistance during the American Revolution. Identify major arguments for and against the American Revolution.				http://www.colonialwilliamsburg.org/	
Unit 1: American Beginnings Lesson 13: Preparing for the Unit Test	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	Were the Patriots revolutionaries or terrorists?	Demonstrate mastery of important knowledge and skills learned in this unit.				http://www.colonialwilliamsburg.org/	
Unit 1: American Beginnings Lesson 1: American Beginnings Unit 1 Test	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	Who were key revolutionary figures in the colon es?	Demonstrate mastery of important knowledge and skills learned in this unit.	1.1 Unit 1 Test	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts		http://www.colonialwilliamsburg.org/	
Unit 2: Formation of the United States Lesson 1: Growing Tension	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	Who were key revolutionary figures in the colon es?	Demonstrate mastery of important knowledge and skills learned in this unit.				http://www.colonialwilliamsburg.org/	
Unit 2: Formation of the United States Lesson 2: Moving Toward Independence	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	Who were key revolutionary figures in the colon es?	Demonstrate mastery of important knowledge and skills learned in this unit.				http://www.colonialwilliamsburg.org/	
Unit 2: Formation of the United States Lesson 3: We Hold These Truths	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	Who were key revolutionary figures in the colon es?	Demonstrate mastery of important knowledge and skills learned in this unit.	2.03 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts		http://www.colonialwilliamsburg.org/	
Unit 2: Formation of the United States Lesson : Revolution	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	Who were key revolutionary figures in the colon es?	Demonstrate mastery of important knowledge and skills learned in this unit.				http://www.colonialwilliamsburg.org/	
Unit 2: Formation of the United States Lesson 5: A Long War	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.2.U.A. Evaluate the role of groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.	What happened in the course of the war?	Explain how the United States was able to achieve victory in the Revolutionary War. Identify major events and leaders of the American Revolution.				http://www.colonialwilliamsburg.org/	
Revolutionary War Activity each Generated	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.2.U.A. Evaluate the role of groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.	Was the American Revolution truly a revolution?	Identify the Articles of Confederation as the first government of the United States. Analyze the strengths and weaknesses of the Articles of Confederation.	2.08 Assignment	Guided practice, Small group instruction, Graphic organizers, Extended time, resubmit without point deduction based on teacher feedback, Grading rubric o be provided for writing assignments that are greater than 2-3 paragraphs		http://www.colonialwilliamsburg.org/	
Unit 2: Formation of the United States Lesson 8: Governing a New Nation	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	How did the new nation formulate a new plan of government?	Demonstrate mastery of important knowledge and skills learned in this unit. Explain the reasons for calling a convention of states in 1787.				https://const.tutonline.com/a/roundtable/1/ https://www.thancsociety.com/humanities/1787-1789-the-constitution.html http://www.constitutecentral.com/constitution/1787-1789-the-constitution.html	
Unit 2: Formation of the United States Lesson 9: Seeking a More Perfect Union	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	How did the new nation formulate a new plan of government?	Demonstrate mastery of important knowledge and skills learned in this unit. Explain the reasons for calling a convention of states in 1787.				https://const.tutonline.com/a/roundtable/1/ https://www.thancsociety.com/humanities/1787-1789-the-constitution.html http://www.constitutecentral.com/constitution/1787-1789-the-constitution.html	
Unit 2: Formation of the United States Lesson 10: Ratification	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	Why is the Constitution known as a "living document"?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Recognize the U.S. Constitution as the longest-lived written constitution in the world.				https://const.tutonline.com/a/roundtable/1/ https://www.thancsociety.com/humanities/1787-1789-the-constitution.html http://www.constitutecentral.com/constitution/1787-1789-the-constitution.html	
Unit 2: Formation of the United States Lesson 11: Your Constitution	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	What are the responsibilities guaranteed by the Bill of Rights?	List examples of the individual rights guaranteed by the Bill of Rights.	2.11 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts		https://const.tutonline.com/a/roundtable/1/ https://www.thancsociety.com/humanities/1787-1789-the-constitution.html http://www.constitutecentral.com/constitution/1787-1789-the-constitution.html	
Constitutional Virtual Activity each Generated	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	What are the responsibilities guaranteed by the Bill of Rights?	List examples of the individual rights guaranteed by the Bill of Rights.				https://const.tutonline.com/a/roundtable/1/ https://www.thancsociety.com/humanities/1787-1789-the-constitution.html http://www.constitutecentral.com/constitution/1787-1789-the-constitution.html	
Unit 2: Formation of the United States Lesson 12: Preparing for the Unit Test	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	What are the responsibilities guaranteed by the Bill of Rights?	List examples of the individual rights guaranteed by the Bill of Rights.				https://const.tutonline.com/a/roundtable/1/ https://www.thancsociety.com/humanities/1787-1789-the-constitution.html http://www.constitutecentral.com/constitution/1787-1789-the-constitution.html	
Unit 2: Formation of the United States Lesson 13: Formation of the United States Unit 1 Test	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	What are the responsibilities guaranteed by the Bill of Rights?	List examples of the individual rights guaranteed by the Bill of Rights.	2.13 Unit 2 Test: Part 1 2.13 Unit 2 Test: Part 2	Mod ify test for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and request for another test attempt. Possibly shortened test		https://const.tutonline.com/a/roundtable/1/ https://www.thancsociety.com/humanities/1787-1789-the-constitution.html http://www.constitutecentral.com/constitution/1787-1789-the-constitution.html	
Unit 3: The New Republic Lesson 1: The New Republic	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	Founding Fathers: Presidents develop the powers of the executive branch.	List examples of the individual rights guaranteed by the Bill of Rights. Identify the first four presidents and the major issues and events of their administrations. Explain the goals of Hamilton's financial plan and the creation of the central bank.				https://const.tutonline.com/a/roundtable/1/ https://www.thancsociety.com/humanities/1787-1789-the-constitution.html http://www.constitutecentral.com/constitution/1787-1789-the-constitution.html	
Unit 3: The New Republic Lesson 2: The Washington Presidency	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are or focal to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places which are or focal to the U.S.	Founding Fathers: Presidents develop the powers of the executive branch.	List examples of the individual rights guaranteed by the Bill of Rights. Identify the first four presidents and the major issues and events of their administrations. Explain the goals of Hamilton's financial plan and the creation of the central bank.				https://const.tutonline.com/a/roundtable/1/ https://www.thancsociety.com/humanities/1787-1789-the-constitution.html http://www.constitutecentral.com/constitution/1787-1789-the-constitution.html	

Unit 3: The New Republic Lesson 3: A New Leader	8.3.U.B. Compare the impact of historical documents, artifacts, and paces which are or focal to the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.		How did the Founding Fathers. Presidents develop the powers of the Presidency both domestically and internationally?	List examples of the individual rights guaranteed by the Bill of Rights. Describe the major goals and elements of Hamilton's financial plan. Explain the arguments for and against Hamilton's plan and the differing views of the Constitution they reflected. Recognize the challenges Washington faced as the first president and the precedents he established for the new government.	3 03 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions. Extended Time and 3 quiz attempts	https://www.leadgameforkids.com/social-studies/gameresources/edtech/edtech-john-adams-hangman.html
Unit 3: The New Republic Lesson 5: Transfer of Power	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		How did these Presidents take in times of crisis. Both	Describe the nature and significance of the election of 1800. Identify demographic and economic changes occurring in the United States in 1800. Trace the development of the American nation.			https://www.history.com/news/18th-cenry-you-may-not-know-about-the-louisiana-purchase https://www.civilization.com/collections/18th-century-us
Virtual Field Trip Lewis & Clark Activity Teacher Generated	7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment. 8.3.U.C. Evaluate how continuity and change have impacted the United States.			Examine geographic scientific and other discovery made by the expedition to learn why it is considered one of the most important in history.			https://www.pbs.org/newshour/2017/07/lewis-and-clark/
Unit 3: The New Republic Lesson 7: The War of 1812	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		Founding Fathers. Presidents. develop the powers of the U.S.	Recognize the significance of the Louisiana Purchase in increasing the size of the country and guaranteeing control of the Mississippi. Identify James Monroe and the terms "Era of Good Feelings." Describe economic changes occurring in the United States in 1812.	3 07 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions. Extended Time and 3 quiz attempts	https://www.nps.gov/hom/cashow/vote/index.cfm https://www.nps.gov/hom/hiddenheroes/
Unit 3: The New Republic Lesson 9: Nationalism: Culture and Economy	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.			Identify James Monroe and the terms "Era of Good Feelings." Describe economic changes occurring in the United States in 1812. Explain the role of the Supreme Court in interpreting the law. Identify John C. Marshall and his influence on the power of the Supreme Court. Explain the goals and provisions of the Missouri Compromise and those who supported it. Identify John C. Calhoun.	3 12 Assignment		https://www.history.com/stories/1820-1830-the-american-republic https://www.youtube.com/watch?v=6B3K3D8P8
Unit 3: The New Republic Lesson 10: Nationalism: Politics and the Judiciary	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.			Demonstrate mastery of important knowledge and skills learned in this unit. Identify major features of the United States government under the Constitution.	3 12 Assignment		https://www.history.com/stories/1820-1830-the-american-republic https://www.youtube.com/watch?v=6B3K3D8P8
Unit 3: The New Republic Lesson 11: Nationalism: Foreign Affairs	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit. Identify major features of the United States government under the Constitution.			https://www.history.com/stories/1820-1830-the-american-republic https://www.youtube.com/watch?v=6B3K3D8P8
Unit 3: The New Republic Lesson 12: Eventful Times	8.3.U.B. Compare the impact of historical documents, artifacts, and paces which are or focal to the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit. Identify major features of the United States government under the Constitution.			https://www.history.com/stories/1820-1830-the-american-republic https://www.youtube.com/watch?v=6B3K3D8P8
Unit 3: The New Republic Lesson 13: Preparing for the Unit Test	8.3.U.B. Compare the impact of historical documents, artifacts, and paces which are or focal to the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit. Identify major features of the United States government under the Constitution.	3 1 Unit 3 Test: Part 1 3 1 Unit 3 Test: Part 2	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions. Extended Time and request for another test attempt. Possibly shortened test version. Study guide	
Unit : Change and Growth Lesson 1: A Revolution in American Industry	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		How does the U.S. become an industrial power?	Identify American inventors and innovators of the late eighteenth and early nineteenth centuries and their accomplishments.			http://www.history.com/top-culture/18th-century-inventions
Unit : Change and Growth Lesson 2: A Revolution in Transportation	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		How does the U.S. become an industrial power?	Describe the need for, and debate over, transportation improvements in the early 1800s. Explain how major innovators in transportation improved the lives of Americans.			http://www.history.com/top-culture/18th-century-inventions
Unit : Change and Growth Lesson 3: Going Places	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.		How does the U.S. become an industrial power?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Explain how major innovators in transportation improved the lives of Americans.	03 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions. Extended Time and 3 quiz attempts	http://www.biography.com/people/alexander-graham-bell-1235921
Unit : Change and Growth Lesson : New Politics	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.			Describe the role of Andrew Jackson as the first common man elected president. Explain how Jackson was able to succeed in 1828. Describe what is meant by the term "Jacksonian Democracy" and the policies and practices associated with Jackson.			http://www.history.com/stories/1820-1830-the-american-republic
Unit : Change and Growth Lesson 6: Jackson's Presidency	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		Why does Jackson succeed?	Describe Jackson's Indian policy and its ramifications as seen in the Trail of Tears. Explain how John Quincy Adams succeeded in 1824.	07 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions. Extended Time and 3 quiz attempts	http://www.history.com/stories/1820-1830-the-american-republic
Unit : Change and Growth Lesson 9: Northern Ways	8.3.U.D. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.		Why was slavery so important in the North?	Recognize major economic and social characteristics of the northern states between 1820 and 1850.			http://www.history.com/stories/1820-1830-the-american-republic
Unit : Change and Growth Lesson 10: Southern Ways	8.3.U.D. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.		Why was slavery so important in the South?	Recognize major economic and social characteristics of the southern states between 1820 and 1850.			http://www.history.com/stories/1820-1830-the-american-republic
Unit : Change and Growth Lesson 11: Comparing, Contrasting, Predicting	8.3.U.D. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.		What does west mean?	Compare and contrast the North and the South in the early 1820s. Analyze the role of the West in the growing sectionalism of the 1820s.	.11 Assignment	Guided practice, Small group instruction, Graphic organizers, Extended time, resubmit without point deduction based on each feedback. Grading rubric to be provided for writing assignments that are greater than 2-3 paragraphs in length.	http://www.history.com/stories/1820-1830-the-american-republic
Unit : Change and Growth Lesson 13: Preparing for the Unit Test	8.3.U.D. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.			Demonstrate mastery of important knowledge and skills learned in this unit.			http://www.history.com/stories/1820-1830-the-american-republic
Unit : Change and Growth Lesson 1 : Change and Growth Unit Test	8.3.U.D. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.			Demonstrate mastery of important knowledge and skills learned in this unit.	.1 Unit Test: Part 1 .1 Unit Test: Part 2	Modify test for 3 choices instead of Exempt or limit essay and open ended questions. Extended Time and request for another test attempt.	http://www.history.com/stories/1820-1830-the-american-republic
Unit 5: Forging a National Identity Lesson 1: Seeking Perfection	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.			Identify the leaders of major reform movements of the early nineteenth century, their goals, the obstacles they faced, and their achievements.			https://www.history.com/stories/1820-1830-the-american-republic
Unit 5: Forging a National Identity Lesson 2: Freedom for All	8.3.U.D. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.			Demonstrate mastery of important knowledge and skills learned in previous lessons. Describe the inequalities women faced in the early 1820s. Explain the term "militant abolitionism."	5 02 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions. Extended Time and 3 quiz attempts	http://www.history.com/stories/1820-1830-the-american-republic
Unit 5: Forging a National Identity Lesson 5: The Push West	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.		What opportunities did the West offer?	Identify the major trails west, the reasons for them, and the people or groups who used them. Trace the major events leading up to Texas independence from 1820 to 1836.			https://www.history.com/stories/1820-1830-the-american-republic
Unit 5: Forging a National Identity Lesson 6: Texas: The Lone Star Republic	8.3.U.D. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.			Demonstrate mastery of important knowledge and skills learned in this unit.			https://www.history.com/stories/1820-1830-the-american-republic
Unit 5: Forging a National Identity Lesson 8: War and Riches	8.3.U.D. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.			Demonstrate mastery of important knowledge and skills learned in previous lessons. Describe the causes and results of the California Gold Rush.	5 08 Assignment	Guided practice, Small group instruction, Graphic organizers, Extended time, resubmit without point deduction based on each feedback. Grading rubric to be provided for writing assignments that are greater than 2-3 paragraphs in length.	https://www.history.com/stories/1820-1830-the-american-republic
Unit 5: Forging a National Identity Lesson 10: Preparing for the Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit.			https://www.history.com/stories/1820-1830-the-american-republic
Unit 5: Forging a National Identity Lesson 11: Forging a National Identity Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit.	5 11 Unit 5 Test: Part 1 5 11 Unit 5 Test: Part 2	Modify test for 3 choices instead of Exempt or limit essay and open ended questions. Extended Time and request for another test attempt. Study guide	https://www.history.com/stories/1820-1830-the-american-republic
Unit 6: The Union in Crisis Lesson 1: Growing Apart	8.3.U.D. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.			Recognize the views of the North and South toward each other by 1850. Identify Harriet Beecher Stowe and her novel Uncle Tom's Cabin. Explain the political realignments that resulted in the rise of the Republican Party in the 1850s. Recognize the impact of the Dred Scott decision.			https://www.history.com/stories/1820-1830-the-american-republic
Unit 6: The Union in Crisis Lesson 2: Debate and Division	8.3.U.B. Compare the impact of historical documents, artifacts, and paces which are or focal to the U.S.		How did the Dred Scott decision impact the Union?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Explain how Abraham Lincoln was elected in 1860. Recognize the states that seceded from the Union and their reasons for doing so.	6 03 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions. Extended Time and 3 quiz attempts	https://www.history.com/stories/1820-1830-the-american-republic
Unit 6: The Union in Crisis Lesson 3: Disunion	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		Why did Lincoln succeed?	Compare the strengths and weaknesses of a Unionist and a secessionist. Identify the goals and impact of the Emancipation Proclamation and the Gettysburg Address. Summarize the progress of the war by 1862.			https://www.history.com/stories/1820-1830-the-american-republic
Unit 6: The Union in Crisis Lesson 5: The War Begins	8.3.U.D. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations.		Why were battles so important?				https://www.history.com/stories/1820-1830-the-american-republic
Unit 6: The Union in Crisis Lesson 7: Terrible Conflict	8.3.U.B. Compare the impact of historical documents, artifacts, and paces which are or focal to the U.S.		Why were battles so important?				https://www.history.com/stories/1820-1830-the-american-republic

Gettysburg each Generated	8.3.U.B. Compare the impact of historical documents, artifacts, and paces which are critical to the U.S.		at Gettysburg on the Civil War • Identify key leaders and people involved within the battle of Gettysburg	6.07 Assignment	Guided practice, Small group instruction, Graphic organizers, Extended time, resubmit without point deduction based on each feedback, Grading rubric is provided for writing assignments that are greater than 2-3 assignments	
Unit 6: The Union in Crisis Lesson 8: War's End	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	What happened	• Describe the role and accomplishments of women during the Civil War. • Assess the human cost of the Civil War.			
Civil War 150 Virtual Activity each Generated	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	How did the war	• Describe the role and accomplishments of women during the Civil War. • Assess the human cost of the Civil War.	6.09 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts	http://www.history.com/civ-war-150
Unit 6: The Union in Crisis Lesson 9: A War on All Fronts	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	How was the South	• Compare and contrast the major plans for and supporters of Reconstruction. • Identify the goals of the Reconstruction.			https://www.smithsonianmag.com/smithsonian-institution/civil-war-150-rough-matthew-b-jeppert-180963271/
Unit 6: The Union in Crisis Lesson 10: Reuniting a Nation	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	What was Reconstruction	• Identify the goals of the Reconstruction. • Identify the significance of the 13th, 14th, and 15th Amendments. • Explain the reasons for the end of Reconstruction and the Compromise of 1877 and its impact.			https://www.history.com/topics/american-civil-war/reconstruction
Unit 6: The Union in Crisis Lesson 11: Reconstructing a Nation	8.3.U.B. Compare the impact of historical documents, artifacts, and paces which are critical to the U.S.	What changes	• Identify the significance of the 13th, 14th, and 15th Amendments. • Explain the reasons for the end of Reconstruction and the Compromise of 1877 and its impact.			
6.11 Reconstruction Cont.	8.3.U.B. Compare the impact of historical documents, artifacts, and paces which are critical to the U.S.	How did the Reconstruction	• Demonstrate mastery of important knowledge and skills learned in this unit.			
Unit 6: The Union in Crisis Lesson 12: Preparing for the Union Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		• Demonstrate mastery of important knowledge and skills learned in this unit.	6.13 Unit 6 Test: Part 1 6.13 Unit 6 Test: Part 2	Modify test for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and request for another test attempt. Possibly shortened test.	
Unit 6: The Union in Crisis Lesson 13: The Union in Crisis Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		• Demonstrate mastery of important knowledge and skills learned in this unit.			
Unit 7: Entering the Modern Era Lesson 1: Settling the American West	8.3.U.C. Evaluate how continuity and change have impacted the United States. Religion, systems and religion, Commerce and industry Technology Politics and government Physical and human		Explain the rise of the railroad industry and its influence on modern business practices.			
Unit 7: Entering the Modern Era Lesson 2: The Changing West	8.3.U.B. Compare the impact of historical documents, artifacts, and paces which are critical to the U.S.		Recognize the effects of new industries and increased population on the environment. Explain how the federal government gave away land to individuals through the Homestead Act and to railroads through the Pacific Railroad Act.	7.02 Assignment	Guided practice, Small group instruction, Graphic organizers, Extended time, resubmit without point deduction based on each feedback, Grading rubric is provided for writing assignments that are greater than 2-3 assignments	
Unit 7: Entering the Modern Era Lesson 3: The End of a Way of Life	8.3.U.B. Compare the impact of historical documents, artifacts, and paces which are critical to the U.S. 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		Describe the beginning of the steel and oil industries in the United States. Explain the rise of the railroad industry and its influence on modern business practices. Recognize titans of industry and banking and the new business practices.			
Unit 7: Entering the Modern Era Lesson 5: New Industries Emerge	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		Describe government efforts to regulate business. Describe the significance of new inventions on American life. Recognize government attempts to regulate business in the late 1800s. Describe the premise of Carnegie's Social Darwinism.	7.07 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts	http://www.history.com/topics/civil-war/monitors
Unit 7: Entering the Modern Era Lesson 6: Inventors and Industrialists	8.3.U.C. Evaluate how continuity and change have impacted the United States. Religion, systems and religion, Commerce and industry Technology Politics and government Physical and human geography Social organizations		Identify terms associated with a capitalist economy. Describe the rise and fall of the Knights of Labor.			http://www.history.com/topics/civil-war/angle-iron-2 http://www.history.com/topics/civil-war/knights-of-labor
Unit 7: Entering the Modern Era Lesson 7: Seeking a Better Way	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		Recognize Terence Powderly and demonstrate mastery of important knowledge and skills learned in previous lessons. Describe the organization and focus of the Pullman Strike.			https://www.history.com/topics/civil-war/movement-2
Unit 7: Entering the Modern Era Lesson 11: Beacon of Hope	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		Identify major immigrant groups and their patterns of settlement. Distinguish between the first and second waves of immigration and their impact on the United States.			http://www.history.com/topics/civil-war/immigration
Unit 7: Entering the Modern Era Lesson 12: The Immigrant Experience	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		• Demonstrate mastery of important knowledge and skills learned in previous lessons. Give examples of nativist responses to immigration.	7.12 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts	
Unit 7: Entering the Modern Era Lesson 13: Preparing for the Union Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		• Demonstrate mastery of important knowledge and skills learned in this unit.			
Unit 7: Entering the Modern Era Lesson 14: Entering the Modern Era Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		• Demonstrate mastery of important knowledge and skills learned in this unit.	7.1 Unit 7 Test: Part 1 7.1 Unit 7 Test: Part 2	Modify test for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and request for another test attempt, Study guide	
Unit 8: Semester Project Teacher Developed Introduction & Work day 1	8.3.U.B. Compare the impact of historical documents, artifacts, and paces which are critical to the U.S.		Review important knowledge and skills taught in Units 1 through 7.			
Unit 8: Semester Project Teacher Developed Work day 2	8.3.U.B. Compare the impact of historical documents, artifacts, and paces which are critical to the U.S. 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		Review important knowledge and skills taught in Units 1 through 7.			
Unit 8: Semester Project Teacher Developed Work day 3	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		Review important knowledge and skills taught in Units 1 through 7.	Semester Project Due		
SEMESTER 2 303B US History		Identify Learning Targets		Evidence of Learning		Outline Instructional Practices
Unit 1: A New Century Lesson 1: Semester Introduction	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.		for studying it. • Demonstrate familiarity with the organization and format of lessons in this course.			
Unit 1: A New Century Lesson 2: Cities Grow	8.3.U.C. Evaluate how continuity and change have impacted the United States. Religion, systems and religion, Commerce and industry Technology Politics and government Physical and human	How did the urban	• Describe the growth of cities in the late 1800s. • Recognize elements of urban social stratification in the cities of the late 1800s.			https://www.census.gov/popest/
Unit 1: A New Century Lesson 3: City Life	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.2.U.A. Evaluate the role of groups and individuals from Pennsylvania		• Demonstrate mastery of important knowledge and skills learned in previous lessons. • Identify the work of urban planners.	1.03 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts	https://www.youtube.com/watch?v=BL5PK6uZs
Unit 1: A New Century Lesson 4: Populists	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B. Compare the impact of historical documents, artifacts, and paces which are critical to the U.S.		• Describe the rise, fall, and legacy of the Populist Party. • Identify character traits of government in the Gilded Age of the late 1800s.			
Unit 1: A New Century Lesson 6: Progressives	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States		• Give examples of individuals and organizations, and their goals within the Progressive movement. • Describe muckrakers, including Ida Tarbell and Upton Sinclair and their impact on the United States.	1.06 Assignment	Guided practice, Small group instruction, Graphic organizers, Extended time, resubmit without point deduction based on each feedback, Grading rubric is provided for writing assignments that are greater than 2-3 assignments	https://www.youtube.com/watch?v=004FR4G7M
Unit 1: A New Century Lesson 7: Taking on Power	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States		• Demonstrate mastery of important knowledge and skills learned in previous lessons. • Recognize the work of Jane Addams.			
Unit 1: A New Century Lesson 9: Less than Equal	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States		• Describe the effects of economic and social reform on black Americans in the South and in the North at the turn of the twentieth century.			https://www.youtube.com/watch?v=ncw537pM60

Unit 1: A New Century Lesson 10: Demanding a Voice	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 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			1.10 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts	
Unit 1: A New Century Lesson 11: Making a Difference	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States					
Unit 1: A New Century Lesson 13: Preparing for the Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States			1.1 Unit 1 Test: Part 1 1.1 Unit 1 Test: Part 2	Modify test for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and request for another test attempt. Possibly shortened test	
Unit 2: Turning Points Lesson 6: An American Empire	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States					https://www.history.com/topics/19th-century-us/american-empire
Unit 2: Turning Points Lesson 7: Presidents and Policies	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions. Commerce and industry. Technology. Politics and government. Physical and human			2.07 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts	
Unit 2: Turning Points Lesson 8: The Great War	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					http://www.history.com/topics/world-war-i
Unit 2: Turning Points Lesson 9: The War at Home	8.3.U.B. Compare the impact of historical documents, artifacts, and pieces of art or literature on the U.S.					https://www.history.com/topics/world-war-i
Unit 2: Turning Points Lesson 11: Assessing the Great War	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			2.11 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts	
Unit 2: Turning Points Lesson 13: Embracing the Peace	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions. Commerce and industry. Technology. Politics and government. Physical and human					https://www.history.com/topics/world-war-i/roaring-twenties
Unit 2: Turning Points Lesson 15: Action and Reaction	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions. Commerce and industry. Technology. Politics and government. Physical and human					
Unit 2: Turning Points Lesson 16: Analyzing an Era	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions. Commerce and industry. Technology. Politics and government. Physical and human			2.16 Quiz: Part 1	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts	
Unit 2: Turning Points Lesson 18: Preparing for the Unit Test	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions					
Unit 2: Turning Points Lesson 19: Turning Points Unit Test	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions 8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.			2.19 Unit 2 Test: Part 1 2.19 Unit 2 Test: Part 2	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and request for another test attempt. Possibly shortened test	
Unit 3: Democracy Tested Lesson 1: The Bubble Bursts	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.					http://www.english.com/maps/dep-ess-on/photosess.htm
Unit 3: Democracy Tested Lesson 2: Depression	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.					https://www.history.com/topics/great-depression
Unit 3: Democracy Tested Lesson 3: Seeking Solutions	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 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			3.03 Quiz	ions, Extended Time and 3 quiz attempts	
Unit 3: Democracy Tested Lesson 4: Confronting the Crisis	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B. Compare the impact of historical documents, artifacts, and pieces of art or literature on the U.S.					https://www.youtube.com/watch?v=YOpm_H2k81s
Unit 3: Democracy Tested Lesson 5: New Strategies	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B. Compare the impact of historical documents, artifacts, and pieces of art or literature on the U.S.					https://www.youtube.com/watch?v=6tM0EK6jA
Look at the New Deal Impact in PA (CCC works in state parks)	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B. Compare the impact of historical documents, artifacts, and pieces of art or literature on the U.S.					
Unit 3: Democracy Tested Lesson 7: Reflections	8.3.U.B. Compare the impact of historical documents, artifacts, and pieces of art or literature on the U.S.			3.07 Assignment 3.07 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts	
Unit 3: Democracy Tested Lesson 9: War Clouds	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					https://www.youtube.com/watch?v=Q78D0tW7E
Unit 3: Democracy Tested Lesson 10: Going to War	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 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					
Unit 3: Democracy Tested Lesson 11: The War at Home	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.			3.11 Assignment	Guided practice, Small group instruction, Graphic organizers, Extended time, resubmit without point deduction based on each feedback, Grading based on peer and self reflection	https://www.pbs.org/orig/dofcamp/
Unit 3: Democracy Tested Lesson 12: Fighting on Two Fronts	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 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					https://www.history.com/topics/world-war-i
WW2 Concentration Camps eaches Generated	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 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					
Unit 3: Democracy Tested Lesson 13: War's End	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 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			3.13 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts	
Unit 3: Democracy Tested Lesson 14: Preparing for the Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 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					
Unit 3: Democracy Tested Lesson 15: Democracy Tested Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S. 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			3.15 Unit 3 Test: Part 1 3.15 Unit 3 Test: Part 2	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and request for another test attempt. Possibly shortened test	
Unit 3: Postwar America Lesson 1: A War of Words and Ideas	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					
Unit 3: Postwar America Lesson 2: The Cold War at Home and Abroad	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions. Commerce and industry. Technology. Politics and government. Physical and human					
Unit 3: Postwar America Lesson 3: Eisenhower at the Helm	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions. Commerce and industry. Technology. Politics and government. Physical and human			03 Quiz	Modify quiz for 3 choices instead of Exempt or limit essay and open ended questions, Extended Time and 3 quiz attempts	
Unit 3: Postwar America Lesson 4: From War to Peace	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions. Commerce and industry. Technology. Politics and government. Physical and human					
Unit 3: Postwar America Lesson 5: A New American Dream	8.3.U.C. Evaluate how continuity and change have impacted the United States. Be self systems and religions. Commerce and industry. Technology. Politics and government. Physical and human					

Unit 6: Toward a New Millennium Lesson 17: Toward a New Millennium Unit Test	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.			Describe Carter's goals and challenges as president and the reasons for his failure to win a second term. Reinforce the states	6.17 Unit 6 Test: Part 1 6.17 Unit 6 Test: Part 2	Modify test for 3 choices instead of 5. Exempt or limit essay and open-ended questions. Extended time and request for another test attempt. Possibly shorten test.		
Unit 7: Semester Project Teacher Developed Introduction & Work day 1	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.			Review important knowledge and skills taught in Units 1 through 6.				
Unit 7: Semester Project Teacher Developed Work day 2	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.			Review important knowledge and skills taught in Units 1 through 6.				
Unit 7: Semester Project Teacher Developed Work day 3	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.			Review important knowledge and skills taught in Units 1 through 6.	Semester Project Due	Reduced assignment. Guided practice. Small group instruction. Graphic organizers. Extended time, resubmit without point deduction based on teacher feedback. Guided practice.		

1.02 Dimensions- Distance, Time, and Mass (9/11/19)

<p>Power Standard</p> <p>CC.3.5.9-10.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>CC.3.5.9-10.D Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades 9-10 texts and topics.</p>																			
<p>Verb/Noun Match</p> <table border="1"> <tr> <td>define</td> <td>measure</td> <td>distinguish</td> <td>apply</td> </tr> <tr> <td>vocabulary terms</td> <td>time, distance, mass, temperature</td> <td>English system from the metric system</td> <td>measurement rules properly for accurate data collection</td> </tr> <tr> <td></td> <td>significant figures</td> <td>fundamental and derived units</td> <td></td> </tr> <tr> <td></td> <td></td> <td>measurement and correct unit of measure</td> <td></td> </tr> </table>				define	measure	distinguish	apply	vocabulary terms	time, distance, mass, temperature	English system from the metric system	measurement rules properly for accurate data collection		significant figures	fundamental and derived units				measurement and correct unit of measure	
define	measure	distinguish	apply																
vocabulary terms	time, distance, mass, temperature	English system from the metric system	measurement rules properly for accurate data collection																
	significant figures	fundamental and derived units																	
		measurement and correct unit of measure																	
<p>Know</p> <ul style="list-style-type: none"> • <u>Vocabulary</u>- distance, time, measurement, derived unit, fundamental unit, metric system, significant figure • The proper use of units with each type of measurement • English and metric units of measurement • How to determine the proper number of significant figures for a measurement 		<p>Do</p> <ul style="list-style-type: none"> • Define lesson vocabulary (nearpod matching words and definitions) • Measure distance, time, mass and temperature using proper units and sig figs (nearpod matching units and measurement) • Distinguish English units from metric units of measure (nearpod quiz) • Use correct rules of measure for accurate data collection (nearpod quiz or draw it) 																	
<p>I can statements.....</p> <p>I can define distance, time, measurement, derived unit, fundamental unit, metric system, significant figure</p> <p>I can measure distance, time, mass, and temperature.</p>																			

SCI102A Physical Science

I can use the correct metric units when I measure distance, time, mass, and temperature.

I can distinguish English units of measure from metric units and use the metric units properly during science class.

I can apply proper rules for measurement during lab activities for accurate data collection.

Identify Learning Targets					Evidence of Learning		Outline Instructional Practices	
K12 Unit/Lesson (In Sequence)	Standard (PA Core/National/PA Content)	Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities, Assignments	Key Vocabulary	Resources outside of OLS
UNIT 1 LESSON 2 What is Economics	6.1.9.B Identify the origin of resources and analyze the	What is economics?	Define Economics	Explain what economics is about.	Review Questions		Economy, Economics,	
UNIT 1 LESSON 3 What is Economics	6.1.9.B. Identify the origin of	Discuss and define: efficiency	What is the differ	Discuss and define: efficiency growth, security, equity, and	Review Questions		Efficiency growth,	
UNIT 1 LESSON 5 The Free Market	6.2.12.G. Evaluate various economic	Free market	Explain the Circula	Define and discuss the Circular-Flow Model.	Review Questions		Circular flow model,	https://www.youtube.com/w
UNIT 1 LESSON 6 Command Economy	6.2.12.G. Evaluate various economic	Command economy	What is a Comma	Define and discuss a command economy.	Review Questions		Command economy,	
UNIT 1 LESSON 8 CBA, GDP, CPI	6.1.12.C. Analyze the opportunity cost	CBA, GDP, CPI	How can you use	Explain and discuss: Cost-Benefit Analysis.	Review Questions		Cost-Benefit Analysis, Gross	https://www.youtube.com/w
UNIT 1 LESSON 10 Technology &	6.1.12.C. Analyze the opportunity cost	Technology and Economics	What do you thin	Explain and discuss the Law of Supply and Demand.	Review Questions		Supply and Demand	
UNIT 1 LESSON 11 e-commerce	6.1.12.C. Analyze the opportunity cost	E-commerce	Will Amazon cont	Define E-commerce.	Review Questions		E-commerce	
UNIT 1 Review	All standards covered in Unit 1			Review for the Unit 1 Assessment.	Review Questions			
UNIT 1 Test	All standards covered in Unit 1			Take the Unit 1 Assessment.				
UNIT 2 LESSON 1 The Game of Economics	6.2.9.B. Explain how competition	Define the different	How are you a con	Define the different economic roles of consumers,	Review Questions		consumers, producers,	
UNIT 2 LESSON 3 The Consumer	6.1.12.C. Analyze the opportunity cost	The Consumer	Why is having a b	Discuss short-term and long-term planning.	Review Questions		Cost-Benefit Analysis, Gross	
UNIT 2 LESSON 4 The Media & The	6.1.12.C. Analyze the opportunity cost	The media	Does the media h	Discuss the influence of the media on consumers.	Review Questions		Media, advertizing	
UNIT 2 LESSON 5 The Business of Business	6.1.12.C. Analyze the opportunity cost	Buisness	Why is the profit	Explain how producers use rational-choice theory.	Review Questions		Cost, Monopoly,	
UNIT 2 LESSON 7 The Business of Media is	6.1.12.C. Analyze the opportunity cost	Advertising	In what ways can	Discuss different avenues of advertisement for a business.	Review Questions		Advertizing	
UNIT 2 LESSON 10 Business Models and	6.1.12.C. Analyze the opportunity cost	Buisness models	What are the risks	Define different types of businesses.	Review Questions		sole proprietorship,	
UNIT 2 LESSONS 11 & 12 Business Models	6.1.12.C. Analyze the opportunity cost	Buisness models	Explain the Googl	Define and explain the features of a business model.	Review Questions		shopkeeper model, bait-	
UNIT 2 Review	All standards covered in Unit 2			Review for the Unit 2 Test	Review Questions			
UNIT 2 Test	All standards covered in Unit 2			Take the Unit 2 Test				
UNIT 3 LESSON 1 Getting Crabby with	6.2.9.D. Explain the laws of supply	Supply and Demand	How does the law	Describe the operations of the law of supply and	Review Questions		Scarcity	https://www.youtube.com/w
UNIT 3 LESSON 2 Understanding	6.2.9.D. Explain the laws of supply	Demand	How does deman	Identify and analyze the various noneconomic factors	Review Questions		Demand, Wealth Effect,	
UNIT 3 LESSON 3 The Labor Market	6.2.9.D. Explain the laws of supply	Labor Market	What is a reserve	Describe how wages are determined in the labor	Review Questions		Globilization, Labor Market,	https://www.youtube.com/w
UNIT 3 LESSON 6 The Housing Market	6.2.9.D. Explain the laws of supply	Housing Market	Give me one reas	Describe how the law of supply and demand operates	Review Questions		Housing Market, Rent,	
UNIT 3 LESSON 8 Specilization,	6.2.9.D. Explain the laws of supply	Competition, Specialization,	Why is completiti	Describe how specialization, competition, and trade affect	Review Questions		Specialization, Competition,	
UNIT 3 LESSON 8 The Business Cycle Part II	6.2.9.D. Explain the laws of supply	Business cycle	Why is printing m	Demonstrate an understanding of the business	Review Questions		Inflation	
UNIT 3 Review	All standards covered in Unit 3			Review for the Unit 3 Test	Review Questions			
UNIT 3 Test	All standards covered in Unit 3			Take the Unit 3 Test				
UNIT 4 LESSON 1 Show Me the Money	6.2.9.F. Analyze the functions of	Money	Why do we not ba	Describe what money is and how it functions in an	Review Questions		FDIC	
UNIT 4 LESSON 2 The Money Supply	6.5.9.H. Explain the impact of higher	Money Supply	What are liquid as	Explain how the money supply is regulated.	Review Questions		Liquid, Discount Rate,	
UNIT 4 LESSON 4 The Stock Market	6.1.U.C. Analyze the opportunity cost	The Stock Market	Why is the Stock M	Describe the structure and functioning of stock markets.	Review Questions		Stock Market	
UNIT 4 LESSON 6 Commodities	6.1.U.C. Analyze the opportunity cost	Commodities	Why are oranges	Define commodities.	Review Questions		Commodities	
UNIT 4 LESSON 7 Buying and Selling	6.1.U.C. Analyze the opportunity cost	Currency Exchange Market	Why is the curren	Discuss exchange rates.	Review Questions		exchange rates, currency	
UNIT 4 Scams	Discuss various types of scams.	Various scams	What is pyramid s	Discuss various types of scams.	Review Questions		Con Man, Pyramid	https://www.youtube.com/w
UNIT 4 Review	Review for the Unit 4 Assessment.			Review for the Unit 4 Test	Review Questions			
UNIT 4 Test	Take the Unit 4 Assessment			Take the Unit 4 Test				
UNIT 5 LESSON 1 Taxes	6.3.9.C. Compare and contrast the	Taxes	What are some th	Compare different types of taxes and taxation systems,	Review Questions		Taxes	
UNIT 5 LESSON 4 The Government as	6.3.9.A. Analyze the process through	Fiscal policy	What do governm	Explain fiscal policy.	Review Questions		Fiscal policy, subsidies	
UNIT 5 LESSON 6 The Government as a	6.3.9.A. Analyze the process through	Free Market	Why did the gove	Explain the role of the government in maintaining a	Review Questions		Fraud Predatory	https://www.youtube.com/w
UNIT 5 LESSON 8 The Government and Rules	6.3.9.A. Analyze the process through	Economic choices	Can the governme	List various laws that limit or prohibit economic choices.	Review Questions		Eminent Domain	
UNIT 5 Review	All standards covered in Unit 5			Review for the Unit 5 Test	Review Questions			
UNIT 5 Test	All standards covered in Unit 5			Take the Unit 5 Test.				
UNIT 6 LESSON 1 Specilization	6.4.9.A. Explain how specialization	Absolute and Comparative	Compare and con	Explain how international trade allows countries to	Review Questions		Absolute Advantage,	
UNIT 6 LESSON 3 International	6.3.C.D. Explain why governments	International organizations	Why is there no g	Describe how central bank policies affect the global	Review Questions		Central Bank, BIS, World	
UNIT 6 LESSON 4 The Power of Money	6.3.U.B. Analyze how conflict and	Power of Money	What is the best v	Explain how governments, private citizens, and	Review Questions		Boycott, Embargo,	https://www.youtube.com/w
UNIT 6 LESSON 6 Globilization	6.4.W.C. Compare the role groups	Globalization	What are some is	Describe the issues raised and challenges caused by	Review Questions		Globalization, Economic	https://www.youtube.com/w
UNIT 6 Review	All standards covered in Unit 6			Review for the Unit 6 Test	Review Questions			
UNIT 6 TEST	All standards covered in Unit 6			Take the Unit 6 Test				
UNIT 7 LESSON 1 Making Choices	6.1.1.12.B. Evaluate the economic	Making economic	Why should you v	Explain and apply cost-benefit analysis.	Review Questions		Lease	

K12 Unit/Lesson (In Sequence)	Standard (PA Core/National/PA)	Identify Learning Targets			Evidence of Learning		Outline Instructional Practices	
		Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities	Key Vocabulary	Resources outside of OLS
UNIT 1 LESSON 2 The Origin and Purpose of	5.1.12.A.	The basic components of government	What are the functions of government?	Identify the purposes of government.	Review Questions		Anarchy, Government, Protection, Order, Conflict	
UNIT 1 LESSON 4 The Origin and Purpose of	5.1.12.A.	The basic components of government	What are the functions of government?	Identify the purposes of government.	Review Questions		Force Theory, Evolution Theory, Divine Right	
UNIT 1 LESSONS 5-6 P Types of Government	5.1.12.A.	Various authors and their writings on government	How do the various authors describe the types of government work?	Define power. Identify and describe the types of government.	Review Questions		Power, Nation State, Karl Marx, Max Weber, C. Direct and indirect democracies, Democracy,	
Unit 1 Review	5.2.7.A.	Types of government	How do various types of government work?	Define power. Identify and describe the types of government.	Review Questions			
Unit 1 Test	All standards covered in Unit 1			To review for the Unit 1 Assessment.	Review Questions			
UNIT 2 LESSON 1 American	5.1.C.B.	The foundations of American Government	How did Locke and Hobbs	Explain how the Enlightenment and other	Review Questions		John Locke, Thomas Hobbs	
UNIT 2 LESSON 2 American	5.1.C.B.	The foundations of American Government	How did Locke and Hobbs	Summarize the major events of the American	Review Questions		Thomas Paine, Articles of Confederation, The	
UNIT 2 LESSON 5 Creating and Ratifying	5.1.C.D.	How the Constitution came about.	Why did so many people disagree with how the	Constitutional Convention	Review Questions		The Virginia Plan, The New Jersey Plan, 3/5	
UNIT 2 LESSON 5 Creating and Ratifying	5.1.C.D.	How the Constitution came about.	What are the differences between	Discuss and Explain the reasons for conflict between	Review Questions		Federalist, Anti-Federalist	
UNIT 2 LESSON 7 The Constitution Part I	5.1.C.D.	Identify and explain the various branches of government	Why is the Constitution	Identify the major parts of the Constitution.	Review Questions		Preamble, The Legislative, Executive, and Judicial	https://www.youtube.com/w
UNIT 2 LESSON 8 The Constitution Part II	5.1.C.D.	What is the purpose of the Constitution?	What are the five principl	Identify the purposes of government. Discuss the five	Review Questions		Limited Government, Popular Sovereignty,	
UNIT 2 LESSON 9 The Constitution Part III	5.1.C.D.	Discuss various parts of the Constitution	What are amendments a	Identify the Bill of Rights and other important	Review Questions		Presidential Action, Supreme Court Decision,	
UNIT 2 LESSON 10 Federalism Part I	5.1.C.D.	The different powers of the Constitution	What are the different powers of the	Identify how the powers of government are divided in	Review Questions		Delegated Powers, Reserve Powers,	
UNIT 2 LESSON 10 Federalism Part II	5.1.C.D.	The different powers of the Constitution	Define and explain Federalism	Define and discuss natural and civil rights.	Review Questions		Federalism	
Unit 2 Review				Review for the Unit 2 Test	Review Questions			
Unit 2 Test				Take the Unit 2 Test				
UNIT 3 LESSON 1 The National Government	5.1.C.D.	General breakdown of the three branches of government.	What are the three branches of	Describe the basic structure of the United States	Review Questions		Legislative, Executive, Judicial Branches	
UNIT 3 LESSON 2 Congress Part I	5.1.C.D.	How the committee system works	Why do bills go through committees?	Identify and categorize the powers of Congress.	Review Questions		Standing, Select, Joint, Conference Committees	
UNIT 3 LESSON 4 Congress Part II	5.1.C.D.	The ways deals and votes are gathered.	Why do people feel that redistricting and	Define terms related to Congress.	Review Questions		Redistricting, Gerrymandering, Pork	
UNIT 3 LESSON 5 Bill to Law	5.2.C.C.	The process of how a bill becomes a law	What are the steps for a bill to become a law?	Explore the process of how a bill becomes a law.	Review Questions			https://www.youtube.com/w
UNIT 3 LESSON 6 The Presidency Part I	5.2.C.C.	Explore the office of the President	Describe all the roles the President fills	Identify the roles and powers of the president.	Review Questions		Executive Branch	
UNIT 3 LESSON 6 The Presidency Part II	5.2.C.C.	Explore the office of the President	Explain the roles of the Vice President and First	Identify the roles and powers of the president.	Review Questions		Vice President, First Lady	
UNIT 3 LESSONS 8, 9 & 10	5.2.C.C.	The role of the Executive Branch.	What functions does the Executive Branch fulfill	Describe the Executive Branch.	Review Questions		National Security Council Office of Management and	
UNIT 3 LESSON 11 The Judicial Branch	5.2.C.C.	Explore the role of the Judicial Branch	What is the difference between Criminal and	Describe the purpose of the Judicial branch of the federal	Review Questions		Judicial Branch	
UNIT 3 LESSON 11 The Judicial Branch	5.2.C.C.	Explore the role of the Judicial Branch	What is Judicial Review and why is it important?	Describe the purpose of the Judicial branch of the federal	Review Questions		plaintiff, defendant, State Court, Federal Court, Civil	
UNIT 3 REVIEW	All standards covered in Unit 3			Review for the Unit 3 Test	Review Questions			
UNIT 3 TEST	All standards covered in Unit 3			Take the Unit 3 Test				
UNIT 4 LESSON 1 Political Participation	5.2.C.D.	Discuss and explain the history of voting	Why do we vote?	Identify opportunities for citizen participation in the	Review Questions		Suffrage	
UNIT 4 LESSON 2 Political Participation	5.2.C.D.	The history of voting	Discuss the history of voting	Identify opportunities for citizen participation in the	Review Questions		Poll Tax	https://www.youtube.com/w
UNIT 4 LESSON 4 Political Opinions	5.2.C.D.	How one obtains the political views and how they change over time	What are some factors that shape our political	Identify the demographic factors that contribute to	Review Questions		Political Spectrum, Liberal, Conservative, Libertarian,	
UNIT 4 LESSON 7 Americans Political	5.3.12.D.	Define political spectrum and describe different methods for modeling it.	Why are there so many political labels?	Define political spectrum and describe different methods	Review Questions			
UNIT 4 LESSON 8 Americans Political	5.3.12.D.	To discuss where the individual falls along the political spectrum.	Where do you fall along the political spectrum?	To discuss where the individual falls along the	Review Questions			https://www.ck12.com
UNIT 4 LESSON 9 Americans Political	5.3.12.D.	Trace the history of opinion polling in the United States.	Why is Gallup so trusted?	Explain the methods used to measure public opinion.	Review Questions		straw poll, Gallup	
UNIT 4 REVIEW	All standards covered in Unit 4			Review for the Unit 4 Test				
UNIT 4 Test	All standards covered in Unit 4			Take the Unit 4 Test				
UNIT 5 LESSON 1 Political Parties Part I	5.3.12.D.	Discuss the organization and advantages and disadvantages of political parties.	What are some pros and cons to a two party	Describe the basic ideas of American democracy.	Review Questions		linkage institutions, political party, one-party	
UNIT 5 LESSON 2 Political Parties Part II	5.3.12.D.	The evolution of the party system.	What were the first three party system eras	Describe the basic ideas of American democracy.	Review Questions		Federalists, The Democratic-Republicans,	
UNIT 5 LESSON 3 Political Parties Part III	5.3.12.D.	The evolution of the party system.	What were the last three party system eras?	Discuss minor and single Review material covered for the party system.	Review Questions		Progressive Party	https://www.youtube.com/w
UNIT 5 LESSON 4 Elections & Campaigns	5.3.9.D.	Discuss minor and single issue parties.	Why do parties break apart and why are there	Explain how elections are administered in the United	Review Questions		Single-Issue Parties, Single Group Parties, Breakaway	https://www.youtube.com/w
UNIT 5 LESSON 5 Elections & Campaigns	5.3.9.D.	Trace the major steps in a presidential campaign.	How does one run for President?	Trace the major steps in a presidential campaign.	Review Questions			https://www.youtube.com/w
UNIT 5 LESSON 7 The Electoral College	5.3.9.D.	Electoral College and how it works	Should we keep or abolish the Electoral	Analyze the electoral college. Define interest groups and	Review Questions		Soft Money, Hard Money Electoral College, Faithless electors	
UNIT 5 LESSON 8 Interest Groups	5.3.C.D.	Interest Groups	What are the functions of interest groups	Identify synonymous terms. Analyze the impact of media on political campaigns.	Review Questions		Government Interest Groups, Religious Groups,	https://www.youtube.com/w
UNIT 5 LESSON 11 & 12 The Media	5.3.C.D.	The media and its influence	Do you feel the media has too much influence	Analyze the impact of media on political campaigns.	Review Questions		yellow journalism,	https://www.youtube.com/w
UNIT 5 REVIEW	All standards covered in Unit 5			Review for the Unit 5 Test	Review Questions			
UNIT 5 Test	All standards covered in Unit 5			Take the Unit 5 Test				
UNIT 6 LESSON 1 Policy Making	5.3.C.B.	Policy Making	Why does the government make	Describe the purpose of policymaking.	Review Questions		Policy, Rule	
UNIT 6 LESSON 4 Policy Realms Part I	5.3.C.B.	Economic policy making	How does US fiscal policy affect you?	Explain the goals and tools of economic policymaking.	Review Questions		Full employment, Growth, Low inflation, A high	
UNIT 6 LESSON 5 Policy Realms Part II	5.3.C.B.	Social Policy Making	Discuss the New Deal and the Great Society	Describe the history and goals of social policymaking	Review Questions		The New Deal, Great Depression, Great Society	
UNIT 6 LESSON 6 Policy Realms Part III	5.3.C.B.	Foreign Policy Making	Why is it crucial to make good foreign policy?	Describe the history and goals of social policymaking	Review Questions			https://www.youtube.com/w
UNIT 6 LESSON 7 State & Local Levels	5.3.C.B.	State Government purpose/function	What are some issues Federal and some State?	Describe the powers of state government.	Review Questions		referendum, initiative	
UNIT 6 LESSON 8 Local Governments	5.3.C.B.	Local Government purpose/function	Why is local Government so	Describe the different types of local government.	Review Questions		Municipal governments, Township governments	https://www.youtube.com/w
UNIT 6 REVIEW	All standards covered in Unit 6			Review for the Unit 6 Test	Review Questions			
UNIT 6 Test	All standards covered in Unit 6			Take the Unit 6 Test				
UNIT 7 LESSONS 1 & 2 American Rights Parts	5.1.12.A.	What are Civil Rights and history behind the movement	What the the differences between	Define and discuss natural and civil rights.	Review Questions		Natural Rights, Civil Rights	
UNIT 7 LESSON 4 First Amendment Part I	5.1.12.A.	Discuss the First Amendment	Why is Freedom of Religion so important?	Discuss the First Amendment.	Review Questions		Free exercise, Civil Religion	

Unit 1: Setting the Stage—Before 1850	Big Ideas	Essential Questions	Learning Objectives	Assessments	Standards	Resources
Lesson 1: Semester Introduction	Introduce to how students will examine specific ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and social issues have changed over time.	What causes change over time? How does the evolution of past events help us? How do the decisions of the past affect our lives today?	<ul style="list-style-type: none"> Define history and identify reasons for studying it. Identify the format of The Human Geography: From Modern Times to Our Contemporary Era, Vol. 3. Recognize and apply important terms that describe time and observe how the terms are used in history. 			
Lesson 2: Early Seeds of Democracy	Democratic societies must balance the rights and responsibilities of individuals with the common good.	What are the roles and responsibilities of citizens and government in a democratic society? What effect does a democratic government have on society?	<ul style="list-style-type: none"> Analyze the influence of Greek political philosophy on the role of government. Describe the origins of democracy in ancient Greece. Recognize the influence of Greek ideas of democracy on later Western thought. Explain the connection between Greek political philosophy and later democratic thought. Recognize the influence of the Roman Republic's influence on later Western liberal government. 			
Lesson 3: Judeo-Christian Influences on Democratic Thought	Examine the similarities and differences in Greco-Roman and Judeo-Christian views of law, reason, faith, and the individual.	What influence did the ancient Romans and Greeks have on modern democracy? How did early Judeo-Christian thought contribute to Western concepts of law and the individual? How did the Renaissance and the Reformation contribute to the growth of democracy?	<ul style="list-style-type: none"> Describe Greco-Roman and Judeo-Christian views of law, reason and faith, and the duties of the individual. Recognize the influence of Greek and Roman philosophy and Judeo-Christian ethical principles on Western political thought. Describe the contribution of Judeo-Christian thought to Western concepts of law and the individual. Explain how attitudes emerging from the Renaissance and Reformation contributed to the growth of democracy. 			
Lesson 4: Expanding Rights in England	Explore the causes that led to the creative and intellectual ideas of the Renaissance and Reformation and how they led to the birth of the modern era.	How was the world changed by the ideas of the Renaissance and Reformation? Did the Renaissance and Reformation give birth to the modern western world? What influence did the Renaissance have on the Reformation?	<ul style="list-style-type: none"> Explain how the Renaissance and the Reformation contributed to the growth of democracy. Identify the achievements of Henry I. Identify the Magna Carta and its significance for guaranteeing important rights. Describe the English Bill of Rights, Civil War, and Revolution. Identify the basic principles of the Magna Carta, English common law, and the English Bill of Rights. Recognize major philosophers of the Enlightenment and what they are known for. Describe the origins of democracy in ancient Greece. Recognize the influence of Greek ideas of democracy on later Western thought. 			
Lesson 5: Democratic Ideals Emerge: Democratic Introduction	Analyze the ways in which Greco-Roman and Judeo-Christian thought contributed to the development of human rights and democratic principles.	Is it the government's job to protect the natural rights of life, liberty, and property? What is the best way to ensure government's power?	<ul style="list-style-type: none"> Describe the causes of the American and French Revolutions and the influence of Enlightenment thought on them. Recognize the unique character of the American Revolution and its enduring influence on the development of government structures. Give examples of the influence of the U.S. Constitution on political systems in the contemporary world. Summarize the major causes and results of the American and French Revolutions. Associate major ideas in the development of democracy with the documents that inspired them. 	1.05 Quiz		
Lesson 6: Democratic Ideals Flourish	Compare and contrast the American and French Revolutions, and analyze why the French Revolution evolved through democratic despotism dictatorship of Napoleon.	What were the major causes and results of the American and French Revolutions?	<ul style="list-style-type: none"> Describe the causes of the American and French Revolutions and the influence of Enlightenment thought on them. Recognize the unique character of the American Revolution and its enduring influence on the development of government structures. Give examples of the influence of the U.S. Constitution on political systems in the contemporary world. Summarize the major causes and results of the American and French Revolutions. Associate major ideas in the development of democracy with the documents that inspired them. 			
Lesson 7: Document of Liberty	Compare and contrast the U.S. Constitution to constitutional monarchy and the British parliament system as reflections of revolutionary declarations and Enlightenment philosophy.	How has the U.S. Constitution influenced political systems in the modern world?	<ul style="list-style-type: none"> Give examples of the influence of the U.S. Constitution on political systems in the contemporary world. Summarize the principles of major documents of the American and French Revolutions. Associate major ideas in the development of democracy with the documents that inspired them. 			
Lesson 8: A Revolution on Industry	Analyze why the Industrial Revolution occurred first in England and spread to other nations, with particular focus on the roles of geography and form of government.	How did the Industrial Revolution change the way of life in Britain and much of the world? How did the factory system change the way people lived and worked in the early nineteenth century? What effect did industrialization have on politics in the first half of the nineteenth century?	<ul style="list-style-type: none"> Identify factors that led to the beginnings of the Industrial Revolution in the late business in England in the late 1700s. Explain the major arguments of Adam Smith's The Wealth of Nations. Explain how industrialization led to demands for political change and attempts at political revolution in the first half of the nineteenth century. Identify factors that led to the beginning of the Industrial Revolution in the late business in England in the late 1700s. Recognize inventors, inventors, and innovators that spurred the growth of industry. 			
Lesson 9: Romanticism: A Creative Revolution	Explore Romanticism in art and literature, and discuss the role of artists in social reform.	How do individuals influence history? Do individuals have a responsibility to act? (Do artists, writers, and musicians have a real and lasting influence?)	<ul style="list-style-type: none"> Describe Romanticism as the movement in literature and the arts that emphasized nature and emotion over reason. Analyze art and literature for characteristics of romanticism. 			
Lesson 10: Preparing for the Unit Test	Demonstrate mastery of important knowledge and skills learned in this unit.	What are some strategies that I can use to do my best on a test?		Review		
Lesson 11: Setting the Stage—Before 1850 Unit Test	Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day		1.11 Unit 1 Test: Part 1 1.11 Unit 1 Test: Part 2		
Unit 2: Europe and the Second Industrial Revolution						
Lesson 1: The Challenges of Industrialization	Identify the major tenets of capitalism, and explore the roles of entrepreneurship, natural resources, labor, and capital, and the potential for social control through control of these factors.	Is capitalism appropriate for all people/cultures? Is capitalism essential to the success of a democratic government and society?	<ul style="list-style-type: none"> Describe major social, technological, and environmental changes during the Industrial Revolution. Identify the principles of capitalism, socialism, and communism and the thinkers and writers associated with them. Describe the Second Industrial Revolution. Recognize that most industrial workers did not share in the higher standard of living made possible by the Second Industrial Revolution. Describe major social and labor problems facing industrializing nations in the late nineteenth and early twentieth centuries and the early attempts to address those problems. Identify Robert Owen. 			
Lesson 2: Solutions	Analyze capitalism resulting potential or gaps between haves and have-nots, and the responses aimed at social reform (socialism, etc.)	What are the major differences between Adam Smith's free market ideas and Karl Marx's social class ideas?	<ul style="list-style-type: none"> Describe the causes and results of the Paris Commune of 1871. Recognize the goals of nineteenth-century labor unions and the methods they used to achieve their goals. Explain how and why existing governments, including Bismarck's, attempted to address industrial and urban problems. Describe major social and labor problems facing industrializing nations in the late nineteenth and early twentieth centuries and the early attempts to address those problems. Identify Robert Owen. Describe Marx's theory of class struggle and revolution as set forth in The Communist Manifesto and Das Kapital. Describe the causes and results of the Paris Commune of 1871. Recognize the goals of nineteenth-century labor unions and the methods they used to achieve their goals. Explain how and why existing governments, including Bismarck's, attempted to address industrial and urban problems. Describe major social and labor problems facing industrializing nations in the late nineteenth and early twentieth centuries and the early attempts to address those problems. Identify Robert Owen. Describe Marx's theory of class struggle and revolution as set forth in The Communist Manifesto and Das Kapital. Describe the causes and results of the Paris Commune of 1871. Recognize the goals of nineteenth-century labor unions and the methods they used to achieve their goals. Explain how and why existing governments, including Bismarck's, attempted to address industrial and urban problems. Describe major social and labor problems facing industrializing nations in the late nineteenth and early twentieth centuries and the early attempts to address those problems. Identify Robert Owen. 			
Lesson 3: Classes	Analyze capitalism resulting potential or gaps between haves and have-nots, and the responses aimed at social reform (socialism, etc.)	How was wealth gained and distributed in a capitalist and socialist economy?	<ul style="list-style-type: none"> Identify major landforms, climates, bodies of water, and resources in Europe. Identify on a map major Western European nations. Identify major landforms and resources of Europe. Describe the major climate types found in Europe. Explain the importance of major bodies of water in Europe. Locate on a map the nations of Western Europe. Recognize ways in which physical geography contributed to industrialization in Europe. 	2.03 Quiz		
Lesson 5: Geography Plays a Part	Geography influences needs, culture, opportunities, choices, interests, and skills.	How does geography influence the way people live and work?	<ul style="list-style-type: none"> Explain the relationships among natural resources, entrepreneurship, labor, and capital in an industrial society. Describe the means by which Germany became one of the world's leading industrial nations in the late nineteenth century and Otto von Bismarck's role in that growth. Describe why and how nationalism developed during the nineteenth century. Identify Otto von Bismarck as the German chancellor and largely responsible for the unification and industrialization of Germany in the second half of the nineteenth century. Recognize that Germany was one of the world's leading industrial nations in the early twentieth century. Identify major inventors, inventions, and innovations of the late 1800s in Germany. Recognize major inventors, inventions, and innovations of the late nineteenth century, and the ways they affected standards of living. Recognize that Germany was one of the world's leading industrial nations in the early twentieth century. Describe urban problems brought on by the Second Industrial Revolution and the responses to those problems as seen in Berlin. Give examples of the higher standard of living made possible by industrial technological advances. Identify the attitude of the German government toward industry and labor and power under Bismarck and Wilhelm II. 			
Lesson 6: Industry and the Rise of Germany	Analyze the basic political organization of the new German empire in the late 1800s.	How did Germany become an industrial giant in the late 1800s? How did the national spirit represented by Bismarck differ from that embraced by Bismarck in the early 1800s?	<ul style="list-style-type: none"> Explain the relationships among natural resources, entrepreneurship, labor, and capital in an industrial society. Describe the means by which Germany became one of the world's leading industrial nations in the late nineteenth century and Otto von Bismarck's role in that growth. Describe why and how nationalism developed during the nineteenth century. Identify Otto von Bismarck as the German chancellor and largely responsible for the unification and industrialization of Germany in the second half of the nineteenth century. Recognize that Germany was one of the world's leading industrial nations in the early twentieth century. Identify major inventors, inventions, and innovations of the late 1800s in Germany. Recognize major inventors, inventions, and innovations of the late nineteenth century, and the ways they affected standards of living. Recognize that Germany was one of the world's leading industrial nations in the early twentieth century. Describe urban problems brought on by the Second Industrial Revolution and the responses to those problems as seen in Berlin. Give examples of the higher standard of living made possible by industrial technological advances. Identify the attitude of the German government toward industry and labor and power under Bismarck and Wilhelm II. 			
Lesson 7: Germany Moves Ahead: Discusst: Impacts	Analyze the basic political organization of the new German empire in the late 1800s.	How did Germany become an industrial giant in the late 1800s? How did the national spirit represented by Bismarck differ from that embraced by Bismarck in the early 1800s?	<ul style="list-style-type: none"> Explain the relationships among natural resources, entrepreneurship, labor, and capital in an industrial society. Describe the means by which Germany became one of the world's leading industrial nations in the late nineteenth century and Otto von Bismarck's role in that growth. Describe why and how nationalism developed during the nineteenth century. Identify Otto von Bismarck as the German chancellor and largely responsible for the unification and industrialization of Germany in the second half of the nineteenth century. Recognize that Germany was one of the world's leading industrial nations in the early twentieth century. Identify major inventors, inventions, and innovations of the late 1800s in Germany. Recognize major inventors, inventions, and innovations of the late nineteenth century, and the ways they affected standards of living. Recognize that Germany was one of the world's leading industrial nations in the early twentieth century. Describe urban problems brought on by the Second Industrial Revolution and the responses to those problems as seen in Berlin. Give examples of the higher standard of living made possible by industrial technological advances. Identify the attitude of the German government toward industry and labor and power under Bismarck and Wilhelm II. 	Discuss: Impacts		

Lesson 7: Geography of Russia	<p>• 1890 - 1917 WW</p> <p>Analyze the significant economic, physical, and social changes in Russia during the late 19th and early 20th centuries.</p>	The challenges of Russia's geography	<p>How does geography influence the size and point of view?</p> <p>How do geography, climate, and natural resources affect the way people live and work?</p>	<ul style="list-style-type: none"> Identify major landforms and climates of Russia and the former USSR. Describe the challenges geography has posed for Russia across time. Identify major landforms of Russia and the republics of the former Soviet Union. Describe the major climate types found in Russia and the republics of the former Soviet Union. Recognize that rivers and access to the sea have played a significant role in Russia's history. Describe the relationship between geographic features and population density. 	
Lesson 8: Unrest in Russia	<p>• 1905 - 1917 WW</p> <p>Evaluate the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	Analyze the unrest within Russia led Russia to withdraw from fighting in WWI	<p>What had brought Russia to the brink of revolution? How did Tsar Nicholas II react to demands for reform?</p>	<ul style="list-style-type: none"> Explain the major causes and events of the Russian Revolution. Identify Lenin and Stalin and their roles in the Russian Revolution. List examples of Russia's industrial and cultural achievements in the late nineteenth century and the obstacles to modernization. Describe the differences between the lives of Russia's nobility and serfs. Recognize the causes and results of the 1905 revolution and Bloody Sunday. Identify Lenin, Stalin, Trotsky, and Nicholas II. 	
Lesson 9: From Russia to USSR	<p>• 1917 - 1929</p> <p>Analyze how political and social change have impacted world history.</p> <p>Describe systems and economic changes in the Soviet Union.</p> <p>Identify the role of the Communist Party in the Soviet Union.</p> <p>Describe the role of the Communist Party in the Soviet Union.</p>	Analyze the Communist state developed under Lenin	<p>How did the Communist state develop under Lenin?</p> <p>How do geography, climate, and natural resources affect the way people live and work?</p>	<ul style="list-style-type: none"> Analyze the effects of Russia's Revolution and the U.S. entry into World War I on the outcome of the war. Identify major landforms of Russia and the republics of the former Soviet Union. List examples of Russia's industrial and cultural achievements in the late nineteenth century and the obstacles to modernization. Describe the differences between the lives of Russia's nobility and serfs. Recognize the causes and results of the 1905 revolution and Bloody Sunday. Identify Lenin, Stalin, Trotsky, and Nicholas II. Explain the reasons for unrest in the Russian military and civilian population during World War I and Tsar Nicholas II's response. Trace Lenin's rise to power. Describe the methods Lenin used to install communism in Russia and how he dealt with his opponents. Explain the structure of the USSR and the reasons for its policy of atheism. Analyze primary sources to explain Lenin's views on worldwide revolution and speed of reaction in the West. Explain the reasons for building the Trans-Siberian Railroad. Trace the route of the Trans-Siberian Railroad. Analyze the geographic challenges involved in building the Trans-Siberian Railroad. 	09 Qu z
Lesson 10: Challenges of Geography	<p>• 1890 - 1917 WW</p> <p>Analyze the significant economic, physical, and social changes in Russia during the late 19th and early 20th centuries.</p>	Geography influences needs, culture, opportunities, choices, interests, and skills	<p>How does geography influence the size and point of view?</p> <p>How do geography, climate, and natural resources affect the way people live and work?</p>	<ul style="list-style-type: none"> Describe the influence of World War I and its aftermath on movements in art. Describe the influence of World War I and its aftermath on movements in the arts. List examples of cultural and societal changes in the post-war era. List examples of Cubism and Kandinsky as early twentieth-century artists who moved away from Realism. Identify Pablo Picasso as the leader of the Surrealist movement in art. Describe the music of the post-World War I era. 	
Lesson 11: War's Turning Points	<p>• 1917 - 1918</p> <p>Evaluate the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	The impact of the entry of the United States had by entering the war and leading to the turning point of the war.	<p>What was the impact of the United States entering the war and leading to the turning point of the war?</p>	<ul style="list-style-type: none"> Describe Woodrow Wilson's deals as found in the Fourteen Points. Identify major provisions of the Treaty of Versailles. Analyze the Treaty of Versailles to assess how well it addressed the causes of the war and what he did to incorporate Wilson's Fourteen Points. Recognize the reason for German confidence on the Western Front in 1917 during World War I. Explain what led to the U.S. declaration of war on Germany during World War I. Describe Woodrow Wilson's deals and his views on the outcome of World War I. Identify the means by which the Allied Powers were able to force Germany to accept a truce in World War I. 	
Lesson 13: War's End	<p>• 1918 - 1919</p> <p>Evaluate the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	Peace Treaties both follow and violate the principles of self-determination	<p>How did the Treaty of Versailles punish Germany?</p>	<ul style="list-style-type: none"> Recognize the economic and human cost of World War I. Describe the human and economic cost of World War I. Explain the conflicts among the leaders at Versailles and the reasons for them. Recognize major provisions of the Treaty of Versailles. Describe reactions to the Treaty of Versailles in Germany and in the United States. 	
Lesson 1: What Kind of Peace? Discuss: 1918 Treaty	<p>• 1918 - 1919</p> <p>Evaluate the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	Analyze the costs of WWI and the long-term impact of the Peace Treaties	<p>How did the Treaty of Versailles set up for the next World War?</p>	<ul style="list-style-type: none"> Describe the human and economic cost of World War I. Explain the conflicts among the leaders at Versailles and the reasons for them. Recognize major provisions of the Treaty of Versailles. Describe reactions to the Treaty of Versailles in Germany and in the United States. Recognize the reason for German confidence on the Western Front in 1917 during World War I. Explain what led to the U.S. declaration of war on Germany. Describe Woodrow Wilson's deals and his views on the outcome of the war. Identify the means by which the Allied Powers were able to force a truce or halt fighting. Evaluate Clemenceau's statement: "For the catastrophe of 1914, the Germans are responsible, or at least partly so." Compare major provisions of the Treaty of Versailles with Woodrow Wilson's 14 points for the war. 	1 Qu z Discuss: 1918 Treaty
Lesson 15: Preparing for the Unit Test	<p>• 1918 - 1919</p> <p>Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	<p>What are some strategies that I can use to do my best on a test?</p>	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	Review
Lesson 16: World War and Revolution in Unit Test	<p>• 1918 - 1919</p> <p>Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	<p>Test Day</p>	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	16 Unit Test: Part 1 16 Unit Test: Part 2
Unit 5: Between Wars					
Lesson 1-3: The Art of Uncertainty: Certainties Challenged, A World in Flux (COMBINED)	<p>• 1918 - 1919</p> <p>Evaluate the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	Art is looking for ways to express a new sense of uncertainty after WWI	<p>How did World War I and its aftermath influence the way painters approached their work?</p> <p>What were the views of early twentieth-century artists on realism in art?</p>	<ul style="list-style-type: none"> Describe the influence of World War I and its aftermath on movements in art. Describe the influence of World War I and its aftermath on movements in the arts. List examples of cultural and societal changes in the post-war era. List examples of Cubism and Kandinsky as early twentieth-century artists who moved away from Realism. Identify Pablo Picasso as the leader of the Surrealist movement in art. Describe the music of the post-World War I era. 	5.03 Qu z
Lesson 5: Nationalism and Islamism in the Middle East	<p>• 1918 - 1919</p> <p>Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	Reflect how nationalism and the desire for change shaped world events in the early 1900s.	<p>Why would Britain want to keep Egypt as a colony?</p> <p>What effect did the Allied decision to create mandates in the Middle East have on the region's population in the years following World War I?</p>	<ul style="list-style-type: none"> Describe the rise of nationalism and Islamism in the Middle East after World War I. Identify major national leaders in the Middle East in the 1920s and 30s. Recognize the reasons for conflict between national leaders for independence in the Middle East and European goals after World War I. Identify shared characteristics that make the Middle East a region. Describe the tensions that arose between growing Islamism and westernization in national states of the Middle East post-World War I. 	
Lesson 6: Fighting Nations in the Middle East Lesson 7: Report from the Middle East (COMBINED)	<p>• 1918 - 1919</p> <p>Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	Understand the roots of conflict between Jews and Arabs in the Palestinian mandate.	<p>Why did Palestine become a center of conflict after WWI?</p>	<ul style="list-style-type: none"> Describe the rise of nationalism and Islamism in the Middle East after World War I. Identify major national leaders in the Middle East in the 1920s and 30s. Recognize the reasons for conflict between national leaders for independence in the Middle East and European goals after World War I. Identify shared characteristics that make the Middle East a region. Describe the tensions that arose between growing Islamism and westernization in national states of the Middle East post-World War I. 	5.07 Qu z
Lesson 8: Geography of Borders	<p>• 1918 - 1919</p> <p>Analyze the role of human activity on the physical systems.</p>	Geography influences needs, culture, opportunities, choices, interests, and skills.	<p>How does geography influence the size and point of view?</p> <p>How do geography, climate, and natural resources affect the way people live and work?</p>	<ul style="list-style-type: none"> Describe ways in which forces of cooperation and conflict influence the divisions on Earth's surface. Give examples of ways in which country borders are determined. Analyze factors of physical and human geography in the Middle East. Describe ways in which forces of cooperation and conflict influence the divisions on Earth's surface. 	Discuss: Boundaries
Lesson 10: Desperate Times and Communism	<p>• 1918 - 1919</p> <p>Evaluate the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	Cause and effect of the stock market crash and the Great Depression spreading across the continents.	<p>How did the U.S. economy go from boom to bust during the 1920s? How did people respond to the Great Depression?</p>	<ul style="list-style-type: none"> Explain the causes and spread of the Great Depression. Identify the economic problems facing Germany and France after World War I and the reasons for them. Describe how and where the Great Depression spread and people's response to it. Recognize that Hitler's rise to power in the Soviet Union and how he used his power. 	
Lesson 11: Desperate Times and Fascism	<p>• 1918 - 1919</p> <p>Evaluate the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	People in Germany, Russia, Italy, and Spain willingly gave up some of their freedoms to the dictators who offered hope for a better future.	<p>How were Adolf Hitler and Benito Mussolini able to gain and keep power? How are Communism and Fascism alike? How are they different?</p>	<ul style="list-style-type: none"> Explain how totalitarian rulers were able to come to power in Europe and Japan during the 1930s. Identify Benito Mussolini and the methods he used to gain and keep power. Compare and contrast communism and fascism as political and economic systems. Describe Adolf Hitler's rise to power and his use of anti-Semitism. Identify Francisco Franco. Recognize that totalitarian control of Japan. 	
Lesson 12: Power Above All	<p>• 1918 - 1919</p> <p>Analyze the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	The rise of authoritarian rule in Eastern Europe in the 1920s and 1930s	<p>What can individuals do to prevent the establishment of totalitarian regimes? Points to consider: O-G Hitler, Stalin, Mussolini, or Franco gain power legally? Choose they were in power could they have been stopped?</p>	<ul style="list-style-type: none"> Identify Hitler, Stalin, and Mussolini and their philosophies. Recognize characteristics of communism and fascism. Describe Stalin's rise to power in the Soviet Union and how he used his power. Identify Benito Mussolini and the methods he used to gain and keep power. Compare and contrast communism and fascism as political and economic systems. Identify Francisco Franco. Recognize that totalitarian control of Japan. Describe how totalitarian rulers were able to come to power in Europe and Japan during the 1930s. Discuss ways in which citizens can protect themselves from totalitarianism. Identify the economic problems faced by Germany and France after World War I and the reasons for them. Describe Hitler's rise to power and his use of anti-Semitism. 	5.11 Qu z
Lesson 13: Preparing for the Unit Test	<p>• 1918 - 1919</p> <p>Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	<p>What are some strategies that I can use to do my best on a test?</p>	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	Review
Lesson 13: Between Wars Unit Test	<p>• 1918 - 1919</p> <p>Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout the 19th century.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	<p>Test Day</p>	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	5.13 Unit 5 Test: Part 1 5.13 Unit 5 Test: Part 2
Unit 6: Another World War					

Lesson 1: The Road to War	<p>• 4.9.A Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Analyze the threat to world peace posed by dictators in the 1930s and how the Western democracies responded.	How did WWI peace settlements cause WWII? Why do you think some historians call the period between 1919 and 1939 the "20-year truce"?	<ul style="list-style-type: none"> Trace the steps that led to the outbreak of World War I in Europe. Describe the aggressive moves made by Germany, Italy, and Japan during the 1930s and the League of Nations' response. Identify the causes of World War II. Recognize the major strategies of the Allied and Axis powers during World War II. Describe the aggressive moves made by Japan, Italy, and Germany during the 1930s and the League of Nations' response. Explain how World War I and its aftermath led, in part, to World War II. Locate on a map the Axis powers and the major Allied powers at the beginning of the war. 			
Lesson 2: Global War part 1	<p>• 4.9 Analyze how social and economic changes among groups and organizations have influenced the history and development of the world.</p>	Analyze the role of the United States before and during World War II.	How did the US president Roosevelt could have helped the Allies without actually entering the war?	<ul style="list-style-type: none"> Recognize the major strategies of the Allied and Axis powers during World War II. Identify major political and military leaders during World War I and their leadership qualities. Explain the German strategy for defeating Britain and the British response. Describe the spread of the war in Africa, Southern Europe, and the Soviet Union. Identify ways in which the United States aided the Allies without entering the war. Explain why Japan attacked the United States and how the United States responded. Assess the importance of the Battle of Midway. 			
Lesson 2: Global War part 2	<p>• 4.9 Analyze how social and economic changes among groups and organizations have influenced the history and development of the world.</p>	How the Axis powers came to control much of Europe, but failed to conquer Britain.	Hitler translated his hatred into a program of genocide. How do ethnic, racial, and religious hatreds weaken societies? Why did Japanese leaders view the United States as an enemy?	<ul style="list-style-type: none"> Recognize the major strategies of the Allied and Axis powers during World War II. Identify major political and military leaders during World War I and their leadership qualities. Explain the German strategy for defeating Britain and the British response. Describe the spread of the war in Africa, Southern Europe, and the Soviet Union. Identify ways in which the United States aided the Allies without entering the war. Explain why Japan attacked the United States and how the United States responded. Assess the importance of the Battle of Midway. 			
Lesson 3: Leadership Lesson 4: Qualities of a Leader COMBINE	<p>• 4.9.A Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Biographies can provide insight into the individuals who have shaped historical events.	What leader had the greatest impact on the world in the first half of the 20th century?	<ul style="list-style-type: none"> Identify major political and military leaders during World War II and their leadership qualities. Recognize major political leaders during World War II. Describe the roles of Churchill and Roosevelt during World War I. Explore the life of either Franklin D. Roosevelt or Winston Churchill. Assess the qualities that made either Franklin D. Roosevelt or Winston Churchill successful as a leader. 	6.0	Graded Assignment	
Lesson 5: Strategies for Victory	<p>• 4.9.A Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Understand how nations devoted all of their resources to fighting WWI	What new strategies did the Allies come up with to change the course of the war? How much longer would it take before the Allies could declare victory?	<ul style="list-style-type: none"> Describe the status of the war at the end of 1942. Explain the role of geography in the Battle of Stalingrad and why the battle is considered a turning point in the war. Identify Dwight D. Eisenhower, Montgomery, and Rommel. Explain the significance of the D-Day invasion. 			
Lesson 6: Horror	<p>• 4.9.A Evaluate the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Understand the horror of the genocide the Nazis committed.	How did Hitler's views about race lead to the murder of millions of Jewish people and millions of Slavs, Gypsies, and others? How do ethnic, racial, and religious hatreds weaken societies?	<ul style="list-style-type: none"> Trace Hitler's persecution of Jews from discrimination to the final solution. Identify the Final Solution. Identify the Holocaust and how it is used in relation to Hitler's death camps. Trace Hitler's escalation on persecution of Jews and others from discrimination to the Final Solution. Describe what Allied soldiers found as they liberated German-held territories. 			
Lesson 7: Victory	<p>• 4.9.A Evaluate the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	American strategy for ending the war against Japan and the consequences of that strategy.	Why did Harry Truman decide to use such a horrific weapon on Japan?	<ul style="list-style-type: none"> Describe the end of the war in Europe. Explain the Allied strategy for reaching Japan and its cost. Recognize key figures in the development of the atomic bomb. Identify Harry Truman, Albert Einstein, and Oppenheimer. Summarize the state of the world as World War II ended. 			
Lesson 11: Never Again	<p>• 4.9.A Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Discuss the impact and aftermath of the Yalta and Potsdam Conferences.	Why do you think it was only leaders from the United States, Great Britain, and USSR that met to discuss the future of Europe after WWII?	<ul style="list-style-type: none"> Describe the goals of the Nuremberg and Tokyo trials. Summarize the goals of the Nuremberg and Tokyo trials. Identify the participants, goals, and outcomes of the Yalta Conference. Identify the participants of the Potsdam Conference and their major points of disagreement. 			
Lesson 15: A New Path	<p>• 4.9.W Evaluate how social and economic changes among groups and organizations have influenced the history and development of the world today, including the role of emerging nations.</p>	Summarize the organization of the United Nations.	Compare and Contrast the UN and the League of Nations. What was the main purpose of the UN when it was founded?	<ul style="list-style-type: none"> Recognize the tensions that existed between the United States and its allies at the close of the war. Recognize the basic structure and goal of the United Nations. Describe the founding of the United Nations and how it differed from the League of Nations. Explain the basic structure of the United Nations. Summarize the major principles of the Universal Declaration of Human Rights. Explain how the state of Israel came into being in 1948 and the controversy surrounding it. 			
Lesson 16: A Woman for All Times	<p>• 4.9.A Evaluate the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Describe 'human rights' and discuss Eleanor Roosevelt's work in relation to them.	What was the main purpose of writing the Universal Declaration of Human Rights?	<ul style="list-style-type: none"> Identify Eleanor Roosevelt. Identify Eleanor Roosevelt and her role in drafting the Universal Declaration of Human Rights. Explore the life and work of Eleanor Roosevelt. Demonstrate understanding of concepts in a foreign language. 			
Lesson 16: Preparing for the Unit Test	<p>• 4.9 Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	What is a some strategies that I can use to do my best on a test?	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 		Review	
Lesson 17: Another World War Unit Test	<p>• 4.9 Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 		6.17 Unit 6 Test: Part 1 6.17 Unit 6 Test: Part 2	
Unit 7: Significant Times							
Lesson 1: Looking Back, Part 1	<p>• 4.9 Identify the importance of historical documents as facts and ideas which are useful to world history.</p> <p>• 4.9.W Compare and contrast the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Time lines are useful tools for historians.	What events belong on a time line? How much time can be covered?	Analyze the significance of major events and individuals in world history between 1775 and 1950.			Time Line project step 1
Lesson 2: Looking Back, Part 2	<p>• 4.9 Identify the importance of historical documents as facts and ideas which are useful to world history.</p> <p>• 4.9.W Compare and contrast the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Choose events and individuals in the areas of science and technology or your time line.	What events belong on a time line? How much time can be covered?	Analyze the significance of major events and individuals in world history between 1775 and 1950.			Time Line project step 2
Lesson 3: Looking Back, Part 3	<p>• 4.9 Identify the importance of historical documents as facts and ideas which are useful to world history.</p> <p>• 4.9.W Compare and contrast the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Choose events and individuals in the areas of literature, the arts, philosophy, and religion as you continue to build your time line.	What events belong on a time line? How much time can be covered?	Analyze the significance of major events and individuals in world history between 1775 and 1950.			Time Line project step 3
Lesson 4: Looking Back, Part 4	<p>• 4.9 Identify the importance of historical documents as facts and ideas which are useful to world history.</p> <p>• 4.9.W Compare and contrast the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Choose one of your time lines to submit for a grade.	What events belong on a time line? How much time can be covered?	Analyze the significance of major events and individuals in world history between 1775 and 1950.			Time Line project step 4
Lesson 5: Looking Back, Part 5	<p>• 4.9 Identify the importance of historical documents as facts and ideas which are useful to world history.</p> <p>• 4.9.W Compare and contrast the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Analyzing your time line you should be able to form some intelligent opinions about history.	What events belong on a time line? How much time can be covered?	Analyze the significance of major events and individuals in world history between 1775 and 1950.			FINAL COMPLETED PROJECT 7.05 Assignment
Unit 8: Semester Review and Test							
Lesson 1: Preparing for the Semester Test	<p>• 4.9 Identify the importance of historical documents as facts and ideas which are useful to world history.</p> <p>• 4.9.W Compare and contrast the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	What is a some strategies that I can use to do my best on a test?	Review important knowledge and skills taught in Units 1 through 6.			
Lesson 2: Your Choice: Introduce Opt to the Final Semester Test (REVIEW)	<p>• 4.9 Identify the importance of historical documents as facts and ideas which are useful to world history.</p> <p>• 4.9.W Compare and contrast the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day	Review important knowledge and skills taught in Units 1 through 6.			op ion: 1. Choose 1 person, place, thing or event from the last semester of the course. 2. Research that person, place, thing, or event. 3. Create a presentation on addressing Who, What, When, Where and Why.
Lesson 3: Review	<p>• 4.9 Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	What is a some strategies that I can use to do my best on a test?	Review important knowledge and skills taught in Units 1 through 6.			
Lesson 4: Semester Test	<p>• 4.9 Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day	Review important knowledge and skills taught in Units 1 through 6.			8.0 Semester Test

Honors Project

<p>Unit 9: Honors Project Lesson 1: Modern World Studies Honors Project, Part 1</p>	<p>4.A.1-3.A Evaluate the human and social factors and regions using the following criteria: - Population - Culture - Settlement - Economic activities - Social activities</p>	<p>Develop a project based on the National History Day theme.</p>	<p>You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously. Use this timeline to help you pace your work.</p>	<p>Read the online text and follow the instructions in the Student Guide. Complete the Graded Assignment: Part 1.</p>	<p>9.01 Assignment</p>		
<p>Unit 9: Honors Project Lesson 1: Modern World Studies Honors Project, Part 2</p>	<p>4.A.1-4.W Evaluate how colonial and cooperative groups and global ones have impacted the growth and development in the U.S.</p>	<p>Explore research sources: Primary and Secondary</p>	<p>You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously.</p>	<p>Read the online text and follow the online instructions. Complete the Graded Assignment: Part 2.</p>	<p>9.02 Assignment</p>		
<p>Unit 9: Honors Project Lesson 1: Modern World Studies Honors Project, Part 3</p>	<p>4.A.1-5 Evaluate how colonial and cooperative groups and global ones have impacted the growth and development in the U.S. - Ethnicity and race - Working conditions - Immigration - Military conflict - Economic activity</p>	<p>Choose an appropriate topic and a project format appropriate to your topic.</p>	<p>You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously.</p>	<p>Read the online text and follow the online instructions. Complete the Graded Assignment: Part 3.</p>	<p>9.03 Assignment</p>		
<p>Unit 9: Honors Project Lesson 1: Modern World Studies Honors Project, Part 4</p>	<p>4.A.1-6 Compare the impact of historical events and how they contribute to the development of the social, political, and economic structure of the United States.</p>	<p>Begin working on process paper</p>	<p>You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously.</p>	<p>Describe a process and plan for research.</p>	<p>9.04 Assignment</p>		
<p>Unit 9: Honors Project Lesson 1: Modern World Studies Honors Project, Part 5</p>	<p>4.A.1-4.B.A Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history. 4.A.1-5 Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history. 4.A.1-6 Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	<p>Continue your research and project development.</p>	<p>You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously.</p>	<p>Read the online text and follow the online instructions. Complete the Graded Assignment: Part 5.</p>	<p>9.05 Assignment</p>		
<p>Unit 9: Honors Project Lesson 1: Modern World Studies Honors Project, Part 6</p>	<p>4.A.1-4.B.A Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history. 4.A.1-5 Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history. 4.A.1-6 Compare the role of groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	<p>Submit a process paper and your project.</p>	<p>You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously.</p>	<p>Demonstrate historical research, analysis, and writing skills in a project.</p>	<p>9.06 Assignment</p>		

K.2. ess. 4.4	B.6. A. 4.4.4	B.6. Ideas	Essential Questions	1.05 Quiz	1.08 Quiz	1.13 Unit 1 Test: Part 1 1.13 Unit 1 Test: Part 2	2.03 Quiz
Unit 1: Tensions in the Post-War World							
Lesson 1: Semester Introduction	A. 4.4.4.1 Compare and contrast continuity and change. Use analogies to compare or contrast.	Introduction of how students will examine specific ideas, beliefs, and themes; organizes patterns and events; and analyzes how individuals and societies have changed over time.	What causes change over time? How does the evaluation of past events help us to make future decisions? How are we connected to those in the past?	Define history and identify reasons for studying it. Demonstrate familiarity with the organization and format of The Human Odyssey: From Modern Times to Our Contemporary Era, vol. 3. Recognize and apply important terms that describe time, and observe how the terms are used in history.			
Lesson 2: Cold War in the West	A. 4.4.4.2 Analyze how continuity and change have impacted the world today. Describe systems and systems. Compare and contrast technology. Discuss and give meaning. Historical and human geography. Social organization.	Understand how new conflicts developed among the former Allies after WWII.	What role did Russian history play in post-World War II Soviet policy? How were the Truman Doctrine, the Marshall Plan, and the Berlin Airlift all related to the policy of containment?	Identify the terms Cold War, Iron Curtain, containment, and superpower. Recognize the purpose of NATO and the Warsaw Pact. Describe the major causes of the Cold War. Describe the policy of containment and the programs and decisions that were part of the policy. Identify major leaders and events that are a part of the Cold War. Describe the basic conflict that led to the Cold War. Recognize the role of Russian history in post-World War II Soviet policy. Describe the goals of the Truman Doctrine, Marshall Plan, and Berlin Airlift as they relate to the policy of containment.			
Lesson 3: Cold War in the East	A. 4.4.4.3 Analyze how continuity and change have impacted the world today. Describe systems and systems. Compare and contrast technology. Discuss and give meaning. Historical and human geography. Social organization.	Explain how war came to Korea and how the two Koreas followed different paths.	How were Mao Zedong and the Chinese Communists able to gain control of China? Why did President Truman feel it was important to defend South Korea against North Korea's aggression?	Explain how China became a communist nation and the turmoil that followed as a result of the Great Leap Forward and the Cultural Revolution. Describe Japan's transformation to a democratic nation after World War II. Identify General Douglas MacArthur and Mao Zedong. Explain how China became a communist nation. Recognize the causes and results of the Korean War. Identify major leaders and events that were a part of the Cold War. Identify Nikita Khrushchev and how he came to power. Explain why the West did not stop Soviet repression of the Hungarian Revolution or the construction of the Berlin Wall.			
Lesson 4: Continuing Tension	A. 4.4.4.4 Analyze how continuity and change have impacted the world today. Describe systems and systems. Compare and contrast technology. Discuss and give meaning. Historical and human geography. Social organization.	Understand how two sides faced off in Europe during the Cold War.	Why didn't the United States and its Western allies stop the construction of the Berlin Wall or the repression of the Hungarian Revolution?	Identify the terms Cold War, Iron Curtain, containment, and superpower. Recognize the purpose of NATO and the Warsaw Pact. Describe the basic conflict that led to the Cold War. Describe the role of Russian history in post-World War II Soviet policy. Describe the goals of the Truman Doctrine, Marshall Plan, and Berlin Airlift as they relate to the policy of containment. Describe Japan's transformation to a democratic nation after World War II. Identify General Douglas MacArthur and Mao Zedong. Explain how China became a communist nation. Recognize the causes and results of the Korean War. Explain why the West did not stop Soviet repression of the Hungarian Revolution or the construction of the Berlin Wall.	1.05 Quiz		
Lesson 5: Containing Communism	A. 4.4.4.5 Analyze how continuity and change have impacted the world today. Describe systems and systems. Compare and contrast technology. Discuss and give meaning. Historical and human geography. Social organization.	Analyze the competing perspectives regarding Truman's Cold War policies. Evaluate the short and long-term outcomes of the Truman Doctrine and the Marshall Plan.	What did George Kennan mean by "containment"? Why did he think it would be a successful strategy? How had U.S. policy toward Europe changed by the end of 1947? Why did this change occur?	Explain how China became a communist nation and the turmoil that followed as a result of the Great Leap Forward and the Cultural Revolution. Explain the goals and results of the Great Leap Forward. Describe the conflicts that arose between China and the Soviet Union. Describe the goals of the Cultural Revolution and the methods used to try to attain them. Describe the relationship between Cuba and the United States before 1959. Locate Cuba on a map. Identify Fidel Castro and the events in his rise to power. Explain the reasons for and the results of the Bay of Pigs invasion. Describe the background, events, and significance of the Cuban Missile Crisis. Summarize the roles of Khrushchev and Kennedy in avoiding nuclear war in 1962. Assess selected accounts of the events of the Cuban Missile Crisis as they offering viewpoints and interpretation of events. Conduct research on the events surrounding the Cuban Missile Crisis.	1.08 Quiz		
Lesson 6: China Under Mao Discuss: Primary Sources	A. 4.4.4.6 Analyze how continuity and change have impacted the world today. Describe systems and systems. Compare and contrast technology. Discuss and give meaning. Historical and human geography. Social organization.	Analyze China's Communist Revolution.	What were the main successes and failures of the Chinese Communist Revolution? What ideologies did Mao's programs transform China to?	Explain how China became a communist nation and the turmoil that followed as a result of the Great Leap Forward and the Cultural Revolution. Explain the goals and results of the Great Leap Forward. Describe the conflicts that arose between China and the Soviet Union. Describe the goals of the Cultural Revolution and the methods used to try to attain them. Describe the relationship between Cuba and the United States before 1959. Locate Cuba on a map. Identify Fidel Castro and the events in his rise to power. Explain the reasons for and the results of the Bay of Pigs invasion. Trace the events of the Cuban Missile Crisis. Analyze primary sources to gain understanding of concepts. Describe the goals of the Cultural Revolution and the methods used to try to attain them. Describe the background, events, and significance of the Cuban Missile Crisis. Summarize the roles of Khrushchev and Kennedy in avoiding nuclear war in 1962. Assess selected accounts of the events of the Cuban Missile Crisis as they offering viewpoints and interpretation of events. Conduct research on the events surrounding the Cuban Missile Crisis.			
Lesson 7: Communism in the Americas	A. 4.4.4.7 Evaluate the impact of historical documents, artifacts, and sites which are relevant to history.	Analyze the main aspects of the nuclear arms race. Learn how nuclear weapons threatened the world.	What was the relationship between the United States and Cuba before Fidel Castro rose to power? How was Fidel Castro able to rise to power in Cuba in 1959? What were the results of the Bay of Pigs invasion?	Trace the events of the Cuban Missile Crisis. Analyze primary sources to gain understanding of concepts. Describe the goals of the Cultural Revolution and the methods used to try to attain them. Describe the background, events, and significance of the Cuban Missile Crisis. Summarize the roles of Khrushchev and Kennedy in avoiding nuclear war in 1962. Assess selected accounts of the events of the Cuban Missile Crisis as they offering viewpoints and interpretation of events. Conduct research on the events surrounding the Cuban Missile Crisis.			
Lesson 8: On The Brink	A. 4.4.4.8 Evaluate how continuity and change have impacted the world today. Describe systems and systems. Compare and contrast technology. Discuss and give meaning. Historical and human geography. Social organization.	Analyze the main aspects of the nuclear arms race. Learn how nuclear weapons threatened the world.	What was the relationship between the United States and Cuba before Fidel Castro rose to power? How was Fidel Castro able to rise to power in Cuba in 1959? What were the results of the Bay of Pigs invasion?	Trace the events of the Cuban Missile Crisis. Analyze primary sources to gain understanding of concepts. Describe the goals of the Cultural Revolution and the methods used to try to attain them. Describe the background, events, and significance of the Cuban Missile Crisis. Summarize the roles of Khrushchev and Kennedy in avoiding nuclear war in 1962. Assess selected accounts of the events of the Cuban Missile Crisis as they offering viewpoints and interpretation of events. Conduct research on the events surrounding the Cuban Missile Crisis.	1.08 Quiz		
Lesson 9: Crisis Lesson 10: Making a Case	A. 4.4.4.9 Analyze how continuity and change have impacted the world today. Describe systems and systems. Compare and contrast technology. Discuss and give meaning. Historical and human geography. Social organization.	Compare and contrast a variety of accounts of the Cuban Missile Crisis.	How do accounts of the Cuban Missile Crisis differ? (writers have access to newly declassified materials; other times, writers are influenced by their own political bias or they slant the information toward the audience they intend to reach.)	Trace the events of the Cuban Missile Crisis. Analyze primary sources to gain understanding of concepts. Describe the goals of the Cultural Revolution and the methods used to try to attain them. Describe the background, events, and significance of the Cuban Missile Crisis. Summarize the roles of Khrushchev and Kennedy in avoiding nuclear war in 1962. Assess selected accounts of the events of the Cuban Missile Crisis as they offering viewpoints and interpretation of events. Conduct research on the events surrounding the Cuban Missile Crisis.			
Lesson 12: Preparing for the Unit Test	A. 4.4.4.10 Compare the effects of historical events and sites on some of the use and the use of space, multiple perspectives, and cause and effect relationships.	Demonstrate mastery of important knowledge and skills learned in this unit.	What are some strategies that I can use to do my best on a test?	Demonstrate mastery of important knowledge and skills learned in this unit.	Review		
Lesson 13: Tensions in the Post-War World Unit Test	A. 4.4.4.11 Compare the effects of historical events and sites on some of the use and the use of space, multiple perspectives, and cause and effect relationships.	Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day	Demonstrate mastery of important knowledge and skills learned in this unit.	1.13 Unit 1 Test: Part 1 1.13 Unit 1 Test: Part 2		
Unit 2: Many Kinds of Revolution							
Lesson 1: Revolutions in Technology	A. 4.4.5.1 Evaluate the impact of historical events and sites on some of the use and the use of space, multiple perspectives, and cause and effect relationships.	Analyze how the Space Race developed out of Cold War tensions between the United States and the Soviet Union and the contributions made by scientists.	How did television affect Americans in the late 1940s and early 1950s? How did the space race between the United States and the Soviet Union affect the Cold War?	Describe the development of television and its impact on world culture. Recognize the relationship between space exploration and the Cold War. Describe the development of television and its impact in the United States and worldwide. Explain that many inventions and innovations are related to other inventions and innovations for their success. Summarize the development of space exploration and its relationship to the Cold War. Explain the benefits of space exploration in everyday life.			
Lesson 2: Saving Lives	A. 4.4.5.2 Evaluate how continuity and change have impacted the world today. Describe systems and systems. Compare and contrast technology. Discuss and give meaning. Historical and human geography. Social organization.	Explain how development is changing patterns of life in the developing world.	How did population growth affect developing nations? How did the Green Revolution affect traditional economies?	Explain the term Green Revolution and its intended and unintended consequences. Identify Norman Borlaug and the Green Revolution. Give examples of attempts to solve problems that have had unintended consequences. Identify Jonas Salk and his work with polio. Identify Norman Borlaug and the Green Revolution.			
Lesson 3: A New Global Culture	A. 4.4.5.3 Evaluate and locate regions and their sites across the world, including physical and human features.	Discuss how technology gave people around the world a window through which to view life in the United States.	What helped create a global village and the emergence of a new international popular culture?	Describe the impact of global cultural exchange in the late twentieth century. Explain that many inventions and innovations are related to other inventions and innovations for their success. Summarize the development of space exploration and its relationship to the Cold War. Identify Norman Borlaug and the Green Revolution. Give examples of attempts to solve problems that have had unintended consequences. Identify Jonas Salk and his work with polio. Describe the development of television and its impact in the United States and worldwide. Describe the effect of global cultural exchange in the late twentieth century. Demonstrate understanding of concepts in a well-organized presentation.	2.03 Quiz		
Lesson 4: Geography of South Asia	A. 4.4.5.4 Evaluate the impact of historical events and sites on some of the use and the use of space, multiple perspectives, and cause and effect relationships.	Geography influences needs, culture, opportunities, choices, interests, and skills.	How does geography influence lifestyle and point of view? How do geography, climate, and natural resources affect the way people live and work?	Identify the nations and major geographic regions of South Asia. Describe the effects of the monsoons on South Asia. Identify major landforms and climate regions of South Asia. Locate the nations of South Asia on a map. Define Green Revolution and explain its impact on the people of India.			
Lesson 5: India and a Man of Peace	A. 4.4.5.5 Evaluate the impact of historical events and sites on some of the use and the use of space, multiple perspectives, and cause and effect relationships.	Analyze how Mahatma Gandhi influenced the independence movement.	Describe the major conflict between Hindus and Muslims and how it changed India. What was Gandhi's greatest accomplishment for the Indian people?	Identify the terms partition and the reasons for declassification after World War II. List examples of twentieth century documents that support the concept of self-determination. Identify Mahatma Gandhi and his role in India's path to independence. Explain the reasons for the division of India into India and Pakistan. Identify Jawahar Lal Nehru and explain his policy of non-alignment.			

<p>Lesson 6: Paths to Independence</p> <p>• • • 4D Analyze how continuity and change have shaped the world today. • Banks, systems and signs • Commerce and industry • Technology • Social and government • Political and human geography • Social organization</p>	<p>Analyze how imperialism became part of Southeast Asia and Africa's past and how nationalism and communism led to independence for some countries in these areas.</p>	<p>How was Vietnam affected by ideological differences between the United States and the Soviet Union? What problems did newly independent nations face as a result of decades of imperial rule?</p>	<p>Identify major Asian and African nationalist leaders of the late twentieth century, the methods they used to achieve independence or their nations, and the international responses to their movements. Recognize the problems newly independent nations faced as a result of decades of imperial rule. Summarize major events of Ho Chi Minh's life, work, and philosophy. Trace the development of rising Cold War tensions in Vietnam and the opposing positions of the nations involved. Identify Gamal Abdul Nasser, the methods he used to modernize Egypt and relieve its poverty, and the response among Arabs and in the West. List examples of violent and nonviolent paths to independence in Africa.</p>	
<p>Lesson 7: For Their Countries</p> <p>• • • 72W Analyze the significance, physical processes, and human geography of social and economic development throughout the world.</p>	<p>Understand why Nelson Mandela spent most of his life fighting to ensure all South Africans had their inalienable right to human dignity.</p>	<p>What factors finally brought an end to apartheid in South Africa?</p>	<p>Recognize the problems newly independent nations faced as a result of decades of imperial rule. Define the term decolonization and the reasons for decolonization after World War II. Identify Mahatma Gandhi and his role in India's path to independence. Explain the reasons for the division of India into India and Pakistan. Identify Jawahar Lal Nehru and explain his policy of nonalignment. Summarize major events of Ho Chi Minh's life, work, and philosophy. Trace the development of rising Cold War tensions in Vietnam and the opposing positions of the nations involved. Identify Gamal Abdul Nasser, the methods he used to modernize Egypt and relieve its poverty, and the response among Arabs and in the West. Describe the situation in South Africa after independence. Summarize major events of Nelson Mandela's life, work, and philosophy. Explain how the international communist movement pressured South Africa to end apartheid. Describe the meaning of concepts like apartheid.</p>	<p>2.07 Quiz</p>
<p>Lesson 9: Wars for Religion and Resources</p> <p>• • • 9 Compare the relationship between political, social, and economic development throughout the world.</p>	<p>Understand why Arabs and Israelis fought over and</p>	<p>What obstacles have prevented peace between Israel and Palestinians?</p>	<p>Summarize the causes of ongoing conflict in the Middle East and the individuals and groups involved, including Arab-Israeli tensions, control and use of oil reserves, water, ethnic/religious tensions, poverty, and the question of Palestine for its refugees. Identify the PLO and its goals, leaders, and tactics. Recognize the results of the Six Day War. Describe the role of oil in the politics and economies of the OPEC countries. Identify Anwar Sadat, Menachem Begin, and Jimmy Carter.</p>	
<p>Lesson 10: Peace Work</p> <p>• • • 9 Compare the relationship between political, social, and economic development throughout the world.</p>	<p>Understand why Arabs and Israelis fought over and</p>	<p>What obstacles have prevented peace between Israel and Palestinians? Why has the Arab-Israeli conflict been difficult to resolve?</p>	<p>Describe the planned division of Palestine. Recognize the major causes and results of the 1948 Arab-Israeli War. Identify the terms Palestinian and Israeli. Identify Gamal Abdul Nasser and his foreign and domestic policies. Describe the origins of the Baath Party. Recognize the results of the Six Day War. Describe the role of oil in the politics and economies of the OPEC countries. Identify Anwar Sadat, Menachem Begin, and Jimmy Carter. Identify the PLO and its goals, leaders, and tactics. Summarize the causes of conflict in the Middle East. Explain the problems in finding a solution to a major</p>	<p>2.10 Quiz</p>
<p>Lesson 13: Preparing for the Unit Test</p> <p>• • • 4WA Evaluate the significance and individuals played in the social, political, and economic development throughout the world.</p>	<p>Demonstrate mastery of important knowledge and skills earned in this unit.</p>	<p>What are some strategies that I can use to do my best on a test?</p>	<p>Demonstrate mastery of important knowledge and skills learned in this unit.</p>	<p>Review</p>
<p>Lesson 14: Many Kinds of Revolution Unit Test</p> <p>• • • 4D Analyze how continuity and change have shaped the world today. • Banks, systems and signs • Commerce and industry • Technology • Social and government • Political and human geography • Social organization</p>	<p>Demonstrate mastery of important knowledge and skills earned in this unit.</p>	<p>Test Day</p>	<p>Demonstrate mastery of important knowledge and skills learned in this unit.</p>	<p>2.14 Unit 2 Test: Part 1 2.14 Unit 2 Test: Part 2</p>
<p>Unit 3: Cold War Conflict and Conclusion</p>				
<p>Lesson 1: Geography of Southeast Asia</p> <p>• • • 74SA Compare the relationship between political, social, and economic development throughout the world.</p>	<p>Geography influences needs, culture, opportunities, choices, interests, and skills.</p>	<p>How does geography influence lifestyle and point of view? How do geography, climate, and natural resources affect the way people live and work?</p>	<p>Identify the nations and major landforms and climates of Southeast Asia. Identify major landforms and climates of Southeast Asia. Identify the nations of Southeast Asia. Explain how geography has contributed to the diversity of Southeast Asia's population. Recognize the major resources and economic activities of Southeast Asia.</p>	
<p>Lesson 2: The United States in Vietnam</p> <p>• • • 74SB Compare the relationship between political, social, and economic development throughout the world.</p>	<p>Understand how America entered the Vietnam War. Understand how the Vietnam War ended.</p>	<p>How do you think Americans felt about fighting in Vietnam to keep communists from taking over the southern half of the country?</p>	<p>Identify the major individuals and phases in the United States' involvement in Vietnam and the eventual outcome. Explain the domino theory and how it led the United States into involvement in Vietnam. Identify Ngo Dinh Diem, Ho Chi Minh, Eisenhower, Kennedy, Johnson, and Nixon and their roles in the Vietnam conflict. Trace the major phases of U.S. involvement in Vietnam.</p>	
<p>Lesson 3: The Soviet Union in Czechoslovakia</p> <p>• • • 4SA Compare the relationship between political, social, and economic development throughout the world.</p>	<p>Understand how the Cold War spread globally</p>	<p>How was Europe divided, and what were consequences of a division?</p>	<p>Explain the causes and results of the Soviet invasion of Czechoslovakia. Identify Alexander Dubcek and Leonid Brezhnev. Describe the political activism among young people during the 1960s.</p>	
<p>Lesson 4: Vying for Latin America</p> <p>• • • 4SA Compare the relationship between political, social, and economic development throughout the world.</p>	<p>Analyze why the United States backed Latin American leaders who used military force to control their countries and took away civil liberties from their citizens.</p>	<p>What had been the traditional policy of the United States toward foreign powers in Latin America? Why did the United States and the Soviet Union pursue a policy of détente in the early 1970s?</p>	<p>Explain the causes and results of the Soviet invasion of Czechoslovakia. Identify major individuals and events in the United States' attempt to keep communism out of Latin America. Explain the domino theory and how it led the United States into involvement in Vietnam. Trace the major phases of U.S. involvement in Vietnam and the eventual outcome. Identify Alexander Dubcek and Leonid Brezhnev. Recognize the traditional policy of the United States toward foreign powers in Latin America. Identify major individuals and events in the U.S. attempt to keep communism out of Latin America. Describe détente and the reasons for the effort to ease tensions between the United States and the USSR. Give examples of efforts to reduce tensions and show the arms race. Identify Diem, Ho Chi Minh, Eisenhower, Kennedy, Johnson, and Nixon and their roles in the Vietnam conflict.</p>	<p>3.04 Quiz</p>
<p>Lesson 5: Geography of Latin America</p> <p>• • • 4D Analyze how continuity and change have shaped the world today. • Banks, systems and signs • Commerce and industry • Technology • Social and government • Political and human geography • Social organization</p>	<p>Geography influences needs, culture, opportunities, choices, interests, and skills.</p>	<p>How does geography influence lifestyle and point of view? How do geography, climate, and natural resources affect the way people live and work?</p>	<p>Identify the nations, major landforms and climate regions, and natural resources of Latin America. Describe the Amazon rain forest, its major resources, and the current threats to it. Identify major landforms and climate regions of Latin America. Identify major natural resources in Latin America and their locations. Locate the nations of Latin America on a map.</p>	
<p>Lesson 7: Cracks in the Wall</p> <p>• • • 7SA Compare the relationship between political, social, and economic development throughout the world.</p>	<p>Analyze the changes that transformed Eastern Europe</p>	<p>How did some citizens of the USSR express their dissatisfaction with the Soviet system? How did Pope John Paul II and Lech Wałęsa influence communism in Poland?</p>	<p>Describe the economic and political hardships people in the communist bloc countries faced. Identify Alexander Solzhenitsyn and Andrei Sakharov and their means of dissent against the Soviet system. Explain the impact of the Helsinki Accords. Recognize the major causes and results of the Soviet invasion of Afghanistan. Identify Pope John Paul II and Lech Wałęsa and their influence on communism in Poland. Describe the stand against communism taken by Ronald Reagan and Margaret Thatcher.</p>	
<p>Lesson 8: Voices for Change</p> <p>• • • 8 Compare the relationship between political, social, and economic development throughout the world.</p>	<p>Explain how communism declined worldwide</p>	<p>How did glasnost in the Soviet Union lead to the end of communism in Eastern Europe?</p>	<p>Identify Gorbachev and his policies of perestroika and glasnost. Recognize the impact of Gorbachev's reforms and policies toward the West and the Soviet satellite states. Describe the end of communism in Eastern Europe and the USSR.</p>	<p>3.08 Quiz</p>
<p>Lesson 11: The End of the Cold War Preparing for the Unit Test</p> <p>• • • 9 Compare the relationship between political, social, and economic development throughout the world.</p>	<p>Demonstrate mastery of important knowledge and skills earned in this unit.</p>	<p>What are some strategies that I can use to do my best on a test?</p>	<p>Describe the economic and political hardships people in the communist bloc countries faced. Analyze causes and results of the fall of the Soviet Union and communism in Eastern Europe. Identify Alexander Solzhenitsyn and Andrei Sakharov and their means of dissent against the Soviet system. Explain the impact of the Helsinki Accords. Recognize the major causes and results of the Soviet invasion of Afghanistan. Identify Pope John Paul II and Lech Wałęsa and their influence on communism in Poland. Describe the stand against communism taken by Ronald Reagan and Margaret Thatcher. Recognize the impact of Gorbachev's reforms and policies toward the West and the Soviet satellite states. Describe the end of communism in Eastern Europe and the USSR. Demonstrate a knowledge of information and skills earned in the previous lessons. Identify Mikhail Gorbachev and his policies of perestroika and glasnost.</p>	<p>3.12 Unit Assessment part 1 3.12 Unit Assessment part 2</p>

Lesson 12: Unit Test	<p>Compare the rise of totalitarianism in social events and see how it compares to the use of social media and the impact of social media on society.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day	Demonstrate mastery of important knowledge and skills learned in this unit.			
Unit 4: Issues for the Twenty-First Century							
Lesson 1: The Rise of Terrorism in the Middle East	<p>Evaluate the rise of groups and individuals played in the social, political, cultural, and economic development in the region.</p>	Understand the causes of conflict in the Middle East.	What are the goals of Islamic fundamentalists?	Define terrorism. Explain the reasons for the use of terror as tactics in history and in modern times. Analyze the views of militant Islamists toward Western culture and toward their own governments.			
Lesson 2: Extremists Take Control	<p>Evaluate how conflict and cooperation among groups and individuals have impacted the development of the world today.</p>	Analyze the division between the two religious groups in Iraq led to growing tensions in Iraq.	Why were ayatollahs in Iran opposed to the shah? What were the goals of the militant Islamist groups that formed in the 1980s? What was life in Afghanistan under the Taliban like for women?	Identify key individuals, causes, and results of the Islamic Revolution in Iran. Identify militant Islamist groups including Hezbollah, Hamas, and the Taliban, and their goals and tactics. Explain the significant causes of the Iran hostage crisis. Describe life in Afghanistan under the Taliban.			
Lesson 3: A Dictator in Iraq	<p>Evaluate how conflict and change have impacted the world today.</p> <p>Religious systems and regions Commerce and industry Education Politics and government Physical and human geography Social organization</p>	Analyze the division between the two religious groups in Iraq led to growing tensions in Iraq.	Why might the Iraqis support a dictator like Saddam Hussein? Why did the removal of Saddam Hussein's regime fail to bring peace to Iraq?	Identify Osama bin Laden and al-Qaeda. Trace Saddam Hussein's rise to power in Iraq. Recognize the differences between Saddam Hussein's goals and the goals of militant Islamists. Explain the causes and results of the Iraq-Iraq War and the Persian Gulf War.			
Lesson 4: Terrorism Strikes the United States	<p>Evaluate how conflict and change have impacted the world today.</p> <p>Religious systems and regions Commerce and industry Education Politics and government Physical and human geography Social organization</p>	Analyze the various terrorist groups and why they are becoming more and more dangerous.	What are the various ways in which the US and other nations have responded to terrorism?	Recognize the events of September 11, 2001, the people/group responsible for the attacks, and the United States' response to the attacks. Identify examples of terrorist strikes around the world, their causes, and magnitude. Describe ways in which people and governments around the world respond to terrorist threats.			
Lesson 5: The Iraq War	<p>Evaluate the rise of groups and individuals played in the social, political, cultural, and economic development in the region.</p>	Understand why Al Qaeda's attack on the US triggered a global shake up that led to U.S. declaring a war on terror.	Are wars that are waged to prevent other wars or attacks sometimes necessary?	Trace major events in Iraq under Saddam Hussein. Describe the rationale for the U.S. invasion of Iraq and the results of the invasion. Summarize the controversies surrounding the U.S. invasion of Iraq.			
Lesson 6: Difficult Questions	<p>Evaluate the rise of groups and individuals played in the social, political, cultural, and economic development in the region.</p>	Describe the various ways in which the United States and other nations have responded to terrorism.	Are current security measures enough to protect citizens? Do they go so far that they harm citizens? What can the United States learn from other nations that have dealt with terrorism for many years?	Define terrorism. Analyze the views of militant Islamists toward Western culture and toward their own governments. Identify key individuals, causes, and results of the Islamic Revolution in Iran. Identify militant Islamist groups including Hezbollah, Hamas, and the Taliban, and their goals and tactics. Identify Osama bin Laden and al-Qaeda. Describe the mood in much of the world as the Cold War ended. Describe life in Afghanistan under the Taliban. Recognize the differences between Saddam Hussein's goals and the goals of militant Islamists. Assess options for responding to the threat of terrorism in the twenty-first century. Describe the rationale for the United States' invasion of Iraq and the results of the invasion.	4.06 Quiz Discussion Board Question		
Lesson 8: Electronics and the Information Revolution	<p>Evaluate how conflict and change have impacted the world today.</p> <p>Religious systems and regions Commerce and industry Education Politics and government Physical and human geography Social organization</p>	Analyze how the Information Revolution has changed the way people live and work.	How have scientific advances affected people's standard of lives?	Trace the development of the computer, Internet, and World Wide Web. Describe the term globalization as it relates to business. Analyze the term Information Revolution. Identify the Information Revolution and its significant impact. Trace the development of the computer, the Internet, and the World Wide Web from the 1930s to the present. Recognize the worldwide effect of the cell phone since the 1980s.			
Lesson 9: New Ways to Communicate	<p>Evaluate the rise of groups and individuals played in the social, political, cultural, and economic development in the region.</p>	Analyze the development and impact of the computer revolution.	What impact have personal computers had on people's lives?	Analyze the term Information Revolution for meaning. Demonstrate an understanding of concepts in a well-organized, clearly written essay.			
Lesson 10: A Shrinking World	<p>Evaluate how conflict and cooperation among groups and individuals have impacted the social, political, cultural, and economic development in the region.</p> <p>Religious systems and regions Commerce and industry Education Politics and government Physical and human geography Social organization</p>	Analyze the development and impact of the computer revolution.	What impact have personal computers had on people's lives?	Analyze the term Information Revolution for meaning. Demonstrate an understanding of concepts in a well-organized, clearly written essay.			
Lesson 11: Seeking Equality	<p>Evaluate how conflict and cooperation among groups and individuals have impacted the social, political, cultural, and economic development in the region.</p> <p>Religious systems and regions Commerce and industry Education Politics and government Physical and human geography Social organization</p>	As feminism spread in Europe and the United States during the 1900s, women were given access to jobs that had been reserved for men.	Do you think World War II had any effect on women's attitudes about their rights in society?	Recognize parts of the world where women are denied basic rights in the twenty-first century. Explain how World War I encouraged Western women to question their rights and roles. Recognize the terms second sex, feminine mystique, and feminism. Identify twentieth-century women who distinguished themselves in the fields of human rights, science, literature, and politics, and the inequalities they faced. Describe the change in education and the workforce that resulted from the second wave of feminism. Identify areas of the world in which women are denied basic human rights in the twenty-first century.			
Lesson 12: Democracy's Continued Spread	<p>Evaluate how conflict and cooperation among groups and individuals have impacted the social, political, cultural, and economic development in the region.</p> <p>Religious systems and regions Commerce and industry Education Politics and government Physical and human geography Social organization</p>	Compare and contrast democracy around the world. Democracy is having: -Freedom of speech -Freedom of worship -Equal treatment under the law -Everyone has the right to take part in the government	Does everybody in the world know what Democracy looks like? How do other countries governments look? Do they have basic human rights?	Recognize parts of the world considered free, partly free, or not free. Explain the common reasons for the failures or near failures and successes of representative government in Africa. Describe the success or failure of the transition from communism to democracy in Eastern Europe and the former Soviet Union. Explain how China's communist government has responded to calls for democracy since 1989. Recognize the success or failure of the transition from communism to democracy in Eastern Europe and the former Soviet Union. Explain how China's communist government has responded to calls for democracy since 1989. Recognize Aung San Suu Kyi as a leader of the democratic movement in Burma. Respond to Aung San Suu Kyi's work in Burma.			
Lesson 13: Steps Forward and Steps Back	<p>Compare the rise of totalitarianism in social events and see how it compares to the use of social media and the impact of social media on society.</p>	Understand the spread of democracy has not been easy. It has frequently required great bravery and sacrifice.	Does China follow the Universal Declaration of Human Rights?	Recognize parts of the world considered free, partly free, or not free. Explain the common reasons for the failures or near failures and successes of representative government in Africa. Describe the success or failure of the transition from communism to democracy in Eastern Europe and the former Soviet Union. Explain how China's communist government has responded to calls for democracy since 1989. Recognize Aung San Suu Kyi as a leader of the democratic movement in Burma. Respond to Aung San Suu Kyi's work in Burma.	4.13 Quiz		
Lesson 14: Epilogue	<p>Compare the rise of totalitarianism in social events and see how it compares to the use of social media and the impact of social media on society.</p>	You've completed your human odyssey. Now it's time to reflect on the people, events, and changes of the past hundred years—the contemporary era.	What stands out about the human odyssey in this contemporary era? What's most difficult about our times?	Compare and contrast the world as it was in 1900 and in 2000. Explain the difficulties involved in recording the recent past. Give examples to support the statement that the twentieth century was the best of times and the worst of times. Recognize the role of beliefs, ideas, and individuals in the development of the world.			
Lesson 15: Preparing for the Unit Test		Demonstrate mastery of important knowledge and skills learned in this unit.	What are some strategies that I can use to do my best on a test?	Demonstrate mastery of important knowledge and skills learned in this unit.	Unit Test		
Lesson 16: Unit Test		Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day	Demonstrate mastery of important knowledge and skills learned in this unit.	4.16 Unit Assessment part 1 4.16 Unit Assessment part 2		
Unit 5: Challenges for the Twenty-First Century							

Lesson 1: Growing Wealth	<p>8.A.4.9.A Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Understand the factors that determine a nation's wealth and well-being.	What is the best way to determine a nation's wealth and well-being?	<p>8.A.4.9.A Recognize the impact of global interdependence on even simple products. E.g., How national wealth and well-being are measured by the Human Development Index. Identify major factors that indicate a nation's wealth and well-being. Define the term developing nation. Identify population statistics for information on the world's population. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times.</p>					
Lesson 7: The Meaning of Globalization	<p>8.A.4.9.B Analyze the economic human activity on the physical landscape.</p>	Compare and contrast the pros and cons of globalization.	How has government policy increased globalization in recent years? What have been some of the results of increased globalization in modern times?	<p>8.A.4.9.B Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>	5.09 Quiz				
Lesson 8: Following a Global Product	<p>8.A.4.9.A Evaluate the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Analyze globalization across the globe.	What is globalization? Has it had any impact on the physical changes in the environment? Are these impacts positive or negative, and do the benefits outweigh the costs?	<p>8.A.4.9.A Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>					
Lesson 9: Women and Globalization	<p>8.A.4.9.A Evaluate the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Make a connection between girls' education and economic success.	How has increased globalization changed women's status in the world economy? • What economic, educational, and political inequalities exist between men and women in one region of the world?	<p>8.A.4.9.A Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>	5.11 Discussion Board Question: The Price of Progress				
Lesson 11: The Price of Progress	<p>8.A.4.9 Analyze how social and cooperation among groups and organizations have impacted the history and development of the world.</p>	Understand how globalization and technological progress benefit society in many ways, they also threaten the environment.	Loss of biodiversity and ecosystems, desertification, global warming, ozone depletion, and pollution and possible consequences of globalization and progress. Can these issues be addressed while continuing to move forward?	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>	5.15 Graded Assignment: Persuasion Essay (optional grade to Unit Test)				
Lesson 12: Fueling Progress	<p>8.A.4.9 Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Understand the various energy sources, how we use them in everyday life, and why the subject of energy usage generates so much debate and controversy.	Why is energy consumption such an important issue? What problems can result from using so much energy? Why is energy consumption such an important issue? What problems can result from using so much energy?	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>					
Lesson 13: Viewpoints	<p>8.A.4.9 Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Compare and contrast what might constitute sufficient evidence of global warming. Learn what impact global warming might have on our lives.	Conduct research on both sides of the energy debate. Your findings will help you better understand both sides of the energy debate, but in the end, you will have to make up your own mind.	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>					
Lesson 14: Where Do You Stand?	<p>8.A.4.9 Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Compare and contrast what might constitute sufficient evidence of global warming. Learn what impact global warming might have on our lives.	What is your stand on this issue you learned in last lesson by supporting one of the viewpoints.	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>					
Lesson 15: Persuasion	<p>8.A.4.9.A Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Summarize those opposing viewpoints, identify which viewpoint you support, and explain why you support it (from previous lesson assignment).	What is your stand on this issue you learned in last lesson by supporting one of the viewpoints.	<p>8.A.4.9.A Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>	5.15 Graded Assignment: Persuasion Essay (optional grade to Unit Test)				
Lesson 17: Preparing for the Unit Test	<p>8.A.4.9 Analyze how social and cooperation among groups and organizations have impacted the history and development of the world.</p>	Demonstrate mastery of important knowledge and skills earned in this unit.	What are some strategies that I can use to do my best on a test?	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>	Study for Unit 5 Test				
Lesson 18: Unit Test	<p>8.A.4.9 Analyze how social and cooperation among groups and organizations have impacted the history and development of the world.</p>	Demonstrate mastery of important knowledge and skills earned in this unit.	Test Day	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>	5.18 Unit Assessment part 1 5.18 Unit Assessment part 2				
Unit 6: Research Project									
Lesson 1: Intro to "We Didn't Start the Fire"	<p>8.A.4.9.A Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	End of the Semester Project Introduction/subrubric	What some details, interesting facts, what impact they've made in history	<p>8.A.4.9.A Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>					
Lesson 2: Using the Internet	<p>8.A.4.9 Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Recognize standard practices or using Internet resources for research.	What topics will you choose or your research project?	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>	Topic Choice submission				
Lesson 3: Research, Part 1	<p>8.A.4.9 Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Conduct research on a current topic.	Where will you start your research?	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>					
Lesson 5: Research, Part 4	<p>8.A.4.9 Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Conduct research on a current topic.	How do you write a working works cited	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>					
Lesson 6: Research, Part 5	<p>8.A.4.9 Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Conduct research on a current topic.	How do you write a bibliography?	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>					
Lesson 12: The Presentation, Part 1	<p>8.A.4.9 Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Today you will begin work on the report or presentation.	What is a rubric?	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>					
Lesson 13: The Presentation, Part 2	<p>8.A.4.9 Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Finish writing your research report or compiling your presentation.	Complete your research report or presentation	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>	6.13 Graded Assignment: Final Research Project Due				
Unit 7: Semester Review and Test									
Lesson 1: Preparing for the Semester Test / Introduce optional 911 Interview	<p>8.A.4.9 Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Demonstrate mastery of important knowledge and skills earned in this unit.	What are some strategies that I can use to do my best on a test?	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>	Pick one: Semester Test or 911 Interview				
Lesson 2: Preparing for the Semester Test / Introduce optional 911 Interview	<p>8.A.4.9 Compare the role of goods and not values played in the social, political, cultural, and economic development throughout world history.</p>	Demonstrate mastery of important knowledge and skills earned in this unit.	Test Day	<p>8.A.4.9 Recognize the impact of global interdependence on even simple products. Trace the production of a globally manufactured product. Recognize the impact of global interdependence on even simple products. Describe ways in which increased globalization has changed women's status in the world economy. Expain the major reasons for human migrations in modern times. Define migrant and urbanization. Recognize that the movement from rural to urban areas continues to be the largest type of migration in the world today. Expain the term globalization. Identify major government policies that have increased globalization in recent years. Identify major technological advances that have increased globalization in recent years. Describe major results of increased globalization in modern times. List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>	Pick one: Semester Test or 911 Interview				
HONORS PROJECT									
Lesson 1 Unit 8 Honors Project Modern World Studies Honors Project Part 1	<p>Standard 8.19C 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 Resea ch)</p>	Explore one such recurring theme in contemporary world history from the time period between 19 5 and 2000. The culmination of your research will be a museum exhibit based on your chosen theme.	You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously. Use this time line to help you pace your work.	<p>Standard 8.19C 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 Resea ch)</p>	8.01 Assignment				
Lesson 2 Unit 8 Honors Project Modern World Studies Honors Project Part 2	<p>Standard 8.19C 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 Resea ch)</p>	Continue to research your project theme. Examine strategies for using primary and secondary sources, and learn how to analyze and bibliographic sources related to a research topic.	You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously.	<p>Standard 8.19C 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 Resea ch)</p>	8.02 Assignment				

<p>Unit 8 Honors Project Lesson 1 Modern World Studies Honors Project Part 3</p>	<p>Standard 8.1.9.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))</p>	<p>Now it's time to work on your project design and to decide how you will present your exhibit entries. You will also write documentation for each exhibit entry.</p>	<p>You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously.</p>	<p>Describe project entries including captions and justifications. Describe project entries, including captions and justifications. Describe three events related to a theme in contemporary world history, each from a different decade between 19.5 and 2000.</p>	<p>8.03 Assignment</p>			
<p>Unit 8 Honors Project Lesson 1 Modern World Studies Honors Project Part 4</p>	<p>Standard 8.1.9.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))</p>	<p>Begin working on your Process Paper.</p>	<p>You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously.</p>	<p>Describe the process of the research.</p>	<p>8.04 Assignment</p>			
<p>Unit 8 Honors Project Lesson 1 Modern World Studies Honors Project Part 5</p>	<p>Standard 8.1.9.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))</p>	<p>Complete annotated bibliography.</p>	<p>You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously.</p>	<p>Annotate bibliographic sources.</p>	<p>8.05 Assignment</p>			
<p>Unit 8 Honors Project Lesson 1 Modern World Studies Honors Project Part 6</p>	<p>Standard 8.1.9.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))</p>	<p>Consult the Honors Project Time Line or the exact due date of the final project.</p>	<p>You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously.</p>	<p>Demonstrate historical research, analysis, and writing skills in a project.</p>	<p>8.06 Assignment</p>			

<p>Lesson 6: Paths to Independence</p> <p>• • • 4D Analyze how continuity and change have shaped the world today. • Banks, systems and signs • Commerce and industry • Technology • Social and government • Political and human geography • Social organization</p>	<p>Analyze how imperialism became part of Southeast Asia and Africa's past and how nationalism and communism led to independence for some countries in this area.</p>	<p>How was Vietnam affected by ideological differences between the United States and the Soviet Union? What problems did newly independent nations face as a result of decades of imperial rule?</p>	<p>Identify major Asian and African nationalist leaders of the late twentieth century, the methods they used to achieve independence or their nations, and the international responses to their movements. Recognize the problems newly independent nations faced as a result of decades of imperial rule. Summarize major events of Ho Chi Minh's life, work, and philosophy. Trace the development of rising Cold War tensions in Vietnam and the opposing positions of the nations involved. Identify Gamal Abdul Nasser, the methods he used to modernize Egypt and relieve its poverty, and the response among Arabs and in the West. List examples of violent and nonviolent paths to independence in Africa.</p>	
<p>Lesson 7: For Their Countries</p> <p>• • • 72W Analyze the significance, physical processes, and human geography of social and economic development throughout the world.</p>	<p>Understand why Nelson Mandela spent most of his life fighting to ensure all South Africans had their inalienable right to human dignity.</p>	<p>What factors finally brought an end to apartheid in South Africa?</p>	<p>Recognize the problems newly independent nations faced as a result of decades of imperial rule. Define the term decolonization and the reasons for decolonization after World War II. Identify Mahatma Gandhi and his role in India's path to independence. Explain the reasons for the division of India into India and Pakistan. Identify Jawahar Lal Nehru and explain his policy of nonalignment. Summarize major events of Ho Chi Minh's life, work, and philosophy. Trace the development of rising Cold War tensions in Vietnam and the opposing positions of the nations involved. Identify Gamal Abdul Nasser, the methods he used to modernize Egypt and relieve its poverty, and the response among Arabs and in the West. Describe the situation in South Africa after independence. Summarize major events of Nelson Mandela's life, work, and philosophy. Explain how the international communist movement pressured South Africa to end apartheid. Describe the meaning of concepts like...</p>	<p>2.07 Quiz</p>
<p>Lesson 9: Wars for Religion and Resources</p> <p>• • • 9 Compare the relationship between political and social systems and the role of religion and resources in the development of a society.</p>	<p>Understand why Arabs and Israelis fought over and</p>	<p>What obstacles have prevented peace between Israel and Palestinians?</p>	<p>Summarize the causes of ongoing conflict in the Middle East and the individuals and groups involved, including Arab-Israeli tensions, control and use of oil reserves, water, ethnic/religious tensions, poverty, and the question of Palestine for its refugees. Identify the PLO and its goals, leaders, and tactics. Recognize the results of the Six Day War. Describe the role of oil in the politics and economies of the OPEC countries. Identify Anwar Sadat, Menachem Begin, and Jimmy Carter.</p>	
<p>Lesson 10: Peace Work</p> <p>• • • 10 Compare the relationship between political and social systems and the role of religion and resources in the development of a society.</p>	<p>Understand why Arabs and Israelis fought over and</p>	<p>What obstacles have prevented peace between Israel and Palestinians? Why has the Arab-Israeli conflict been difficult to resolve?</p>	<p>Describe the planned division of Palestine. Recognize the major causes and results of the 1948 Arab-Israeli War. Identify the terms Palestinian and Israeli. Identify Gamal Abdul Nasser and his foreign and domestic policies. Describe the origins of the Baath Party. Recognize the results of the Six Day War. Describe the role of oil in the politics and economies of the OPEC countries. Identify Anwar Sadat, Menachem Begin, and Jimmy Carter. Identify the PLO and its goals, leaders, and tactics. Summarize the causes of conflict in the Middle East. Explain the problems in finding a solution to a major</p>	<p>2.10 Quiz</p>
<p>Lesson 13: Preparing for the Unit Test</p> <p>• • • 13 Demonstrate mastery of important knowledge and skills earned in this unit.</p>		<p>What are some strategies that I can use to do my best on a test?</p>	<p>Demonstrate mastery of important knowledge and skills learned in this unit.</p>	<p>Review</p>
<p>Lesson 14: Many Kinds of Revolution Unit Test</p> <p>• • • 14 Analyze how continuity and change have shaped the world today. • Banks, systems and signs • Commerce and industry • Technology • Social and government • Political and human geography • Social organization</p>	<p>Demonstrate mastery of important knowledge and skills earned in this unit.</p>	<p>Test Day</p>	<p>Demonstrate mastery of important knowledge and skills learned in this unit.</p>	<p>2.14 Unit 2 Test: Part 1 2.14 Unit 2 Test: Part 2</p>
<p>Unit 3: Cold War Conflict and Conclusion</p>				
<p>Lesson 1: Geography of Southeast Asia</p> <p>• • • 1 Compare the relationship between political and social systems and the role of religion and resources in the development of a society.</p>	<p>Geography influences needs, culture, opportunities, choices, interests, and skills.</p>	<p>How does geography influence lifestyle and point of view? How do geography, climate, and natural resources affect the way people live and work?</p>	<p>Identify the nations and major landforms and climates of Southeast Asia. Identify major landforms and climates of Southeast Asia. Identify the nations of Southeast Asia. Explain how geography has contributed to the diversity of Southeast Asia's population. Recognize the major resources and economic activities of Southeast Asia.</p>	
<p>Lesson 2: The United States in Vietnam</p> <p>• • • 2 Compare the relationship between political and social systems and the role of religion and resources in the development of a society.</p>	<p>Understand how America entered the Vietnam War. Understand how the Vietnam War ended.</p>	<p>How do you think Americans felt about fighting in Vietnam to keep communists from taking over the southern half of the country?</p>	<p>Identify the major individuals and phases in the United States' involvement in Vietnam and the eventual outcome. Explain the domino theory and how it led the United States into involvement in Vietnam. Identify Ngo Dinh Diem, Ho Chi Minh, Eisenhower, Kennedy, Johnson, and Nixon and their roles in the Vietnam conflict. Trace the major phases of U.S. involvement in Vietnam.</p>	
<p>Lesson 3: The Soviet Union in Czechoslovakia</p> <p>• • • 3 Compare the relationship between political and social systems and the role of religion and resources in the development of a society.</p>	<p>Understand how the Cold War spread globally</p>	<p>How was Europe divided, and what were consequences of a division?</p>	<p>Explain the causes and results of the Soviet invasion of Czechoslovakia. Identify Alexander Dubcek and Leonid Brezhnev. Describe the political activism among young people in 1968.</p>	
<p>Lesson 4: Vying for Latin America</p> <p>• • • 4 Compare the relationship between political and social systems and the role of religion and resources in the development of a society.</p>	<p>Analyze why the United States backed Latin American leaders who used military force to control their countries and took away civil liberties from their citizens.</p>	<p>What had been the traditional policy of the United States toward foreign powers in Latin America? Why did the United States and the Soviet Union pursue a policy of détente in the early 1970s?</p>	<p>Explain the causes and results of the Soviet invasion of Czechoslovakia. Identify major individuals and events in the United States' attempt to keep communism out of Latin America. Explain the domino theory and how it led the United States into involvement in Vietnam. Trace the major phases of U.S. involvement in Vietnam and the eventual outcome. Identify Alexander Dubcek and Leonid Brezhnev. Recognize the traditional policy of the United States toward foreign powers in Latin America. Identify major individuals and events in the U.S. attempt to keep communism out of Latin America. Describe détente and the reasons for the effort to ease tensions between the United States and the USSR. Give examples of efforts to reduce tensions and show the arms race. Identify Diem, Ho Chi Minh, Eisenhower, Kennedy, Johnson, and Nixon and their roles in the Vietnam conflict.</p>	<p>3.04 Quiz</p>
<p>Lesson 5: Geography of Latin America</p> <p>• • • 5 Analyze how continuity and change have shaped the world today. • Banks, systems and signs • Commerce and industry • Technology • Social and government • Political and human geography • Social organization</p>	<p>Geography influences needs, culture, opportunities, choices, interests, and skills.</p>	<p>How does geography influence lifestyle and point of view? How do geography, climate, and natural resources affect the way people live and work?</p>	<p>Identify the nations, major landforms and climate regions, and natural resources of Latin America. Describe the Amazon rain forest, its major resources, and the current threats to it. Identify major landforms and climate regions of Latin America. Identify major natural resources in Latin America and their locations. Locate the nations of Latin America on a map.</p>	
<p>Lesson 7: Cracks in the Wall</p> <p>• • • 7 Compare the relationship between political and social systems and the role of religion and resources in the development of a society.</p>	<p>Analyze the changes that transformed Eastern Europe</p>	<p>How did some citizens of the USSR express their dissatisfaction with the Soviet system? How did Pope John Paul II and Lech Wałęsa influence communism in Poland?</p>	<p>Describe the economic and political hardships people in the communist bloc countries faced. Identify Alexander Solzhenitsyn and Andrei Sakharov and their means of dissent against the Soviet system. Explain the impact of the Helsinki Accords. Recognize the major causes and results of the Soviet invasion of Afghanistan. Identify Pope John Paul II and Lech Wałęsa and their influence on communism in Poland. Describe the stand against communism taken by Ronald Reagan and Margaret Thatcher.</p>	
<p>Lesson 8: Voices for Change</p> <p>• • • 8 Compare the relationship between political and social systems and the role of religion and resources in the development of a society.</p>	<p>Explain how communism declined worldwide</p>	<p>How did glasnost in the Soviet Union lead to the end of communism in Eastern Europe?</p>	<p>Identify Gorbachev and his policies of perestroika and glasnost. Recognize the impact of Gorbachev's reforms and policies toward the West and the Soviet satellite states. Describe the end of communism in Eastern Europe and the USSR.</p>	<p>3.08 Quiz</p>
<p>Lesson 11: The End of the Cold War Preparing for the Unit Test</p> <p>• • • 11 Demonstrate mastery of important knowledge and skills earned in this unit.</p>	<p>Demonstrate mastery of important knowledge and skills earned in this unit.</p>	<p>What are some strategies that I can use to do my best on a test?</p>	<p>Describe the economic and political hardships people in the communist bloc countries faced. Analyze causes and results of the fall of the Soviet Union and communism in Eastern Europe. Identify Alexander Solzhenitsyn and Andrei Sakharov and their means of dissent against the Soviet system. Explain the impact of the Helsinki Accords. Recognize the major causes and results of the Soviet invasion of Afghanistan. Identify Pope John Paul II and Lech Wałęsa and their influence on communism in Poland. Describe the stand against communism taken by Ronald Reagan and Margaret Thatcher. Recognize the impact of Gorbachev's reforms and policies toward the West and the Soviet satellite states. Describe the end of communism in Eastern Europe and the USSR. Demonstrate a knowledge of information and skills earned in the previous lessons. Identify Mikhail Gorbachev and his policies of perestroika and glasnost.</p>	<p>3.12 Unit Assessment part 1 3.12 Unit Assessment part 2</p>

Lesson 12: Unit Test	<p>Compare the rise of totalitarianism in social events and see how the rise of the use of science and technology affected the world.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day	Demonstrate mastery of important knowledge and skills learned in this unit.			
Unit 4: Issues for the Twenty-First Century							
Lesson 1: The Rise of Terrorism in the Middle East	<p>4.1.4.1.1</p> <p>Evaluate the rise of groups and individuals played in the social, political, and economic development in the world today.</p>	Understand the causes of conflict in the Middle East.	What are the goals of Islamic fundamentalists?	Define terrorism. Explain the reasons for the use of terror as tactics in history and in modern times. Analyze the views of militant Islamists toward Western culture and toward their own governments.			
Lesson 2: Extremists Take Control	<p>4.1.4.1.2</p> <p>Evaluate how conflict and cooperation among groups and individuals have impacted the development of the world today.</p>	Analyze the division between the two religious groups in Iraq led to growing tensions in Iraq.	Why were ayatollahs in Iran opposed to the shah? What were the goals of the militant Islamist groups that formed in the 1980s? What was life in Afghanistan under the Taliban like for women?	Identify key individuals, causes, and results of the Islamic Revolution in Iran. Identify militant Islamist groups including Hezbollah, Hamas, and the Taliban, and their goals and tactics. Explain the significant causes of the Iran-Iraq War and the Taliban in Afghanistan.			
Lesson 3: A Dictator in Iraq	<p>4.1.4.1.3</p> <p>Evaluate how conflict and change have impacted the world today.</p> <p>Religious systems and systems of governance and individual actions and government. Political and human geography. Social organization.</p>	Analyze the division between the two religious groups in Iraq led to growing tensions in Iraq.	Why might the Iraqis support a dictator like Saddam Hussein? Why did the removal of Saddam Hussein's regime fail to bring peace to Iraq?	Identify Osama bin Laden and al-Qaeda. Trace Saddam Hussein's rise to power in Iraq. Recognize the differences between Saddam Hussein's goals and the goals of militant Islamists. Explain the causes and results of the Iran-Iraq War and the Persian Gulf War.			
Lesson 4: Terrorism Strikes the United States	<p>4.1.4.1.4</p> <p>Evaluate how conflict and change have impacted the world today.</p> <p>Religious systems and systems of governance and individual actions and government. Political and human geography. Social organization.</p>	Analyze the various terrorist groups and why they are becoming more and more dangerous.	What are the various ways in which the US and other nations have responded to terrorism?	Recognize the events of September 11, 2001, the people group responsible for the attacks, and the United States' response to the attacks. Identify examples of terrorist strikes around the world, their causes, and magnitudes. Describe ways in which people and governments around the world respond to terrorist threats.			
Lesson 5: The Iraq War	<p>4.1.7.2.W</p> <p>Analyze the significance of physical processes in shaping the world today.</p>	Understand why Al Qaeda's attack on the US triggered a global shake up that led to U.S. declaring a war on terror.	Are wars that are waged to prevent other wars or attacks sometimes necessary?	Trace major events in Iraq under Saddam Hussein. Describe the rationale of the U.S. invasion of Iraq and the results of the invasion. Summarize the controversies surrounding the U.S. invasion of Iraq.			
Lesson 6: Difficult Questions	<p>4.1.4.1.5</p> <p>Evaluate the rise of groups and individuals played in the social, political, and economic development in the world today.</p>	Describe the various ways in which the United States and other nations have responded to terrorism.	Are current security measures enough to protect citizens? Do they go so far that they harm citizens? What can the United States learn from other nations that have dealt with terrorism for many years?	Define terrorism. Analyze the views of militant Islamists toward Western culture and toward their own governments. Identify key individuals, causes, and results of the Islamic Revolution in Iran. Identify militant Islamist groups including Hezbollah, Hamas, and the Taliban, and their goals and tactics. Identify Osama bin Laden and al-Qaeda. Describe the mood in much of the world as the Cold War ended. Describe life in Afghanistan under the Taliban. Recognize the differences between Saddam Hussein's goals and the goals of militant Islamists. Assess options for responding to the threat of terrorism in the twenty-first century. Describe the rationale of the United States' invasion of Iraq and the results of the invasion.	4.06 Quiz	Discussion Board	Question
Lesson 8: Electronics and the Information Revolution	<p>4.1.4.1.6</p> <p>Analyze how conflict and change have impacted the world today.</p> <p>Religious systems and systems of governance and individual actions and government. Political and human geography. Social organization.</p>	Analyze how the Information Revolution has changed the way people live and work.	How have scientific advances affected people's standard of living?	Trace the development of the computer, Internet, and World Wide Web. Describe the information revolution as it relates to business. Analyze the information revolution and its significant impact. Trace the development of the computer, the Internet, and the World Wide Web from the 1950s to the present. Recognize the worldwide effect of the computer since the 1980s.			
Lesson 9: New Ways to Communicate	<p>4.1.7.2.W</p> <p>Analyze the significance of physical processes in shaping the world today.</p>	Analyze the development and impact of the computer revolution.	What impact have personal computers had on people's lives?	Analyze the information revolution for meaning. Demonstrate an understanding of concepts in a well-organized, clearly written essay.			
Lesson 10: A Shrinking World	<p>4.1.4.1.7</p> <p>Evaluate how conflict and cooperation among groups and individuals have impacted the social, political, and economic development of the world today.</p> <p>Religious systems and systems of governance and individual actions and government. Political and human geography. Social organization.</p>	Analyze the development and impact of the computer revolution.	What impact have personal computers had on people's lives?	Analyze the information revolution for meaning. Demonstrate an understanding of concepts in a well-organized, clearly written essay.			
Lesson 11: Seeking Equality	<p>4.1.4.1.8</p> <p>Evaluate how conflict and cooperation among groups and individuals have impacted the social, political, and economic development of the world today.</p> <p>Religious systems and systems of governance and individual actions and government. Political and human geography. Social organization.</p>	As feminism spread in Europe and the United States during the 1960s, women were given access to jobs that had been reserved for men.	Do you think World War II had any effect on women's attitudes about their rights in society?	Recognize parts of the world where women are denied basic rights in the twenty-first century. Explain how World War I encouraged Western women to question their rights and roles. Recognize the terms second sex, feminine mystique, and feminism. Identify twentieth-century women who distinguished themselves in the fields of human rights, science, literature, and politics, and the inequalities they faced. Describe the change in education and the workforce that resulted from the second wave of feminism. Identify areas of the world in which women are denied basic human rights in the twenty-first century.			
Lesson 12: Democracy's Continued Spread	<p>4.1.4.1.9</p> <p>Evaluate how conflict and cooperation among groups and individuals have impacted the social, political, and economic development of the world today.</p> <p>Religious systems and systems of governance and individual actions and government. Political and human geography. Social organization.</p>	Compare and contrast democracy around the world. Democracy is having freedom of speech, freedom of worship, equal treatment under the law, everyone has the right to take part in the government.	Does everybody in the world know what Democracy looks like? How do other countries governments look? Do they have basic human rights?	Recognize parts of the world considered free, partly free, or not free. Explain the common reasons for the failures or near failures and successes of representative government in Africa. Describe the success or failure of the transition from communism to democracy in Eastern Europe and the former Soviet Union. Explain how China's communist government has responded to calls for democracy since 1989. Recognize the success or failure of the transition from communism to democracy in Eastern Europe and the former Soviet Union. Explain how China's communist government has responded to calls for democracy since 1989. Recognize Aung San Suu Kyi as a leader of the democratic movement in Burma. Respond to Aung San Suu Kyi's work in Burma.			
Lesson 13: Steps Forward and Steps Back	<p>4.1.4.1.10</p> <p>Compare the rise of totalitarianism in social events and see how the rise of the use of science and technology affected the world.</p>	Understand the spread of democracy has not been easy. It has frequently required great bravery and sacrifice.	Does China follow the Universal Declaration of Human Rights?	Identify factors important to the development and maintenance of democracy. Explain how World War I encouraged Western women to question their rights and roles. Recognize the terms second sex, feminine mystique, and feminism. Identify twentieth-century women who distinguished themselves in the fields of human rights, science, literature, and politics, and the inequalities they faced. Describe the change in education and the workforce that resulted from the second wave of feminism. Identify the point in history when the world began a steady movement toward widespread representative government. Recognize parts of the world considered free, partly free, or not free. Explain the common reasons for the failures or near failures and successes of representative government in Africa. Describe the success or failure of the transition from communism to democracy in Eastern Europe and the former Soviet Union. Explain how China's communist government has responded to calls for democracy since 1989. Recognize Aung San Suu Kyi as a leader of the democratic movement in Burma. Respond to Aung San Suu Kyi's work in Burma.	4.13 Quiz		
Lesson 14: Epilogue	<p>4.1.4.1.11</p> <p>Compare the rise of totalitarianism in social events and see how the rise of the use of science and technology affected the world.</p>	You've completed your human odyssey. Now it's time to reflect on the people, events, and changes of the past hundred years—the contemporary era.	What stands out about the human odyssey in this contemporary era? What's most difficult about our times?	Compare and contrast the world as it was in 1900 and in 2000. Explain the difficulties involved in recording the recent past. Give examples to support the statement that the twentieth century was the best of times and the worst of times. Recognize the role of beliefs, ideas, and individuals in the world.			
Lesson 15: Preparing for the Unit Test		Demonstrate mastery of important knowledge and skills learned in this unit.	What are some strategies that I can use to do my best on a test?	Demonstrate mastery of important knowledge and skills learned in this unit.	Unit Test		
Lesson 16: Unit Test		Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day	Demonstrate mastery of important knowledge and skills learned in this unit.	4.16 Unit Assessment part 1	4.16 Unit Assessment part 2	
Unit 5: Challenges for the Twenty-First Century	<p>4.1.4.1.12</p> <p>Compare the rise of groups and individuals played in the social, political, and economic development in the world today.</p>						

Lesson 1: Growing Wealth	<p>• • • - 49A Compare the role of crops and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Understand the factors that determine a nation's wealth and well-being.	What is the best way to determine a nation's wealth and well-being?	<p>Explain the term globalization, the reasons for recent rapid globalization, and its results.</p> <p>Recognize the impact of global interdependence on even simple products.</p> <p>Explain how national wealth and well-being are measured by the Human Development Index.</p> <p>Identify major factors that indicate a nation's wealth and well-being.</p> <p>Define the term developing nation.</p> <p>Use the population statistics for information on the world's population.</p> <p>Explain the term globalization.</p> <p>Identify major government policies that have increased globalization in recent years.</p> <p>Identify major technological advances that have increased globalization in recent years.</p> <p>Describe major results of increased globalization in modern times.</p>			
Lesson 7: The Meaning of Globalization	<p>• • • - 74WB Analyze the effects of human activity on the physical systems.</p>	Compare and contrast the pros and cons of globalization.	How have government policies increased globalization in recent years? What have been some of the results of increased globalization in modern times?				
Lesson 8: Following a Global Product	<p>• • • - 49A Evaluate the role of crops and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Analyze globalization across the globe.	What is globalization? Has it had any impact on the physical changes in the environment? Are these impacts positive or negative, and do the benefits outweigh the costs?	<p>Recognize the impact of global interdependence on even simple products.</p> <p>Trace the production of a globally manufactured product.</p>			
Lesson 9: Women and Globalization	<p>• • • - 49A Evaluate the role of crops and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Make a connection between girls' education and economic success.	How has increased globalization changed women's status in the world economy? • What economic, educational, and political inequalities exist between men and women in one area of the world?	<p>Recognize the impact of global interdependence on even simple products.</p> <p>Describe ways in which increased globalization has changed women's status in the world economy.</p> <p>Explain the major reasons for human migrations in modern times.</p> <p>Define migration and urbanization.</p> <p>Recognize that the movement from rural to urban areas contributes the largest type of migration in the world today.</p> <p>Explain the term globalization.</p> <p>Identify major government policies that have increased globalization in recent years.</p> <p>Identify major technological advances that have increased globalization in recent years.</p> <p>Describe major results of increased globalization in modern times.</p> <p>List examples of economic, educational, and political inequalities between men and women in specific regions of the world.</p>	5.09 Quiz		
Lesson 11: The Price of Progress	<p>• • • - 49 Analyze how conflict and cooperation among groups and organizations have impacted the history and development of the world.</p>	Understand how globalization and technological progress benefit society in many ways, they also threaten the environment.	Loss of biodiversity and ecosystems, desertification, global warming, ozone depletion, and pollution are possible consequences of globalization and progress. Can these issues be addressed while continuing to move forward?	<p>Identify areas in which technological progress and globalization threaten the earth.</p> <p>Describe the relationship between globalization and the environment in one area of concern.</p> <p>Recognize international attempts to address threats to the environment.</p>	5.11 Discussion Board Question: The Price of Progress		
Lesson 12: Fueling Progress	<p>• • • - 9 Compare the role of crops and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Understand the various energy sources, how we use them in everyday life, and why the subject of energy usage generates so much debate and controversy.	Why is energy consumption such an important issue? What problems can result from using so much energy? Why is energy consumption on such an important issue? What problems can result from using so much energy?	<p>Recognize differences in energy consumption among nations.</p> <p>Compare energy usage in the United States with usage in other wealthy countries.</p> <p>Explain why Americans use more energy per person on average than people in most other wealthy nations.</p>			
Lesson 13: Viewpoints	<p>• • • - 9 Compare the role of crops and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Compare and contrast what might constitute sufficient evidence of global warming.	Conduct research on both sides of the energy debate. Your findings will help you better understand both sides of the energy debate, but in the end, you will have to make up your own mind.	Recognize opposing viewpoints on energy issues. Develop a plan for assessing differing viewpoints.			
Lesson 14: Where Do You Stand?	<p>• • • - 9 Compare the role of crops and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Compare and contrast what might constitute sufficient evidence of global warming.	What is your stand on this issue you learned in last lesson by supporting one of the viewpoints.	Summarize opposing viewpoints on an energy issue. Support a viewpoint in a well-organized, clearly written essay or presentation.			
Lesson 15: Persuasion	<p>• • • - 49A Compare the role of crops and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Summarize those opposing viewpoints, identify which viewpoint you support, and explain why you support it (from previous lesson assignment).	What is your stand on this issue you learned in last lesson by supporting one of the viewpoints.	Support a viewpoint in a well-organized, clearly written essay or presentation.	5.15 Graded Assignment: Persuasion Essay (optional grade to Unit Test*)		
Lesson 17: Preparing for the Unit Test	<p>• • • - 49 Analyze how conflict and cooperation among groups and organizations have impacted the history and development of the world.</p>	Demonstrate mastery of important knowledge and skills earned in this unit.	What are some strategies that I can use to do my best on a test?	Demonstrate mastery of important knowledge and skills learned in this unit.	Study for Unit 5 Test		
Lesson 18: Unit Test	<p>• • • - 49 Analyze how conflict and cooperation among groups and organizations have impacted the history and development of the world.</p>	Demonstrate mastery of important knowledge and skills earned in this unit.	Test Day	Demonstrate mastery of important knowledge and skills learned in this unit.	5.18 Unit Assessment part 1 5.18 Unit Assessment part 2		
Unit 6: Research Project							
Lesson 1: Intro to "We Didn't Start the Fire"	<p>• • • - 49A Compare the role of crops and individuals played in the social, political, cultural, and economic development throughout world history.</p>	End of the Semester Project Introduction/rubric	What some details, interesting facts, what impact they had in history	Develop a process for choosing topics for research. Review issues of concern in the early twenty-first century.			
Lesson 2: Using the Internet	<p>• • • - 49A Evaluate the role of crops and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Recognize standard practices or using Internet resources for research.	What topics will you choose or your research project?	Recognize standard practices or using Internet resources for research. Choose a topic for research.	Topic Choice Submission		
Lesson 3: Research, Part 1	<p>• • • - 49A Evaluate the role of crops and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Conduct research on a current topic.	Where will you start your research?	Conduct research on a current topic. Use several sources to ensure that the information is accurate. A good place to start gathering basic information is the Internet.			
Lesson 5: Research, Part 4	<p>• • • - 49 Analyze how conflict and cooperation among groups and organizations have impacted the history and development of the world today, including its effects on environment.</p>	Conduct research on a current topic.	How do you write a working works cited	Conduct research on a current topic. As you take notes, record as much information about your sources as possible.			
Lesson 6: Research, Part 5	<p>• • • - 49A Evaluate the role of crops and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Conduct research on a current topic.	How do you write a bibliography?	Conduct research on a current topic. Bibliography			
Lesson 12: The Presentation, Part 1	<p>• • • - 9 Compare the role of crops and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Today you will begin work on the report or presentation.	What is a rubric?	Develop a research-based report or presentation.			
Lesson 13: The Presentation, Part 2	<p>• • • - 9 Compare the role of crops and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Finish writing your research report or competing your presentation.	Completes your research report or presentation	Develop a research-based report or presentation.	6.13 Graded Assignment: Final Research Project Due		
Unit 7: Semester Review and Test							
Lesson 1: Preparing for the Semester Test / Introduce optional 911 Interview	<p>• • • - 49 Conduct the report and know which is a I to let to let history</p> <p>• • • - 49 Conduct the report and know which is a I to let to let history</p>	Demonstrate mastery of important knowledge and skills earned in this unit.	What are some strategies that I can use to do my best on a test?	Review important knowledge and skills taught in Units 1 through 6.	Pick one: Semester Test or 911 Interview		
Lesson 2: Preparing for the Semester Test / Introduce optional 911 Interview	<p>• • • - 49 Conduct the report and know which is a I to let to let history</p> <p>• • • - 49 Conduct the report and know which is a I to let to let history</p>	Demonstrate mastery of important knowledge and skills earned in this unit.	Test Day	Review important knowledge and skills taught in Units 1 through 6.	Pick one: Semester Test or 911 Interview		

Identify Learning Targets				Evidence of Learning		Out of Instructional		
K12 Unit Lesson (n Sequence)	Standard (PA Core/No Issue/PA Core)	Big Ideas	Essential Questions	Students will be able to	Summative Assessments (Assessments/Quizzes/Tests)	Suggestions for Differentiated Activities/Assignments/Assessments	Key Vocabulary	Resources outside of OLS
Unit 1: Setting the Stage - Before 1850								
Lesson 1: Semester Introduction	Standard 819A Compare past eras of continuity and change over time, applying core skills and events.	Introduction to how students will examine specific ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time.	What causes change over time? How does the evolution of past events help us to make future decisions? How are we connected to those in the past?	<ul style="list-style-type: none"> Define history and identify reasons for studying it. Demonstrate familiarity with the organization and format of The Human Odyssey: From Modern Times to Our Contemporary Era, Vol. 3. Recognize and apply important terms that describe time and observe how the terms are used in his story. 				
Lesson 2: Early Seeds of Democracy	Standard 819C Analyze how continuity and change have impacted world history. List of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organization.	Democratic societies must balance the rights and responsibilities of individuals within the common good.	What are the roles and responsibilities of citizens and government in a democratic society? What effect does a democratic government have on society?	<ul style="list-style-type: none"> Analyze the influence of Greek political philosophy on the rise of government. Describe the origins of democracy in ancient Greece. Recognize the influence of Greek ideas of democracy on later Western thought. Explain the connection between Greek political philosophy and later democratic thought. Recognize the influence of the Roman Republic's influence on later representative government. 				
Lesson 3: Judeo-Christian Influences on Democratic Thought	Standard 849C Analyze how continuity and change have impacted world history. List of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organization.	Examine the similarities and differences in Greco-Roman and Judeo-Christian views of law, reason, faith and the individual.	What influence did the ancient Romans and Greeks have on modern democracies? How did early Judeo-Christian thought contribute to Western concepts of law and the individual? How did the Renaissance and the Reformation contribute to the growth of democracy?	<ul style="list-style-type: none"> Describe Greco-Roman and Judeo-Christian views of law, reason and faith, and the duties of the individual. Recognize the influence of Greek and Roman political philosophy and Judeo-Christian ethical principles on Western political thought. Describe the contribution of Judeo-Christian thought to Western concepts of law and the individual. Explain how all ideas emerging from the Renaissance and Reformation contributed to the growth of democracy. 				
Lesson 4: Expanding Rights in England	Standard 849D Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.	Explore the causes that led to the creative and intellectual ideas of the Renaissance and Reformation and how they led to the birth of the modern era.	How was the world changed by the ideas of the Renaissance and Reformation? Did the Renaissance and Reformation give birth to the modern western world? What influence did the Renaissance have on the Reformation?	<ul style="list-style-type: none"> Explain how the Renaissance and the Reformation contributed to the growth of democracy. Recognize the achievements of Henry II. Identify the Magna Carta and its significance for guaranteeing important rights. Describe the issues that led to the English Civil War and Restoration. 				
Lesson 5: Democratic Ideas Emerge. Discuss: Introduction	Standard 849C Analyze how continuity and change have impacted world history. List of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organization.	Analyze the ways in which Greco-Roman and Judeo-Christian thought contributed to the development of human rights and democratic principles.	Is it the governments job to protect the natural rights of life, liberty, and property? What is the best way to separate government's power?	<ul style="list-style-type: none"> Identify the basic principles of the Magna Carta, English common law, and the English Bill of Rights. Recognize major philosophers of the Enlightenment and what they are known for. Describe the origins of democracy in ancient Greece. Recognize the influence of Greek ideas of democracy on later Western thought. 	1.05 Quiz			
Lesson 6: Democratic Ideas Flourish	Standard 849D Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.	Compare and contrast the American and French Revolutions, and analyze why the French Revolution evolved through democratic despotism (dictatorship of Napoleon).	In what ways did the American Revolution influence other nations?	<ul style="list-style-type: none"> Influence of Enlightenment thought on them. Recognize the unique character of the American Revolution and its enduring influence on the development of self-government worldwide. Give examples of the influence of the U.S. Constitution on political systems in the contemporary world. Summarize the major causes and results of the American and French Revolutions. Identify examples of the influence of the U.S. Constitution on political systems in the contemporary world. Summarize the principles of major documents of the American and French Revolutions. Associate major ideas in the development of democracy with the documents that express them. 				
Lesson 7: Documents of Liberty	Standard 849B Evaluate the importance of historical documents, artifacts, and sites which are crucial to world history.	Compare and contrast the U.S. Constitution to constitutional monarchy and the British parliamentary system as reflections of revolutionary declarations and Enlightenment philosophy.	How has the U.S. Constitution influenced political systems in the modern world?					
Lesson 8: A Revolution in Industry	Standard 849C Analyze how continuity and change have impacted world history. List of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organization.	Analyze why the Industrial Revolution occurred first in England and spread to other nations, with particular focus on the roles of geography and form of government.	How did the Industrial Revolution change the way of life in Britain and much of the world? How did the factory system change the way people lived and worked in the early nineteenth century? What effect did industrialization have on politics in the first half of the nineteenth century?	<ul style="list-style-type: none"> making them with machines. Identify actors that led to the beginnings of the Industrial Revolution in the late 18th century and in the late 1700s. Explain the major arguments of Adam Smith's The Wealth of Nations. Explain how industrialization led to demands for political change and ushered in a political revolution in the first half of the nineteenth century. Identify actors that led to the beginning of the Industrial Revolution in the late 18th century and in the late 1700s. Recognize inventors, inventions, and innovations that spurred the growth of industry. 				
Lesson 9: Romanticism: A Creative Revolution	Standard 849C Analyze how continuity and change have impacted world history. List of systems and religions. Commerce and industry. Technology. Politics and government.	Explore Romanticism in art and literature, and discuss the role of artists in social criticism.	How do individuals influence history? Do individuals have a responsibility to act? (Do artists, writers & musicians have a real and an influence.)	<ul style="list-style-type: none"> Describe Romanticism as the movement in literature and the arts that emphasized nature and emotion over reason. Analyze art and literature or characteristics of romanticism. 				
Lesson 10: Preparing for the Unit Test	Standard 819B Compare the integrity of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect as a synthesis.	Demonstrate mastery of important knowledge and skills learned in this unit.	What are some strategies that I can use to do my best on a test?		Review			
Lesson 11: Setting the Stage - Before 1850 Unit Test	Standard 819B Compare the integrity of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect as a synthesis.	Demonstrate mastery of important knowledge and skills learned in this unit.				1.11 Unit 1 Test: Part 1 1.11 Unit 1 Test: Part 2		
Unit 2: Europe and the Second Industrial Revolution								
Lesson 1: The Challenges of Industrialization	Standard 849A Compare the role groups and individuals played in the social, political, racial, and economic development throughout world history.	Identify the major tenets of capitalism, and explore the roles of entrepreneurship, natural resources, labor and capital, and the potential for social control through control of these factors.	Is capitalism appropriate for all peoples/cultures? Is capitalism essential to the success of a democratic government and progress?	<ul style="list-style-type: none"> Describe major social, labor, and urban issues facing industrializing nations in the late nineteenth and early twentieth centuries and major early attempts to address them. Identify the principles of capitalism, socialism, and communism and the thinkers and eras associated with them. Describe the Second Industrial Revolution. Recognize that most industrial workers did not share in the higher standard of living made possible by the Second Industrial Revolution. Describe major social and labor problems facing industrializing nations in the late nineteenth and early twentieth centuries and the early attempts to address those problems. Define socialism. Identify Robert Owen. 				
Lesson 2: Solutions	Standard 819B Evaluate the integrity of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	Analyze capitalism's resulting potential for gaps between haves and have-nots, and the responses aimed at social reformations (socialism, etc.).	What are the major differences between Adam Smith's free market ideas and Karl Marx's socialist ideas?	<ul style="list-style-type: none"> Define communism as a kind of socialism based on the teachings of Karl Marx. Describe Marx's theory of class struggle and revolution as set forth in The Communist Manifesto and Das Kapital. Describe the causes and results of the Paris Commune of 1871. Recognize the goals of nineteenth-century labor unions and the methods they used to achieve their goals. Explain how and why existing governments, including Bismarck's, at attempted to address industrial and urban problems. 				
Lesson 3: Classes	Standard 849C Analyze how continuity and change have impacted the world today. List of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organization.	Analyze capitalism's resulting potential for gaps between haves and have-nots, and the responses aimed at social reformations (socialism, etc.).	How is wealth gained and distributed in a capitalist and socialist economy?	<ul style="list-style-type: none"> Define socialism. Identify Robert Owen. Describe Marx's theory of class struggle and revolution as set forth in The Communist Manifesto and Das Kapital. Describe the causes and results of the Paris Commune of 1871. Recognize the goals of nineteenth-century labor unions and the methods they used to achieve their goals. Explain how and why existing governments, including Bismarck's, at attempted to address industrial and urban problems. Describe major differences between the growing middle class and the working class of the late nineteenth century. Analyze art of the late nineteenth and early twentieth centuries. Demonstrate mastery of material taught in previous lessons. Define communism. 	2.03 Quiz			
Lesson 5: Geography Pays Part	Standard 719B Explain and locate regions and their shared characteristics as defined by physical and human features.	Geography influences needs, culture, opportunities, choices, interests, and skills.	How does geography influence life and a point of view? How do geography, climate, and natural resources affect the way people live and work?	<ul style="list-style-type: none"> Identify major landforms, climates, bodies of water, and resources in Europe. Identify on a map major Western European nations. Identify major landforms and resources of Europe. Describe the major climate types found in Europe. Explain the importance of major bodies of water in Europe. Locate on a map the nations of Western Europe. Recognize ways in which physical geography contributed to industrialization in Europe. 				
Lesson 6: Industry and the Rise of Germany	Standard 819B Evaluate the integrity of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	Analyze the basic political organization of the new German empire in the late 1800s.	How did Germany become an industrial giant in the late 1800s? How did the national emblem represented by Bismarck differ from that embodied by liberals in the early 1800s?	<ul style="list-style-type: none"> Explain the relationships among natural resources, entrepreneurship, labor, and capital in an industrial society. Describe the means by which Germany became one of the world's leading industrial nations in the late nineteenth century and Otto von Bismarck's role in that growth. Describe why and how nationalism developed during the nineteenth century. Identify Otto von Bismarck as the German chancellor largely responsible for the unification and industrialization of Germany in the second half of the nineteenth century. Recognize that Germany was one of the world's leading industrial nations in the early twentieth century. Identify major inventors, inventions, and innovations of the late 1800s in Germany. Recognize major inventors, inventions, and innovations of the late nineteenth century, and the ways they affected standards of living. Recognize that Germany was one of the world's leading industrial nations in the early twentieth century. Describe urban problems brought on by the Second Industrial Revolution and the responses to those problems as seen in Berlin. Give examples of the higher standard of living made possible by industrial and technological advances. Identify the attitude of the German government toward military buildup and power under Bismarck and Wilhelm II. 				
Lesson 7: Germany Moves Ahead. Discuss: Impact	Standard 819B Evaluate the integrity of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect as a synthesis.	Analyze the basic political organization of the new German empire in the late 1800s.	How did Germany become an industrial giant in the late 1800s? How did the national emblem represented by Bismarck differ from that embodied by liberals in the early 1800s?		Discuss: Impact			

<p>Lesson 8: The Impact of the Second Industrial Revolution</p>	<p>Standard 8 4 5 C Analyze how continuity and change have impacted world history.</p> <p>Belief systems and religion Commerce and industry Technology Politics and government Physical and human geography Social organization</p>	<p>Examine the emergence of urban population concentration, immigration and labor unions as consequences of the development of industrial economies.</p>	<p>How did the Industrial Revolution improve city life? How did it make city life worse?</p>	<ul style="list-style-type: none"> Explain the relationships among natural resources, entrepreneurship, labor, and capital in an industrial society. Describe urban problems brought on by the Second Industrial Revolution and the responses to those problems as seen in Berlin and elsewhere. Explain the beliefs of the German government toward military buildup and power under Bismarck and Wilhelm II and the results of those beliefs. Describe the Second Industrial Revolution. Describe urban problems brought on by the Second Industrial Revolution and the responses to those problems as seen in Berlin. Give examples of the higher standard of living made possible by industrial and technological advances. Recognize that Germany was one of the leading industrial nations of the early twentieth century. Identify major inventors, inventions, and innovations of the late 1800s. Identify the beliefs of the German government toward military buildup and power under Bismarck and Wilhelm II and the results of those beliefs. Explain how Germany became a leading industrial power during the late nineteenth century. 	<p>2.08 Quiz</p>
<p>Lesson 9: A Demographic Look at Western Europe</p>	<p>Standard 7 2 B Analyze the significance of physical processes in shaping the character of a place or region.</p>	<p>Examine the emergence of urban population concentration, immigration and labor unions as consequences of the development of industrial economies.</p>	<p>How did the Industrial Revolution improve city life? How did it make city life worse?</p>	<ul style="list-style-type: none"> Identify cultural and demographic characteristics of Europe's population. Analyze maps, graphs, and charts to gain information on the human and physical geography of a place. 	
<p>Lesson 11: Preparing for the Unit Test</p>	<p>Standard 8 1 9 B Compare the interplay of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p>	<p>Demonstrate mastery of important knowledge and skills learned in this unit.</p>	<p>What are some strategies that I can use to do my best on a test?</p>	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	<p>Review</p>
<p>Lesson 12: Europe and the Second Industrial Revolution Unit Test</p>	<p>Standard 8 1 9 B Compare the interplay of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p>	<p>Demonstrate mastery of important knowledge and skills learned in this unit.</p>	<p>Test Day</p>	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	<p>2.12 Unit 2 Test: Part 1 2.12 Unit 2 Test: Part 2</p>
<p>Unit 3: The New Age in Asia</p>					
<p>Lesson 1: Modernization and the Rise of Japan</p>	<p>Standard 8 4 W A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	<p>Analyze Japan's ability to foil Western powers by industrializing and expanding its foreign influence.</p>	<p>How do you think Japan was able to turn itself into a modern industrial nation in the late 1800s?</p>	<ul style="list-style-type: none"> Trace the rise of Japan from an isolated society to a major industrial and imperial power in the late nineteenth and early twentieth centuries and the reasons for it. Describe the ways in which the Meiji dynasty supported and encouraged Japan's modernization and industrialization and the changes that occurred as a result. Explain why and how Japanese rulers kept Japan so isolated from the rest of the world from the seveneenth through the nineteenth centuries. Identify Fukuzawa Yukichi. Describe the ways in which the Meiji government supported and encouraged Japan's modernization and industrialization. Identify major changes in Japan's government and domestic and foreign policies during the Meiji Era. 	
<p>Lesson 2: Powerhouse in Asia</p>	<p>Standard 8 4 5 C Analyze how continuity and change have impacted world history.</p> <p>Belief systems and religion Commerce and industry Technology Politics and government Physical and human geography Social organization</p>	<p>Japan modernizes; Problems in Japanese society and opening of Japan to other countries led to the Meiji Restoration; analyze the factors contributing to Japan's drive for an empire.</p>	<p>What steps did the Meiji emperor take to modernize Japan? How did Japan begin its quest to build an empire?</p>	<ul style="list-style-type: none"> Trace the rise of Japan from an isolated society to a major industrial and imperial power in the late nineteenth and early twentieth centuries and the reasons for it. Explain the reasons for and consequences of Japan's imperialism in the late nineteenth and early twentieth centuries. Explain why and how Japanese rulers kept Japan so isolated from the rest of the world from the seveneenth through the nineteenth centuries. Identify Fukuzawa Yukichi. Describe the ways in which the Meiji government supported and encouraged Japan's modernization and industrialization. Identify major changes in Japan's government and domestic and foreign policies during the Meiji Era. Analyze primary sources for information on Meiji Japan. Identify major landforms and resources of East Asia. Describe the major climate zones of East Asia. Locate on a map the nations of East Asia. Recognize ways in which physical geography has influenced settlement patterns in East Asia. Identify major landforms, climate, and natural hazards of East Asia. Define disaster preparedness as one way humans adapt to their environments. Define imperialism. Explain why most industrialized nations of the late nineteenth and early twentieth centuries competed for overseas colonies and how they justified their actions. Identify the causes and results of the Opium Wars. Describe the breadth of the British Empire at the turn of the twentieth century. 	<p>3.02 Quiz</p>
<p>Lesson 3: In East Asia</p>	<p>Standard 7 4 A Compare and contrast the effect of the physical systems on people across regions of the United States.</p>	<p>Geography influences needs, culture, opportunities, choices, interests, and skills.</p>	<p>How does geography influence lifestyle and point of view? How do geography, climate, and natural resources affect the way people live and work?</p>	<ul style="list-style-type: none"> Identify major landforms and resources of East Asia. Describe the major climate zones of East Asia. Locate on a map the nations of East Asia. Recognize ways in which physical geography has influenced settlement patterns in East Asia. Identify major landforms, climate, and natural hazards of East Asia. Define disaster preparedness as one way humans adapt to their environments. Define imperialism. Explain why most industrialized nations of the late nineteenth and early twentieth centuries competed for overseas colonies and how they justified their actions. Identify the causes and results of the Opium Wars. Describe the breadth of the British Empire at the turn of the twentieth century. 	<p>3.03 Quiz</p>
<p>Lesson 4: Earthquake Discussion: Prepared</p>	<p>Standard 7 4 B Compare and contrast the effect of people on the physical region across regions of the United States.</p>	<p>Geography influences needs, culture, opportunities, choices, interests, and skills.</p>	<p>What impact can a tsunami have on people and places?</p>	<ul style="list-style-type: none"> Define nationalism. Describe the causes and effects of tsunamis. Explain that disaster preparedness is one way humans adapt to their environments. Describe ways in which Japan reflects the constant threat of natural disaster. Define nationalism. Define imperialism. Explain why most industrialized nations of the late nineteenth and early twentieth centuries competed for overseas colonies and how they justified their actions. Identify the causes and results of the Opium Wars. Describe the breadth of the British Empire at the turn of the twentieth century. 	
<p>Lesson 6: Imperialism in Asia</p>	<p>Standard 8 4 9 A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	<p>Effects of western imperialism in China.</p>	<p>Why were most industrialized nations of the late nineteenth and early twentieth centuries competing for overseas colonies?</p>	<ul style="list-style-type: none"> Define nationalism. Define imperialism. Explain why most industrialized nations of the late nineteenth and early twentieth centuries competed for overseas colonies and how they justified their actions. Identify the causes and results of the Opium Wars. Describe the breadth of the British Empire at the turn of the twentieth century. 	
<p>Lesson 7: Strife in China</p>	<p>Standard 8 4 9 A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	<p>Foreign and Chinese belief systems influenced China during the 1800s-Western ways versus Confucian ways.</p>	<p>How did Western industrial powers gain global empires? Explain the causes that led to westerners gaining trading rights in China during the 1800s.</p>	<ul style="list-style-type: none"> Identify Sun Yat-sen and the movement he led. Summarize the consequences of China's response to the West as compared to Japan's. Compare and contrast the Chinese government's response to the threat from Western nations with Japan's response to Western nations. Explain the significance of the Sino-Japanese War and the Boxer Rebellion. Define nationalism. Define imperialism. Explain why most industrialized nations of the late nineteenth and early twentieth centuries competed for overseas colonies and how they justified their actions. Identify Sun Yat-sen and the movement he led. Identify the causes and results of the Opium Wars. Describe the breadth of the British Empire at the turn of the twentieth century. Compare and contrast the Chinese government's response to the threat from Western nations with Japan's response to Western nations. Explain the significance of the Sino-Japanese War and the Boxer Rebellion. Summarize the consequences of China's response to the West as compared to Japan's. Explain Sun Yat-sen's role as the father of the Chinese Revolution. 	
<p>Lesson 8: Nationalism in China</p>	<p>Standard 8 4 5 C Analyze how continuity and change have impacted world history.</p> <p>Belief systems and religion Commerce and industry Technology Politics and government Physical and human geography Social organization</p>	<p>Effects of western imperialism in China.</p>	<p>What were the goals of the Chinese Reformers? How was the Qing Dynasty replaced by a republic?</p>	<ul style="list-style-type: none"> Define nationalism. Define imperialism. Explain why most industrialized nations of the late nineteenth and early twentieth centuries competed for overseas colonies and how they justified their actions. Identify Sun Yat-sen and the movement he led. Identify the causes and results of the Opium Wars. Describe the breadth of the British Empire at the turn of the twentieth century. Compare and contrast the Chinese government's response to the threat from Western nations with Japan's response to Western nations. Explain the significance of the Sino-Japanese War and the Boxer Rebellion. Summarize the consequences of China's response to the West as compared to Japan's. Explain Sun Yat-sen's role as the father of the Chinese Revolution. 	<p>3.08 Quiz</p>
<p>Lesson 10: Where in the World?</p>	<p>Standard 7 3 A Explain the human characteristics of a place and region using the following: Population Culture Settlement Economic activities Political activities</p>	<p>Imperialism in Africa and Asia leads to exploitation</p>	<p>What is the difference between a sphere of influence and a colony? How did imperial powers like the United States and Great Britain justify having colonies?</p>	<ul style="list-style-type: none"> Explain the differences between colonies in Africa and spheres of influence in China. Locate on a map the major areas of the world controlled by Britain, France, Germany, the United States, and Japan in the early twentieth century. Recognize the impact of colonialism on the peoples of Africa. 	
<p>Lesson 11: Preparing for the Unit Test</p>	<p>Standard 8 1 9 B Compare the interplay of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p>	<p>Demonstrate mastery of important knowledge and skills learned in this unit.</p>	<p>What are some strategies that I can use to do my best on a test?</p>	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	<p>Review</p>
<p>Lesson 12: The New Age in Asia Unit Test</p>	<p>Standard 8 1 9 B Compare the interplay of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p>	<p>Demonstrate mastery of important knowledge and skills learned in this unit.</p>	<p>Test Day</p>	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	<p>3.12 Unit 3 Test: Part 1 3.12 Unit 3 Test: Part 2</p>
<p>Unit 4: World War and Revolution</p>					
<p>Lesson 1: Igniting the Powder Keg</p>	<p>Standard 8 1 9 B Compare the interplay of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p>	<p>Analyze the causes and effects of nationalism and the European alliance system</p>	<p>How were the two large alliance systems, the Triple Entente and the Triple Alliance created and how were they impacted during the war?</p>	<ul style="list-style-type: none"> Trace the events that led to the start of World War I. Summarize major trends in Europe at the beginning of the twentieth century. Describe the purpose and structure of the major alliances in Europe in the early twentieth century. Give examples of the influence of nationalism in countries. Summarize major attitudes and trends in Europe at the beginning of the twentieth century. Explain the major causes of World War I. Describe the initial strategies and features of battle of World War I and the reasons for it. Explain the German strategy for a quick victory in World War I and why it failed. Identify on a map the Western and Eastern Fronts of World War I. Describe the nature of trench warfare in World War I. Define genocide and explain why the Armenian Massacre is considered genocide. Give examples of new weaponry and tactics used during World War I and their impact on warfare. Recognize the Armenian Massacre as an early example of genocide. Describe Russia's situation on the Eastern Front in World War I. Identify on a map the Ottoman Empire in 1911 and the peoples who wanted independence from it. Give examples of new methods of war and new weapons used in World War I and their impact. 	
<p>Lesson 2: Europe Goes to War</p>	<p>Standard 8 4 W A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	<p>The difference technology made in WWI from earlier wars.</p>	<p>How did advances in technology, transportation, and communication, created by industrialization, change warfare?</p>	<ul style="list-style-type: none"> Define genocide and explain why the Armenian Massacre is considered genocide. Give examples of new weaponry and tactics used during World War I and their impact on warfare. Recognize the Armenian Massacre as an early example of genocide. Describe Russia's situation on the Eastern Front in World War I. Identify on a map the Ottoman Empire in 1911 and the peoples who wanted independence from it. Give examples of new methods of war and new weapons used in World War I and their impact. 	
<p>Lesson 3: The War Goes On</p>	<p>Standard 8 4 W C Evaluate how continuity and change have impacted the world today.</p> <p>Belief systems and religion Commerce and industry Technology Politics and government Physical and human geography Social organization</p>	<p>Stalemate in the Western Front and the course of the war on the Eastern Front</p>	<p>How did nationalism within the Ottoman Empire come into play during the war?</p>	<ul style="list-style-type: none"> Define genocide and explain why the Armenian Massacre is considered genocide. Give examples of new weaponry and tactics used during World War I and their impact on warfare. Recognize the Armenian Massacre as an early example of genocide. Describe Russia's situation on the Eastern Front in World War I. Identify on a map the Ottoman Empire in 1911 and the peoples who wanted independence from it. Give examples of new methods of war and new weapons used in World War I and their impact. 	
<p>Lesson 4: Total War</p>	<p>Standard 8 4 W C Evaluate how continuity and change have impacted the world today.</p> <p>Belief systems and religion Commerce and industry Technology Politics and government Physical and human geography Social organization</p>	<p>Explain causes of total war</p>	<p>What impact did wartime failure have on Russia? Describe how the entry of the US into the war was a turning point.</p>	<ul style="list-style-type: none"> Define total war and give examples as it applies to World War I. Explain the meaning of the term total war. Give examples of the ways in which European leaders encouraged popular support for the war during World War I. Describe the changes that occurred in the roles of civilians and governments during World War I. Analyze the use of propaganda during World War I. 	

Lesson 5: A War for Minds and Hearts	<p>Standard 8 4 W C Evaluate how continuity and change have impacted the world today.</p> <p>Bel of systems and relig ions Commerce and industry Technology Politics and government Physical and human geography Social organization</p>	The use of propaganda during the war.	<p>How did propaganda appeal to the emotions or its intended audience?</p>	<ul style="list-style-type: none"> Trace the events that led to the start of World War I. Define genocide and explain why the Armenian Massacre is considered genocide. Summarize major trends in Europe at the beginning of the twentieth century. Describe the purpose and structure of the major alliances in Europe in the early twentieth century. Give examples of the influence of nationalism in countries. Describe the dominant attitude in Europe at the onset of World War I and the reasons for it. Explain the German strategy for a quick victory in World War I and why it failed. Identify on a map the Western and Eastern Fronts of World War I. Describe the nature of trench warfare in World War I. Identify on a map the Ottoman Empire in 1914 and the people who won independence from it. Give examples of new methods of war and new weapons used in World War I and their impact. Explain the meaning of the term total war. Give examples of the ways in which European leaders encouraged popular support for the war during World War I. Describe the changes that occurred in the roles of civilians and governments during World War I. Describe Russia's situation on the Eastern Front during World War I. Analyze examples of propaganda used during World War I. 	.05 Mid-Unit Review/Test
Lesson 7: Geography of Russia	<p>Standard 7 2 W B Analyze the significance of physical processes in shaping the character of places and regions.</p>	The challenges of Russia's geography	How does geography influence life and a point of view? How do geography, climate, and natural resources affect the way people live and work?	<ul style="list-style-type: none"> Identify major landforms and climates of Russia and the former USSR. Describe the challenges geography has posed for Russia across time. Identify major landforms of Russia and the republics of the former Soviet Union. Describe the major climate types found in Russia and the republics of the former Soviet Union. Recognize that rivers and access to the sea have played a significant role in Russia's history. Describe the relationship between geographic features and population density. 	
Lesson 8: Unrest in Russia	<p>Standard 8 4 W A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Analyze the unrest within Russia led Russia to withdraw from fighting in WWI	What had brought Russia to the brink of revolution? How did Tsar Nicholas II react to demands for reform?	<ul style="list-style-type: none"> Explain the major causes and events of the Russian Revolution. Identify Lenin and Stalin and their roles in the Russian Revolution. List examples of Russia's industrial and cultural achievements in the late nineteenth century and the obstacles to modernization. Describe the differences between the lives of Russia's nobility and serfs. Recognize the causes and results of the 1905 revolution and Bloody Sunday. Identify Lenin, Stalin, Trotsky, and Nicholas II. 	
Lesson 9: From Russia to USSR	<p>Standard 8 4 W C Analyze how continuity and change have impacted world history.</p> <p>Bel of systems and relig ions Commerce and industry Technology Politics and government Physical and human geography Social organization</p>	Analyze the Communist state developed under Lenin	How did the Communist state the Tsar in the Russian Revolution? Analyze how the Communist state developed under Lenin.	<ul style="list-style-type: none"> Analyze the effect of Russia's Revolution and the U.S. entry into World War I on the outcome of the war. Identify major landforms of Russia and the republics of the former Soviet Union. List examples of Russia's industrial and cultural achievements in the late nineteenth century and the obstacles to modernization. Describe the differences between the lives of Russia's nobility and serfs. Recognize the causes and results of the 1905 revolution and Bloody Sunday. Identify Lenin, Stalin, Trotsky, and Nicholas II. Explain the reasons for unrest in the Russian military and civil population during World War I and Tsar Nicholas II's response. Trace Lenin's rise to power. Describe the methods Lenin used to install communism in Russia and how he dealt with his opponents. Explain the structure of the USSR and the reasons for its policy of atheism. Analyze primary sources to explain Lenin's views on worldwide revolution and credit reduction in the West. 	.09 Quiz
Lesson 10: Challenges of Geography	<p>Standard 7 2 W B Analyze the significance of physical processes in shaping the character of places and regions.</p>	Geography influences needs, culture, opportunities, choices, interests, and skills.	How does geography influence life and a point of view? How do geography, climate, and natural resources affect the way people live and work?	<ul style="list-style-type: none"> Explain the reasons for building the Trans-Siberian Railroad. Trace the route of the Trans-Siberian Railroad. Analyze the geographic challenges involved in building the Trans-Siberian Railroad. 	
Lesson 12: War's Tide Turns	<p>Standard 8 3 D Analyze how continuity and change have impacted world history.</p> <p>Bel of systems and relig ions Commerce and industry Technology Politics and government Physical and human geography Social organization</p>	The impact the entry of the United States had by entering the war and leading to the turning point of the war.	What is the impact of the United States and Russia during the war? How did the war had on the outcome of WWI?	<ul style="list-style-type: none"> Describe Woodrow Wilson's ideals as found in the Fourteen Points. Identify major provisions of the Treaty of Versailles. Analyze the Treaty of Versailles to assess how well it addressed the causes of the war and to what extent it incorporated Wilson's Fourteen Points. Recognize the reason for German confidence on the Western Front in 1917 during World War I. Explain what led to the U.S. declaration of war on Germany during World War I. Describe Woodrow Wilson's ideals and his vision on the outcome of World War I. Identify the means by which the Allied Powers were able to force Germany to accept a truce in World War I. 	
Lesson 13: War's End	<p>Standard 8 3 D Analyze how continuity and change have impacted world history.</p> <p>Bel of systems and relig ions Commerce and industry Technology Politics and government Physical and human geography Social organization</p>	Peace Treaties both follow and violate the principle of self-determination	How did the Treaty of Versailles punish Germany?	<ul style="list-style-type: none"> Recognize the economic and human cost of World War I. Describe the human and economic cost of World War I. Explain the conflicts among the leaders at Versailles and the reasons for them. Recognize major provisions of the Treaty of Versailles. Describe reactions to the Treaty of Versailles in Germany and in the United States. 	
Lesson 14: What Kind of Peace? Discuss: 1918 Treaty	<p>Standard 8 3 D Analyze how continuity and change have impacted world history.</p> <p>Bel of systems and relig ions Commerce and industry Technology Politics and government Physical and human geography Social organization</p>	Analyze the costs of WWI and the long-term impact of the Peace Treaties	How did the Treaty of Versailles set up for the next World War?	<ul style="list-style-type: none"> Describe the human and economic cost of World War I. Explain the conflicts among the leaders at Versailles and the reasons for them. Recognize major provisions of the Treaty of Versailles. Describe reactions to the Treaty of Versailles in Germany and in the United States. Recognize the reason for German confidence on the Western Front in 1917 during World War I. Explain what led to the U.S. declaration of war on Germany. Describe Woodrow Wilson's ideals and his vision on the outcome of the war. Identify the means by which the Allied Powers were able to force a truce to the fighting. Evaluate Clemenceau's statement "For the catastrophe of 1914, the Germans are responsible" for accuracy. Compare major provisions of the Treaty of Versailles with Woodrow Wilson's stated goals for the war. 	.11 Quiz Discuss: 1918 Treaty
Lesson 15: Preparing for the Unit Test	<p>Standard 8 1 9 B Compare the integrity as on of historical events and sources, considering the use of fact versus opinion on multiple perspectives, and evaluate their reliability as a historian.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	What are some strategies that I can use to do my best on a test?	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	Review
Lesson 16: World War and Revolution Unit Test	<p>Standard 8 1 9 B Compare the integrity as on of historical events and sources, considering the use of fact versus opinion on multiple perspectives, and evaluate their reliability as a historian.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	.16 Unit Test: Part 1 .16 Unit Test: Part 2
Unit 5: Between Wars					
Lesson 1-3: The Art of Uncertainty, Caravaggio's Challenge, A World in Flux (COMBINED)	<p>Standard 8 1 W B Evaluate the integrity as on of historical events and sources, considering the use of fact versus opinion on multiple perspectives, and evaluate their reliability as a historian.</p>	Artists looking for ways to express a new sense of uncertainty after WWI	How did World War I and its aftermath influence the way painters approached their work? What were the views of early twentieth-century artists on realism in art?	<ul style="list-style-type: none"> Describe the influence of World War I and its aftermath on movements in art. Describe the influence of World War I and its aftermath on movements in the arts. List examples of cultural and societal changes in the post-war era. Identify Picasso and Kandinsky as early twentieth-century artists who moved away from Realism. Identify Dali as the leader of the Surrealist movement in art. Describe the music of the post-World War I era. 	5.03 Quiz
Lesson 5: Nationalism and Blame in the Middle East	<p>Standard 8 4 A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Reflect how nationalism and the desire for change shaped world events in the early 1900s.	Why would Britain want to keep Egypt as a colony? What effect did the Allied decisions to create mandates in the Middle East have on the region's population in the years following World War I?	<ul style="list-style-type: none"> Describe the rise of nationalism and statism in the Middle East after World War I. Identify major nationalist leaders in the Middle East in the 1920s and 30s. Recognize the reasons for conflict between nationalist hopes for independence in the Middle East and European goals after World War I. Identify shared characteristics that make the Middle East a region. Describe the tension that emerged between growing nationalism and westernization in nations of the Middle East post-World War I. 	
Lesson 6: Forging Nations in the Middle East Lesson 7: Report from the Middle East (COMBINED)	<p>Standard 8 4 A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Understand the roots of conflict between Jews and Arabs in the Palestinian mandate.	Why did Palestine become a center of conflict after WWI?	<ul style="list-style-type: none"> Describe ways in which forces of cooperation and conflict influence the division of Earth's surface. Give examples of ways in which country borders are determined. Analyze factors of physical and human geography in the Middle East. 	5.07 Quiz
Lesson 8: Geography of Borders	<p>Standard 7 4 W B Analyze the effects of human activity on the physical systems.</p>	Geography influences needs, culture, opportunities, choices, interests, and skills.	How does geography influence life and a point of view? How do geography, climate, and natural resources affect the way people live and work?	<ul style="list-style-type: none"> Describe ways in which forces of cooperation and conflict influence the division of Earth's surface. Give examples of ways in which country borders are determined. Analyze factors of physical and human geography in the Middle East. 	Discuss: Boundaries
Lesson 10: Desperate Times and Communism	<p>Standard 8 4 W A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	Cause and effect of the stock market crash and the Great Depression spreading across the continents.	How did the U.S. economy go from boom to bust during the 1920s? How did people respond to the Great Depression?	<ul style="list-style-type: none"> Explain how the U.S. economy went from boom to bust during the 1920s. Explain the causes and spread of the Great Depression. Identify the economic problems facing Germany and France after World War I and the reasons for them. Describe how and where the Great Depression spread and people's response to it. Describe Stalin's rise to power in the Soviet Union and how he used his power. 	
Lesson 11: Desperate Times and Fascism	<p>Standard 8 4 W A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p>	People in Germany, Russia, Italy, and Spain willingly gave up some of their freedoms to the dictators who offered hope for a better future.	How were Adolf Hitler and Benito Mussolini able to gain and keep power? How are Communism and Fascism alike? How are they different?	<ul style="list-style-type: none"> Explain how totalitarian rulers were able to come to power in Europe and Japan during the 1930s. Identify Benito Mussolini and the methods he used to gain and keep power. Compare and contrast communism and fascism as political and economic systems. Describe Adolf Hitler's rise to power and his use of anti-Semitism. Identify Fascist France. Recognize that militarists took control of Japan. 	

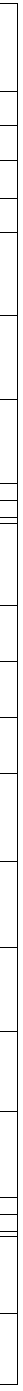
Lesson 12: Power Above All	Standard 8.4.9D Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.	The rise of authoritarianism in Eastern Europe in the 1920s and 1930s	What can individuals do to prevent the establishment of totalitarian regimes? Point to the countries of Hitler, Stalin, Mussolini, or Franco gain power legally? Once they were in power could they have been stopped?	<ul style="list-style-type: none"> Identify Hitler, Stalin, and Mussolini and their philosophies. Recognize characteristics of communism and fascism. Describe Stalin's rise to power in the Soviet Union and how he used his power. Identify Benito Mussolini and the methods he used to gain and keep power. Compare and contrast communism and fascism as political and economic systems. Identify Francisco Franco. Recognize that not all its hits look control of Japan. Define totalitarianism. Explain that Stalin and Hitler had different political philosophies but were both totalitarian. Discuss ways in which citizens can protect themselves from totalitarianism. Identify the economic problems faced by Germany and France after World War I and the reasons for them. Describe Hitler's rise to power and his use of anti-Semitism. 	5.11 Quiz
Lesson 13: Preparing for the Unit 1 Test	Standard 8.1.9B Compare the in-epitaph of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and evidence.	Demonstrate mastery of important knowledge and skills learned in this unit.	What are some strategies that I can use to do my best on a test?	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	Review
Lesson 13: Between Wars Unit 1 Test	Standard 8.1.9B Compare the in-epitaph of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and evidence.	Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	5.13 Unit 5 Test: Part 1 5.13 Unit 5 Test: Part 2
Unit 6: Another World War					
Lesson 1: The Road to War	Standard 8.4.9A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	Analyze the threat to world peace posed by dictators in the 1930s and how the Western democracies responded.	How did WWI peace settlements cause WW II? Why do you think some historians call the period between 1918 and 1939 the 20 year truce?	<ul style="list-style-type: none"> Trace the steps that led to the outbreak of World War I in Europe. Describe the aggressive moves made by Germany, Italy, and Japan during the 1930s and the League of Nations' response. Identify the causes of World War I. Recognize the major strategies of the Allied and Axis powers during World War I. Describe the aggressive moves made by Japan, Italy, and Germany during the 1930s and the League of Nations' response. Explain how World War I and its aftermath led, in part, to World War II. Locate on a map the Axis powers and the major Allied powers at the beginning of the war. 	
Lesson 2: Global War part 1	Standard 8.4.9D Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.	Analyze the role of the United States before and after joining WWII.	How did the US president Roosevelt could have helped the Allies without entering the war?	<ul style="list-style-type: none"> Recognize the major strategies of the Allied and Axis powers during World War I. Identify major political and military leaders during World War II and their leadership qualities. Explain the German strategy for defeating Britain and the British response. Describe the spread of the war into Africa, Southern Europe, and the Soviet Union. Identify ways in which the United States aided the Allies without entering the war. Explain why Japan attacked the United States and how the United States responded. Assess the importance of the Battle of Midway. 	
Lesson 2: Global War part 2	Standard 8.4.9D Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.	How the Axis powers came to control much of Europe, but failed to conquer Britain.	Hitler transferred his hatred into a program of genocide. How do ethnic, racial, and religious hatreds weaken society? Why did Japanese leaders view the United States as an enemy?	<ul style="list-style-type: none"> Recognize the major strategies of the Allied and Axis powers during World War I. Identify major political and military leaders during World War II and their leadership qualities. Explain the German strategy for defeating Britain and the British response. Describe the spread of the war into Africa, Southern Europe, and the Soviet Union. Identify ways in which the United States aided the Allies without entering the war. Explain why Japan attacked the United States and how the United States responded. Assess the importance of the Battle of Midway. 	
Lesson 3: Leadership Lesson - Qualities of a Leader COMBINE	Standard 8.4.9A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	Biographies can provide insight into the individuals who have shaped historical events.	What leader had the greatest impact on the world in the first half of the 20th century?	<ul style="list-style-type: none"> Identify major political and military leaders during World War II and their leadership qualities. Recognize major political leaders during World War I. Describe the roles of Churchill and Roosevelt during World War II. Explore the role of either Franklin D. Roosevelt or Winston Churchill. Assess the qualities that made either Franklin D. Roosevelt or Winston Churchill successful as a leader. 	6.0 Graded Assignment
Lesson 5: Strategies for Victory	Standard 8.4.9A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	Understand how nations devoted all of their resources to fighting WW I.	What new strategies did the Allies come up with to change the course of the war? How much longer would it take before the Allies could declare victory?	<ul style="list-style-type: none"> Describe the status of the war at the end of 1912. Explain the role of geography in the Battle of Stalingrad and why the battle is considered a turning point in the war. Identify Dwight D. Eisenhower, Montgomery, and Rommel. Explain the significance of the D-Day invasion. 	
Lesson 6: Honor	Standard 8.4.9A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	Understand the horror of the genocide the Nazis committed.	How did Hitler's views about race lead to the murder of six million Jewish people and millions of Gypsies, and others? How do ethnic, racial, and religious hatreds weaken society?	<ul style="list-style-type: none"> Trace Hitler's persecution of Jews from discrimination to the final solution. Identify the term Holocaust. Identify the term holocaust and how it is used in relation to Hitler's death camps. Trace Hitler's escalation of persecution of Jews and others from discrimination to the Final Solution. Describe what Allied soldiers found as they liberated German-occupied territories. 	
Lesson 7: Victory	Standard 8.4.9A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	Americans strategy for ending the war against Japan and the consequences of that strategy.	Why did Harry Truman decide to use such a horrific weapon on Japan?	<ul style="list-style-type: none"> Describe the end of the war in Europe. Explain the Allied strategy for reaching Japan and its cost. Recognize key figures in the development of the atomic bomb. Identify Harry Truman, Albert Einstein, and Douglas MacArthur. Summarize the state of the world as World War II ended. 	
Lesson 1: Never Again	Standard 8.4.9A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	Discuss the impact and aftermath of the Yalta and Potsdam Conferences.	Why do you think it was only leaders from the United States, Great Britain, and USSR that met to discuss the future of Europe after WW II?	<ul style="list-style-type: none"> Describe the goals of the Nuremberg and Tokyo trials. Summarize the goals of the Yalta and Potsdam conferences. Identify the participants, goals, and outcomes of the Yalta Conference. Identify the participants of the Potsdam Conference and their major points of disagreement. 	
Lesson 15: A New Path	Standard 8.4.9D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on contemporary issues.	Summarize the organization of the United Nations.	Compare and Contrast the UN and the League of Nations. What was the main purpose of the UN when it was founded?	<ul style="list-style-type: none"> Recognize the tension that existed between the United States and the Soviet Union at the close of the war. Recognize the basic structure and goal of the United Nations. Describe the founding of the United Nations and how it differed from the League of Nations. Explain the basic structure of the United Nations. Summarize the major principles of the Universal Declaration of Human Rights. Explain how the state of Israel came into being in 1948 and the controversy surrounding it. 	
Lesson 16: A Woman for All Times	Standard 8.4.9A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	Define "human rights" and discuss Eleanor Roosevelt's work in relation to them.	What was the main purpose of writing the Universal Declaration of Human Rights?	<ul style="list-style-type: none"> Identify Eleanor Roosevelt. Identify Eleanor Roosevelt's role in drafting the Universal Declaration of Human Rights. Explore the life and work of Eleanor Roosevelt. Demonstrate understanding of concepts in a well-organized outline. 	
Lesson 16: Preparing for the Unit 1 Test	Standard 8.1.9B Compare the in-epitaph of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and evidence.	Demonstrate mastery of important knowledge and skills learned in this unit.	What are some strategies that I can use to do my best on a test?	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	Review
Lesson 17: Another World War Unit Test	Standard 8.1.9B Compare the in-epitaph of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and evidence.	Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	6.17 Unit 6 Test: Part 1 6.17 Unit 6 Test: Part 2
Unit 7: Significant Times					
Lesson 1: Looking Back, Part 1	Standard 8.4.9B Contrast the importance of historical documents, artifacts, and sites which are crucial to world history. Standard 8.1.9C 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 Release only)	Time lines are useful tools on historians.	Analyze the significance of major events and individuals in world history between 1775 and 1950.	<ul style="list-style-type: none"> Analyze the significance of major events and individuals in world history between 1775 and 1950. 	Time Line project step 1
Lesson 2: Looking Back, Part 2	Standard 8.4.9B Contrast the importance of historical documents, artifacts, and sites which are crucial to world history. Standard 8.1.9C 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 Release only)	Choose events and individuals in the areas of science and technology for your time line.	What events belong on a time line? How much time can be covered?	<ul style="list-style-type: none"> Analyze the significance of major events and individuals in world history between 1775 and 1950. 	Time Line project step 2
Lesson 3: Looking Back, Part 3	Standard 8.4.9B Contrast the importance of historical documents, artifacts, and sites which are crucial to world history. Standard 8.1.9C 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 Release only)	Choose events and individuals in the areas of literature, the arts, philosophy, and religion as you continue to build your time line.	What events belong on a time line? How much time can be covered?	<ul style="list-style-type: none"> Analyze the significance of major events and individuals in world history between 1775 and 1950. 	Time Line project step 3
Lesson 4: Looking Back, Part 4	Standard 8.4.9B Contrast the importance of historical documents, artifacts, and sites which are crucial to world history. Standard 8.1.9C 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 Release only)	Choose one of your time lines to submit or a grade.	What events belong on a time line? How much time can be covered?	<ul style="list-style-type: none"> Analyze the significance of major events and individuals in world history between 1775 and 1950. Describe the relationships between events and individuals of different time periods. 	Time Line project step
Lesson 5: Looking Back, Part 5	Standard 8.4.9B Contrast the importance of historical documents, artifacts, and sites which are crucial to world history. Standard 8.1.9C 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 Release only)	Analyzing your time line you should be able to form some intelligent opinions about his or her.	What events belong on a time line? How much time can be covered?	<ul style="list-style-type: none"> Analyze the significance of major events and individuals in world history between 1775 and 1950. Describe the relationships between events and individuals of different time periods. 	FINAL COMPLETED PROJECT 7.05 Assignment period.

Unit 6 Semester Review and Test								
Lesson 1: Preparing for the Semester Test	<p>Standard 8.4.9.B Contrast the importance of historical documents, artifacts, and sites which are local or world history.</p> <p>Standard 8.5.1.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)</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	What are some strategies that I can use to do my best on a test?	Review important knowledge and skills taught in Units 1 through 6.				
Lesson 2: Your Choice: Introduce Option to the Final Semester Test / REVIEW	<p>Standard 8.4.9.B Contrast the importance of historical documents, artifacts, and sites which are local or world history.</p> <p>Standard 8.5.1.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)</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day	Review important knowledge and skills taught in Units 1 through 6.	option: 1. Choose 1 person, place, thing or event from the 1st semester or of the course. 2. Research that person, place, thing, or event 3. Create a presentation addressing Who, What, When, Where and Why			
Lesson 3: Review	<p>Standard 8.1.9.B Compare the importance of historical events and sources, considering the use of and various opinions on multiple perspectives, and make and defend a conclusion.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	What are some strategies that I can use to do my best on a test?	Review important knowledge and skills taught in Units 1 through 6.				
Lesson : Semester Test	<p>Standard 8.1.9.B Compare the importance of historical events and sources, considering the use of and various opinions on multiple perspectives, and make and defend a conclusion.</p>	Demonstrate mastery of important knowledge and skills learned in this unit.	Test Day	Review important knowledge and skills taught in Units 1 through 6.	8.0 Semester Test			

Case	Topic	Key Concepts	Learning Objectives	Activities	Assessment	Resources
Reason 01	Introduction to the Revolution	18th century European context, American colonies, Enlightenment ideas.	Understand the historical context and the intellectual climate leading to the Revolution.	Reading assignments, lectures, and class discussions.	Quiz 1, Midterm 1, Final Exam.	Primary sources, secondary texts, and digital resources.
Reason 02	European Expansion	Age of Discovery, colonialism, mercantilism, trade routes.	Analyze the impact of European expansion on the Americas and the world.	Maps, timelines, and comparative studies.	Quiz 2, Midterm 2, Final Exam.	Historical maps, trade records, and scholarly articles.
Reason 03	Compass and Colonies	Navigation, cartography, trade routes, colonial administration.	Explore the challenges of long-distance travel and the establishment of colonies.	Geographical exercises and historical accounts.	Quiz 3, Midterm 3, Final Exam.	Nautical charts, travel diaries, and colonial records.
Reason 04	Global Contact	Columbian Exchange, cultural diffusion, global trade networks.	Investigate the exchange of goods, ideas, and diseases between the Old and New Worlds.	Comparative analysis of goods and cultural practices.	Quiz 4, Midterm 4, Final Exam.	Historical trade manifests and cultural studies.
Reason 05	Eastward Expansion	Age of Exploration, maritime routes, colonial competition.	Study the expansion of European powers into the Americas and the East Indies.	Research projects and presentations.	Quiz 5, Midterm 5, Final Exam.	Historical journals and maps of exploration routes.
Reason 06	The Catholic Revolution	Counter-Reformation, Jesuits, religious fervor, papal authority.	Understand the Catholic Church's response to the Protestant Reformation.	Analysis of religious texts and historical events.	Quiz 6, Midterm 6, Final Exam.	Religious treatises and historical documents.
Reason 07	Eastward Expansion	Age of Exploration, maritime routes, colonial competition.	Study the expansion of European powers into the Americas and the East Indies.	Research projects and presentations.	Quiz 7, Midterm 7, Final Exam.	Historical journals and maps of exploration routes.
Reason 08	The Catholic Revolution	Counter-Reformation, Jesuits, religious fervor, papal authority.	Understand the Catholic Church's response to the Protestant Reformation.	Analysis of religious texts and historical events.	Quiz 8, Midterm 8, Final Exam.	Religious treatises and historical documents.
Reason 09	Eastward Expansion	Age of Exploration, maritime routes, colonial competition.	Study the expansion of European powers into the Americas and the East Indies.	Research projects and presentations.	Quiz 9, Midterm 9, Final Exam.	Historical journals and maps of exploration routes.
Reason 10	The Catholic Revolution	Counter-Reformation, Jesuits, religious fervor, papal authority.	Understand the Catholic Church's response to the Protestant Reformation.	Analysis of religious texts and historical events.	Quiz 10, Midterm 10, Final Exam.	Religious treatises and historical documents.
Reason 11	Eastward Expansion	Age of Exploration, maritime routes, colonial competition.	Study the expansion of European powers into the Americas and the East Indies.	Research projects and presentations.	Quiz 11, Midterm 11, Final Exam.	Historical journals and maps of exploration routes.
Reason 12	The Catholic Revolution	Counter-Reformation, Jesuits, religious fervor, papal authority.	Understand the Catholic Church's response to the Protestant Reformation.	Analysis of religious texts and historical events.	Quiz 12, Midterm 12, Final Exam.	Religious treatises and historical documents.
Reason 13	Eastward Expansion	Age of Exploration, maritime routes, colonial competition.	Study the expansion of European powers into the Americas and the East Indies.	Research projects and presentations.	Quiz 13, Midterm 13, Final Exam.	Historical journals and maps of exploration routes.
Reason 14	The Catholic Revolution	Counter-Reformation, Jesuits, religious fervor, papal authority.	Understand the Catholic Church's response to the Protestant Reformation.	Analysis of religious texts and historical events.	Quiz 14, Midterm 14, Final Exam.	Religious treatises and historical documents.
Reason 15	Eastward Expansion	Age of Exploration, maritime routes, colonial competition.	Study the expansion of European powers into the Americas and the East Indies.	Research projects and presentations.	Quiz 15, Midterm 15, Final Exam.	Historical journals and maps of exploration routes.
Reason 16	The Catholic Revolution	Counter-Reformation, Jesuits, religious fervor, papal authority.	Understand the Catholic Church's response to the Protestant Reformation.	Analysis of religious texts and historical events.	Quiz 16, Midterm 16, Final Exam.	Religious treatises and historical documents.
Reason 17	Eastward Expansion	Age of Exploration, maritime routes, colonial competition.	Study the expansion of European powers into the Americas and the East Indies.	Research projects and presentations.	Quiz 17, Midterm 17, Final Exam.	Historical journals and maps of exploration routes.
Reason 18	The Catholic Revolution	Counter-Reformation, Jesuits, religious fervor, papal authority.	Understand the Catholic Church's response to the Protestant Reformation.	Analysis of religious texts and historical events.	Quiz 18, Midterm 18, Final Exam.	Religious treatises and historical documents.
Reason 19	Eastward Expansion	Age of Exploration, maritime routes, colonial competition.	Study the expansion of European powers into the Americas and the East Indies.	Research projects and presentations.	Quiz 19, Midterm 19, Final Exam.	Historical journals and maps of exploration routes.
Reason 20	The Catholic Revolution	Counter-Reformation, Jesuits, religious fervor, papal authority.	Understand the Catholic Church's response to the Protestant Reformation.	Analysis of religious texts and historical events.	Quiz 20, Midterm 20, Final Exam.	Religious treatises and historical documents.

reason 04	Ho Chi Minh	1.3.10 Explain how the US and other nations helped Vietnam to rebuild its economy and improve its living standards. How did the US and other nations help Vietnam to rebuild its economy and improve its living standards? 1.3.11 Explain how the US and other nations helped Vietnam to rebuild its economy and improve its living standards. How did the US and other nations help Vietnam to rebuild its economy and improve its living standards? 1.3.12 Explain how the US and other nations helped Vietnam to rebuild its economy and improve its living standards. How did the US and other nations help Vietnam to rebuild its economy and improve its living standards?	Analyze the relationship between the US and Vietnam. How did the US and other nations help Vietnam to rebuild its economy and improve its living standards? EO 1.3.10 EO 1.3.11 EO 1.3.12	EO 1.3.10 EO 1.3.11 EO 1.3.12	Describe the consequences of the US and other nations' help for Vietnam's economy and living standards. How did the US and other nations help Vietnam to rebuild its economy and improve its living standards? EO 1.3.10 EO 1.3.11 EO 1.3.12	4.04 Quiz 4.04 Quiz 4.04 Quiz	4.04 Quiz 4.04 Quiz 4.04 Quiz
reason 05	the Russian Revolution	1.4.1 Explain how the Russian Revolution led to the formation of the Soviet Union. How did the Russian Revolution lead to the formation of the Soviet Union? 1.4.2 Explain how the Russian Revolution led to the formation of the Soviet Union. How did the Russian Revolution lead to the formation of the Soviet Union? 1.4.3 Explain how the Russian Revolution led to the formation of the Soviet Union. How did the Russian Revolution lead to the formation of the Soviet Union?	Analyze the Russian Revolution and its impact on the world. How did the Russian Revolution lead to the formation of the Soviet Union? EO 1.4.1 EO 1.4.2 EO 1.4.3	EO 1.4.1 EO 1.4.2 EO 1.4.3	Describe the Russian Revolution and its impact on the world. How did the Russian Revolution lead to the formation of the Soviet Union? EO 1.4.1 EO 1.4.2 EO 1.4.3	4.05 Quiz 4.05 Quiz 4.05 Quiz	4.05 Quiz 4.05 Quiz 4.05 Quiz
reason 07	India's independence	1.4.4 Explain how India gained independence from British rule. How did India gain independence from British rule? 1.4.5 Explain how India gained independence from British rule. How did India gain independence from British rule? 1.4.6 Explain how India gained independence from British rule. How did India gain independence from British rule?	Analyze how Gandhi's philosophy led to India's independence. How did India gain independence from British rule? EO 1.4.4 EO 1.4.5 EO 1.4.6	EO 1.4.4 EO 1.4.5 EO 1.4.6	Describe how Gandhi's philosophy led to India's independence. How did India gain independence from British rule? EO 1.4.4 EO 1.4.5 EO 1.4.6	4.07 Quiz 4.07 Quiz 4.07 Quiz	M/1311 M/1311
reason 08	Nationalism in the Middle East	1.4.7 Explain how nationalism led to the formation of the state of Israel. How did nationalism lead to the formation of the state of Israel? 1.4.8 Explain how nationalism led to the formation of the state of Israel. How did nationalism lead to the formation of the state of Israel? 1.4.9 Explain how nationalism led to the formation of the state of Israel. How did nationalism lead to the formation of the state of Israel?	Analyze how nationalism led to the formation of the state of Israel. How did nationalism lead to the formation of the state of Israel? EO 1.4.7 EO 1.4.8 EO 1.4.9	EO 1.4.7 EO 1.4.8 EO 1.4.9	Describe how nationalism led to the formation of the state of Israel. How did nationalism lead to the formation of the state of Israel? EO 1.4.7 EO 1.4.8 EO 1.4.9	4.08 Quiz 4.08 Quiz 4.08 Quiz	4.08 Quiz 4.08 Quiz 4.08 Quiz
reason 09	U.S. entry in the Cold War	1.5.1 Explain how the US entered the Cold War. How did the US enter the Cold War? 1.5.2 Explain how the US entered the Cold War. How did the US enter the Cold War? 1.5.3 Explain how the US entered the Cold War. How did the US enter the Cold War?	Compare the US and the USSR during the Cold War. How did the US enter the Cold War? EO 1.5.1 EO 1.5.2 EO 1.5.3	EO 1.5.1 EO 1.5.2 EO 1.5.3	Describe the US entry into the Cold War. How did the US enter the Cold War? EO 1.5.1 EO 1.5.2 EO 1.5.3	4.09 Quiz 4.09 Quiz 4.09 Quiz	4.09 Quiz 4.09 Quiz 4.09 Quiz
reason 10	the end of the Cold War	1.5.4 Explain how the Cold War ended. How did the Cold War end? 1.5.5 Explain how the Cold War ended. How did the Cold War end? 1.5.6 Explain how the Cold War ended. How did the Cold War end?	Compare the end of the Cold War and its impact on the world. How did the Cold War end? EO 1.5.4 EO 1.5.5 EO 1.5.6	EO 1.5.4 EO 1.5.5 EO 1.5.6	Describe the end of the Cold War and its impact on the world. How did the Cold War end? EO 1.5.4 EO 1.5.5 EO 1.5.6	4.10 Quiz 4.10 Quiz 4.10 Quiz	4.10 Quiz 4.10 Quiz 4.10 Quiz
reason 11	the Cold War	1.5.7 Explain how the Cold War began. How did the Cold War begin? 1.5.8 Explain how the Cold War began. How did the Cold War begin? 1.5.9 Explain how the Cold War began. How did the Cold War begin?	Describe the start of the Cold War and its early stages. How did the Cold War begin? EO 1.5.7 EO 1.5.8 EO 1.5.9	EO 1.5.7 EO 1.5.8 EO 1.5.9	Describe the start of the Cold War and its early stages. How did the Cold War begin? EO 1.5.7 EO 1.5.8 EO 1.5.9	4.11 Quiz 4.11 Quiz 4.11 Quiz	4.11 Quiz 4.11 Quiz 4.11 Quiz
reason 12	the Cold War	1.5.10 Explain how the Cold War continued. How did the Cold War continue? 1.5.11 Explain how the Cold War continued. How did the Cold War continue? 1.5.12 Explain how the Cold War continued. How did the Cold War continue?	Analyze how the Cold War continued and its impact on the world. How did the Cold War continue? EO 1.5.10 EO 1.5.11 EO 1.5.12	EO 1.5.10 EO 1.5.11 EO 1.5.12	Describe how the Cold War continued and its impact on the world. How did the Cold War continue? EO 1.5.10 EO 1.5.11 EO 1.5.12	4.12 Quiz 4.12 Quiz 4.12 Quiz	4.12 Quiz 4.12 Quiz 4.12 Quiz

Table with 9 columns and 35 rows. The first five columns are light blue, the next two are light green, and the last two are light orange. A vertical band of light purple is in the fifth column, rows 11-15. A red horizontal line is at row 10, and another at row 20.



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SEMESTER I 304A US History Honors	Identify Learning Targets	Essential Questions	Students will be able to...	Mastery of Learning Targets (Assignments, Quizzes & Tests)	Suggestions for Differentiated Activities, Assignments and/or Modifications	Key Vocabulary	Outline Instructional Practices Resources
Unit 1: American Beginnings Lesson 1: Semes or Introduce on	8.1 U.A. Evaluate the merits of continuity and change over time, applying context of events.	History's a process involving a series of decisions that could have had	Define history and identify reasons or studying it. Demonstrate familiarity with the organization and format of lessons in this course.				Why We Study History V doc https://www.youtube.com/watch?v=gQ3pagHPMY
Unit 1: American Beginnings Lesson 2: Discuss : Getting to Know You	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.	What is History? support your thoughts	Participate in a threaded discussion.	1.02 Discuss: Getting To Know You		Social Groups https://www.youtube.com/watch?v=wFZDq8y8DA	
Unit 1: American Beginnings Lesson 3: Peopling the Americas	8.1 U.A. Compare the role of geographic, cultural, and economic development of the U.S. & 2 U.B. Evaluate the importance of major historical documents, artifacts, and places in Pennsylvania which are on or in the U.S.	What is the role of geography? Why do people move?	Recognize major theories on how the earliest people came to and lived in the Americas. Recognize major theories on the peopling of the Americas.				http://www.fornext.com/science/2013/08/12/16000-year-old-pa-rocks-shed-light.html
Unit 1: American Beginnings Lesson 4: First Americans	8.3 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	How can geography affect culture? Is History accurate?	Compare major Native American cultures of North America. Compare the ways of life of major Native American cultural groups.	1.0 Checkpoint			Crash Course Native Americans https://www.youtube.com/watch?v=TTV00q5D0D
Unit 1: American Beginnings Lesson 5: The North American Continent	8.3 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	How does geography unify and divide a civilization? Why are cultures so unique?	Explain the reasons for European interest in exploration on the 100s and 1500s. Recognize the social, economic, and demographic impact of the Columbian Exchange.	1.05 Quiz			
Unit 1: American Beginnings Lesson 6: World's Meeting	8.3 U.C. Evaluate the impact of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	What is the impact of global movement? How can resources lead to conflict?	Explain why the Pilgrims and the Puritans settled in North America initially and during the Great Migration. Identify the Mayflower Compact as a landmark document.	1.0 Checkpoint			Crash Course Columbian Exchange https://www.youtube.com/watch?v=HGPa5oK9JM
Unit 1: American Beginnings Lesson 7: Pilgrims and Puritans in New England	8.3 U.C. Evaluate the impact of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	What was the impact of moving across the ocean? Is America a land of opportunity?	Demonstrate mastery of important knowledge and skills learned in this unit.	1.07 Checkpoint			Plimoth Plantation Virtual Field Trip http://www.scho.saco.nh.gov/scho/asstlc/thanking/
Unit 1: American Beginnings Lesson 8: The Middle and Southern Colonies	8.3 U.C. Evaluate the impact of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	How does geography impact the colonies? Why were the colonies clustered into three groups?	Recognize the reasons for and characteristics of indentured servitude and slavery in the colonies. Describe the social and economic impact of the Columbian Exchange.	1.08 Quiz			PA Colonial History Home! http://exp.cepnah.com/
Unit 1: American Beginnings Lesson 10: The Colonies Grow and Change	8.3 U.C. Evaluate the impact of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	Why did Britain place taxes and acts on the American colonies? How did the colonies respond to these taxes and acts in the three different groups?	Recognize the reasons for and characteristics of indentured servitude and slavery in the colonies. Describe the social and economic impact of the Columbian Exchange.	1.10 Checkpoint			Colonial Williamsburg http://www.history.org/
Unit 1: American Beginnings Lesson 11: New Ideas and Issues	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.	How did French and thirteen American colonies mature? Why were the colonies clustered into three groups?	Identify major ideas of the Enlightenment and the Great Awakening. Explain the significance of the French and Indian War to the colonies.	1.11 Checkpoint			Crash Course The Atlantic Slave Trade https://www.youtube.com/watch?v=dnV_MTFE9hI
Unit 1: American Beginnings Lesson 12: Looking at the Colonies	8.1 U.C. Evaluate the impact of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	How did French and thirteen American colonies mature? Why were the colonies clustered into three groups?	Identify major geographic features and climates of North America. Explain the relationship between the geography of the colonies and their economic development.	1.12 Assignment			
Unit 1: American Beginnings Lesson 13: Preparing for the Unit Test	8.2 U.B. Evaluate the importance of major historical documents, artifacts, and places in Pennsylvania which are on or in the U.S.	How did the colonies mature? Why were the colonies clustered into three groups?	Demonstrate mastery of important knowledge and skills learned in this unit.	1.13 Checkpoint			
Unit 1: American Beginnings Lesson 1: American Beginnings Unit Test	8.2 U.B. Evaluate the importance of major historical documents, artifacts, and places in Pennsylvania which are on or in the U.S.	Why did Britain place taxes and acts on the American colonies? How did the colonies respond to these taxes and acts in the three different groups?	Demonstrate mastery of important knowledge and skills learned in this unit.	1.1 Unit 1 Test			
Unit 2: Formation of the United States Lesson 1: Growing Tensions	8.2 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	Desire for secession Natural Rights	Recognize major territorial and political results of the French and Indian War. Explain the disagreement between the British and the colonies.	2.01 Checkpoint			https://www.bostoniansociety.org/ships/indian/
Unit 2: Formation of the United States Lesson 2: Moving Toward Independence	8.2 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	Why did the colonies respond to these taxes and acts in the three different groups? Natural Rights	Analyze the message and impact of Thomas Paine's Common Sense. Identify key individuals in the independence movement. Identify major events, leaders, and locations.	2.02 Checkpoint			http://www.thomas-paine.com/
Unit 2: Formation of the United States Lesson 3: We Hold These Truths	8.2 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	Why were the Patriots revolutionaries or terrorists? Sovereignty	Demonstrate mastery of important knowledge and skills learned in previous lessons. Analyze the Declaration of Independence for the significance of its principles.	2.03 Quiz			http://www.the-independent.com/
Unit 2: Formation of the United States Lesson 4: Revolution	8.2 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	Who were key revolutionary figures for and against the colonies? So, a good one!	Identify major events, leaders, and origins assistance during the American Revolution. Identify major arguments for and against independence.	2.0 Checkpoint			http://www.the-independent.com/
Unit 2: Formation of the United States Lesson 5: A Long War	8.2 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	What happened in the course of the war? So, a good one!	Demonstrate mastery of important knowledge and skills learned in previous lessons. Identify major events, leaders, and foreign assistance.	2.08 Quiz			http://www.the-independent.com/
Unit 2: Formation of the United States Lesson 6: Discuss: George Washington's Leadership	8.2 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	How did Washington's leadership impact the war? Co, iclastic	Participate in a threaded discussion. Assess George Washington's role in the American Revolution.	2.06 Discuss: George Washington's Leadership			
Unit 2: Formation of the United States Lesson 8: Governing a New Nation	8.3 U.B. Evaluate the importance of major historical documents, artifacts, and places in Pennsylvania which are on or in the U.S.	Why did the new Confederation not work? Effective government	Identify the Articles of Confederation as the first government of the United States. Analyze the strengths and weaknesses of the Articles of Confederation.	2.08 Assignment			
Unit 2: Formation of the United States Lesson 9: Seeking a More Perfect Union	8.3 U.B. Evaluate the importance of major historical documents, artifacts, and places in Pennsylvania which are on or in the U.S.	How did the new nation formulate a new plan of government? Willingness to change	Demonstrate mastery of important knowledge and skills learned in this unit. Explain the reasons for calling a convention of states in 1787.	2.09 Checkpoint			https://www.the-independent.com/
Unit 2: Formation of the United States Lesson 10: Ratification	8.3 U.B. Evaluate the importance of major historical documents, artifacts, and places in Pennsylvania which are on or in the U.S.	Disagreeing and working together How did the new nation formulate a new plan of government?	Identify the major arguments of the Federalists and anti-Federalists and their supporters. Explain the major arguments of the Federalists and anti-Federalists.	2.10 Assignment			https://www.the-independent.com/
Unit 2: Formation of the United States Lesson 11: Your Constitution	8.3 U.B. Evaluate the importance of major historical documents, artifacts, and places in Pennsylvania which are on or in the U.S.	Why is the Constitution known as a living document? Could the Constitution be written without compromise?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Recognize the U.S. Constitution as the longest-lasting document.	2.11 Quiz			https://www.the-independent.com/
Unit 2: Formation of the United States Lesson 12: Preparing for the Unit Test	8.2 U.B. Evaluate the importance of major historical documents, artifacts, and places in Pennsylvania which are on or in the U.S.	Demonstrate mastery of important knowledge and skills learned in this unit.	Demonstrate mastery of important knowledge and skills learned in this unit.	2.12 Checkpoint			
Unit 2: Formation of the United States Lesson 13: Formation of the United States Unit Test	8.2 U.B. Evaluate the importance of major historical documents, artifacts, and places in Pennsylvania which are on or in the U.S.	Demonstrate mastery of important knowledge and skills learned in this unit.	Demonstrate mastery of important knowledge and skills learned in this unit.	2.13 Unit 2 Test: Part 1 2.13 Unit 2 Test: Part 2			
Unit 3: The New Republic Lesson 1: The New Republic	8.3 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	How did the Founding Fathers develop the first four presidents? Protecting Freedoms	List examples of the individual rights guaranteed by the Bill of Rights. Identify the first four presidents and the major issues and events of their administrations. Explain the goals of Hamilton's financial plan and the effects of the domestic crisis.	3.01 Checkpoint			
Unit 3: The New Republic Lesson 2: The Washington Presidency	8.3 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	What actions did these Presidents take in times of crisis? Addressing national issues	Identify the first four presidents and the major issues and events of their administrations. Explain the goals of Hamilton's financial plan and the effects of the domestic crisis.	3.02 Checkpoint			https://www.history.com/a/y-wish-key-idea
Unit 3: The New Republic Lesson 3: A New Leader	8.3 U.B. Evaluate the importance of major historical documents, artifacts, and places in Pennsylvania which are on or in the U.S.	How did the Founding Fathers develop the powers of the President? National Debt necessary?	List examples of the individual rights guaranteed by the Bill of Rights. Describe the major goals and elements of Hamilton's financial plan and the effects of the domestic crisis.	3.03 Quiz			https://www.history.com/a/y-wish-key-idea
Unit 3: The New Republic Lesson 4: Discuss: The Alien and Sedition Acts	8.3 U.C. Evaluate the importance of major historical documents, artifacts, and places in Pennsylvania which are on or in the U.S.	Participate in a threaded discussion. Assess the Alien and Sedition Acts.	Participate in a threaded discussion. Assess the Alien and Sedition Acts.	3.0 Discuss: The Alien and Sedition Acts			
Unit 3: The New Republic Lesson 5: Transfer of Power	8.3 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	Why were these Presidents take in times of crisis? Political Parties emerge	Describe the nature and significance of the election of 1800. Identify Democratic and Federalist Party changes occurring in the United States.	3.05 Checkpoint			https://www.history.com/a/y-wish-key-idea
Unit 3: The New Republic Lesson 6: Exploring	8.3 U.C. Evaluate the importance of major historical documents, artifacts, and places in Pennsylvania which are on or in the U.S.	Recognize the significant of the Louisiana Purchase in increasing the size of the country and guaranteeing control of the Mississippi River. Exploring on US	Recognize the significance of the Louisiana Purchase in increasing the size of the country and guaranteeing control of the Mississippi River.	3.06 Assignment			https://www.pbs.org/wgbh/americanmystery/
Unit 3: The New Republic Lesson 7: The War of 1812	8.3 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	How did the Founding Fathers develop the powers of the President? Expans on	Recognize the significance of the Louisiana Purchase in increasing the size of the country and guaranteeing control of the Mississippi River.	3.07 Quiz			https://www.nps.gov/hmc/collections/yvofr/
Unit 3: The New Republic Lesson 9: Nationalism: Culture and Economy	8.3 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	Was the Monroe Doctrine a policy of expansion or self-defense? Nationalism	Identify James Monroe and the terms of the Revolutionary War generation and Era of Good Feelings. Describe economic and social changes occurring in the U.S.	3.09 Checkpoint 9.01 Assignment			https://www.history.com/a/y-wish-key-idea
Unit 3: The New Republic Lesson 10: Nationalism: Politics and the Judiciary	8.3 U.A. Compare the role of geographic, cultural, and economic development of the U.S.	Did the Supreme Court under John Marshall give too much power to the federal government? Federal VS. State	Explain the role of the Supreme Court in interpreting the law. Identify John C. Marshall and his influence on the power of the Supreme Court.	3.10 Checkpoint			https://www.history.com/a/y-wish-key-idea

Unit 3: The New Republic Lesson 11: Nationalism, Foreign Affairs	cooperate on among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration, Mill any conf st. Economic	Era of Good Feeling	1. How does conflict lead to change across varying levels of government in the early 1800s? Explain the role of the Supreme Court in the early national period.	Describe the relationship between Native Americans and the U.S. government in the early 1800s. Explain the role of the Supreme Court in the early national period.	3.11 Quiz	https://www.youtube.com/watch?v=88g3Dz9fA https://www.khanacademy.org/a/american-republic-1800-1820
Unit 3: The New Republic Lesson 12: Eventful Times	cooperate on among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration, Mill any conf st. Economic	Time line	What are the 10 most important events (national/global) from 1800-1825?	Develop a time line of the early national period.	3.12 Assignment	
Unit 3: The New Republic Lesson 13: Preparing or the Unit Test	8.3.U.B. Compare the impact of historical documents, acts, and places which are critical to the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit. Identify major features of the United States government under the Constitution.	3.13 Checkpoint	
Unit 3: The New Republic Lesson 1: The New Republic Unit Test	8.3.U.B. Compare the impact of historical documents, acts, and places which are critical to the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit. Identify major features of the United States government under the Constitution.	3.1 Unit 3 Test: Part 1 3.1 Unit 3 Test: Part 2 3.02 Assignment	
Unit : Change and Growth Lesson 1: A Revolution in American Industry	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.	Industrial Impact	How does the development of the Industrial Revolution affect the country as a whole?	Identify American inventors and innovators of the late eighteenth and early nineteenth centuries and their accomplishments. Describe the need for, and debate over, transportation improvements in the early 1800s. Explain how major innovations in transportation affected the country as a whole.	.01 Checkpoint	
Unit : Change and Growth Lesson 2: A Revolution in Transportation	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.	Movement	How does the development of the Industrial Revolution affect the country as a whole?	Identify American inventors and innovators of the late eighteenth and early nineteenth centuries and their accomplishments. Describe the need for, and debate over, transportation improvements in the early 1800s. Explain how major innovations in transportation affected the country as a whole.	.02 Checkpoint	http://www.history.com/interactive/1808-steam-engine http://www.ssa.com/Play/Free/OnLineGames/SeCodeMachine.htm
Unit : Change and Growth Lesson 3: Going Places	change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations	Communication	What is the impact of the new technology upon transportation in the United States?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Explain how major innovations in transportation affected the country as a whole.	.03 Quiz	http://www.biography.com/people/eb-h-deere-9269561
Unit : Change and Growth Lesson : New Politics	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.	Political Party	Why does the Democratic Party represent a political change in the United States?	Identify Andrew Jackson as the first common man elected president. Explain how Jackson was able to be elected in 1828. Describe the impact of the discussion.	.04 Assignment	
Unit : Change and Growth Lesson 5: Discuss: Maintaining a Nation's Infrastructure	change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations	Communication	What is the responsibility of the government to maintain infrastructure - state or federal?	Discuss the government's role in building and maintaining a nation's infrastructure. Describe what is meant by the term Jacksonian Democracy and the policies and practices associated with Jackson.	.05 Discuss: Maintaining a Nation's Infrastructure	
Unit : Change and Growth Lesson 6: Jackson's Presidency	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.	Democratic	Was the age of Jackson an age of democracy?	Describe Jackson's Indian policy and its ramifications as seen in the Trail of Tears. Explain how John Quincy Adams was elected in 1824.	.06 Checkpoint	
Unit : Change and Growth Lesson 7: Legacies	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.	Native American	How did the United States have allowed American Indians to retain their identity?	Describe Jackson's Indian policy and its ramifications as seen in the Trail of Tears. Explain how John Quincy Adams was elected in 1824.	.07 Quiz	http://www.history.com/interactive/1808-steam-engine https://www.khanacademy.org/a/american-republic-1800-1820
Unit : Change and Growth Lesson 8: Northern Ways	cooperate on among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration, Mill any conf st. Economic	Slave	Why was slavery considered a necessary part of the economy?	Recognize major economic and social characteristics of the northern states between 1820 and 1850. Compare and contrast the North and the South in the early 1800s.	.09 Assignment	
Unit : Change and Growth Lesson 10: Southern Ways	cooperate on among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration, Mill any conf st. Economic	Slave	Can the South solve moral issues? Can the Supreme Court?	Recognize major economic and social characteristics of the southern states between 1820 and 1850.	.10 Quiz	
Unit : Change and Growth Lesson 11: Comparing, Contrasting, Predicting	8.3.U.U. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions	Slave	What steps were taken by the three branches of government to deal with the growing sectionalism of the 1800s?	Compare and contrast the North and the South in the early 1800s. Analyze the role of the West in the growing sectionalism of the 1800s.	.11 Assignment	
Unit : Change and Growth Lesson 13: Preparing or the Unit Test	cooperate on among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration, Mill any conf st. Economic			Demonstrate mastery of important knowledge and skills learned in this unit.	.13 Checkpoint 9.0 Assignment	
Unit : Change and Growth Lesson 1: Change and Growth Unit Test	cooperate on among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration, Mill any conf st. Economic			Demonstrate mastery of important knowledge and skills learned in this unit.	.1 Unit Test: Part 1 .1 Unit Test: Part 2	
Unit 5: Forging a National Identity Lesson 1: Seeking Perfect on	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.	Reformers	Have reformers had a significant impact on the problems of the American society?	Identify the leaders of major reform movements of the early nineteenth century, their goals, the obstacles they faced, and their achievements. Describe the role of the American Society.	5.01 Checkpoint	https://www.khanacademy.org/a/american-republic-1800-1820
Unit 5: Forging a National Identity Lesson 2: Freedom or A	cooperate on among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration, Mill any conf st. Economic	Reformers	Does the Constitution protect everyone's rights?	Describe the inequalities women faced in the early 1800s. Identify major American artists and writers of the early nineteenth century and their contributions to American culture.	5.02 Quiz	http://www.history.com/interactive/1808-steam-engine
Unit 5: Forging a National Identity Lesson 3: A New American Culture	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.	American Culture 1800s	How does art and writings of the early 1800s depict life in the U.S.?	Identify major American artists and writers of the early nineteenth century and their contributions to American culture.	5.03 Checkpoint	
Unit 5: Forging a National Identity Lesson : Reflections	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.	American Culture 1800s	What were the values of American life in the 1800s based on writers and artists?	Identify major American artists and writers of the early nineteenth century and their contributions to American culture.	5.05 Assignment	
Unit 5: Forging a National Identity Lesson 5: The Push West	8.3.U.U. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions	Westward Expansion	What opportunities and challenges does the nation face as it expands west?	Explain the term manifest destiny. Identify the major trail west, the obstacles for them, and the people or groups who used them. Describe the impact of the Dred Scott decision.	5.05 Checkpoint	http://www.history.com/topics/manifest-destiny
Unit 5: Forging a National Identity Lesson 6: Texas: The Lone Star Republic	cooperate on among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration, Mill any conf st. Economic	Supporting Independence	How did the United States have a mission to expand freedom and democracy?	Trace the major events leading up to Texas independence from 1820 to 1835.	5.06 Checkpoint	https://www.khanacademy.org/a/american-republic-1800-1820
Unit 5: Forging a National Identity Lesson 7: Discuss: Wagons West	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.	Communication	What challenges were faced by those who moved west?	Participate in a threaded discussion.	5.07 Discuss: Wagons West	
Unit 5: Forging a National Identity Lesson 8: War and Riches	8.3.U.U. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions	Westward Expansion	How did the United States have a mission to expand freedom and democracy?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Describe the causes and results of the California Gold Rush.	5.08 Assignment	https://www.khanacademy.org/a/american-republic-1800-1820
Unit 5: Forging a National Identity Lesson 10: Preparing or the Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit.	5.10 Checkpoint	
Unit 5: Forging a National Identity Lesson 11: Forging a National Identity Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit.	5.11 Unit 5 Test: Part 1 5.11 Unit 5 Test: Part 2	
Unit 6: The Un on in Cris Lesson 1: Growing Apart	cooperate on among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration, Mill any conf st. Economic	Internal Division	Can the South solve moral issues?	Recognize the views of the North and South toward each other by 1850. Identify Harriet Beecher Stowe and her role in the rise of the Republican Party in the 1850s. Recognize the impact of the Dred Scott decision.	6.01 Checkpoint	https://www.history.com/topics/1850-republican-party
Unit 6: The Un on in Cris Lesson 2: Debate and Division	8.3.U.B. Compare the impact of historical documents, acts, and places which are critical to the U.S.	Debate/Division	How did the abolitionist movement represent dividing opinions between the North and South?	Explain the political realignments that resulted in the rise of the Republican Party in the 1850s. Recognize the impact of the Dred Scott decision.	6.02 Checkpoint	https://www.khanacademy.org/a/american-republic-1800-1820
Unit 6: The Un on in Cris Lesson 3: Disunion	8.3.U.A. Compare the role of groups and individuals played in the social, political, cultural, and economic development of the U.S.	Disunion	Why did Lincoln's election cause the South to secede from the Union?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Explain how Abraham Lincoln was elected in 1860.	6.03 Quiz	
Unit 6: The Un on in Cris Lesson 5: The War Begins	8.3.U.U. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions	Federal VS. State	Why were battles in the Civil War fought more often in the South than in the North?	Recognize the states that seceded from the Union and their reasons for doing so. Compare the strengths and weaknesses of the Union and the Confederacy.	6.05 Checkpoint	
Unit 6: The Un on in Cris Lesson 6: Discuss: Constitutional Rights	cooperate on among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration, Mill any conf st. Economic	Communication	What challenges were faced by those who moved west?	Participate in a threaded discussion.	6.06 Discuss: Constitutional Rights	
Unit 6: The Un on in Cris Lesson 7: Temble Conflict	8.3.U.B. Compare the impact of historical documents, acts, and places which are critical to the U.S.	Addition of addressing slave issue	Why is the perspective and point of view important when studying the Emancipation Proclamation and the Gettysburg Address?	Identify the goals and impact of the Emancipation Proclamation and the Gettysburg Address. Summarize the progress of the war in its second year.	6.07 Assignment	https://www.khanacademy.org/a/american-republic-1800-1820
Unit 6: The Un on in Cris Lesson 8: War's End	cooperate on among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration, Mill any conf st. Economic	Impact of Civil War on people	What happened in the course of the war?	Describe the role and accomplishments of women during the Civil War. Assess the human cost of the Civil War.	9.06 Assignment	http://www.history.com/interactive/1808-steam-engine
Unit 6: The Un on in Cris Lesson 9: A War on All Fronts	8.3.U.U. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions	Civil War - Modern War	How was the South going to rebuild and enter the union again?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Recognize reasons for considering the Civil War the first modern war. Compare and contrast the major plans or supporters of Reconstruction.	6.09 Quiz	https://www.khanacademy.org/a/american-republic-1800-1820
Unit 6: The Un on in Cris Lesson 10: Reuniting a Nation	cooperate on among groups and organizations have influenced the growth and development of the U.S. Ethnicity and race Working conditions Immigration, Mill any conf st. Economic	Reconstruction	What was Reconstruction? Did it work? Or did it fail?	Identify the goals of the Reconstruction. Identify the goals of the Reconstruction.	6.10 Checkpoint	https://www.khanacademy.org/a/american-republic-1800-1820
Unit 6: The Un on in Cris Lesson 11: Reconstructing a Nation	8.3.U.B. Compare the impact of historical documents, acts, and places which are critical to the U.S.	Reconstruction	What changes did Reconstruction bring about for the end of slavery?	Identify the goals of the Reconstruction. Explain the reasons for the end of Reconstruction and the Compromise of 1877.	6.11 Assignment	https://www.khanacademy.org/a/american-republic-1800-1820

Unit 6: The Un on in Cite Lesson 12: Preparing or the Unit Test	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.			- Demonstrate mastery of important knowledge and skill s learned in th s unit.			
Unit 6: The Un on in Cite Lesson 13: The Un on in Cite s Unit Test	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.			- Demonstrate mastery of important knowledge and skill s learned in th s unit.	6.13 Unit 6 Test: Part 1 6.13 Unit 6 Test: Part 2		
Unit 7: Entering the Modern Era Lesson 1: Settling the American West	8.3 U.C. Evaluate how continuity and change have impacted the United States. Belief of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Westward Expansion	Has rapid industrial development been a blessing or a curse for the West?	Explain the rise of the railroad industry and its influence on modern society.	7.01 Checkpoint		
Unit 7: Entering the Modern Era Lesson 2: The Changing West	8.3 U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	Westward Expansion	Has the West been reimagined?	Recognize the effects of new industries and increased population on the environment. Explain how the federal government responded.	7.02 Assignment		
Unit 7: Entering the Modern Era Lesson 3: The End of a Way of Life	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Native American Culture	Have Native Americans been treated fairly by the United States government?	Demonstrate mastery of important knowledge and skill s learned in previous lessons.	7.03 Quiz		
Unit 7: Entering the Modern Era Lesson 5: New Industries Emerge	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Economics	Write a paragraph business leaders captains of industry or robber barons?	Describe the beginning of the steel and oil industries in the United States. Explain the rise of the railroad industry and its influence on modern society.	7.05 Checkpoint		
Unit 7: Entering the Modern Era Lesson 6: Inventors and Industrialists	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Changing US Industry	Write a paragraph business leaders captains of industry or robber barons?	Describe government efforts to regulate business. Describe the significance of new inventions on American life. Discuss government efforts to regulate business.	7.06 Checkpoint		http://www.history.com/topics/inventions
Unit 7: Entering the Modern Era Lesson 7: How Big is Too Big?	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.2 U.A. Evaluate the role groups and individuals from Pennsylvania 8.3 U.C. Evaluate how continuity and change have impacted the United States. Belief of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Changing US Industry	Was the Gospel of Wealth realistic?	Demonstrate mastery of important knowledge and skill s learned in previous lessons. Describe the philosophy of Andrew Carnegie's Gospel of Wealth.	7.07 Quiz		
Unit 7: Entering the Modern Era Lesson 8: The Price of Industrialization	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Industrialization Workers	Should business be regulated closely by the government?	Identify terms associated with a capitalist economy. Describe the rise and fall of the	7.08 Checkpoint		http://www.history.com/topics/industrial-revolution http://www.history.com/topics/industrial-revolution
Unit 7: Entering the Modern Era Lesson 9: Discuss: Immigrant Backgrounds	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.2 U.A. Evaluate the role groups and individuals from Pennsylvania	Cultural	How does immigrant shape our family stories?	Participate in a threaded discussion	7.09 Discuss: Immigrant Backgrounds		
Unit 7: Entering the Modern Era Lesson 10: Seeking a Better Way	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Industrialization Workers	Can workers attain economic justice without labor unions?	Demonstrate mastery of important knowledge and skill s learned in previous lessons. Describe the organization and focus of the Pullman Strike.	7.10 Quiz		https://www.khanacademy.org/20th-century-us-history/movements/a/pullman-strike
Unit 7: Entering the Modern Era Lesson 11: Beacon of Hope	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Immigration	Has immigration been the key to American success?	Identify major immigrant groups and their patterns of settlement. Distinguish between the first and second waves of immigration.	7.11 Checkpoint		http://www.history.com/topics/immigration http://www.history.com/topics/immigration http://www.history.com/topics/immigration
Unit 7: Entering the Modern Era Lesson 12: The Immigrant Experience	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Immigration	Did American fulfill the dreams of immigrant?	Demonstrate mastery of important knowledge and skill s learned in previous lessons. Give examples of nativist responses to immigration.	7.12 Quiz		
Unit 7: Entering the Modern Era Lesson 13: Preparing or the Unit Test	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.			Demonstrate mastery of important knowledge and skill s learned in th s unit.			
Unit 7: Entering the Modern Era Lesson 1: Entering the Modern Era Unit Test	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.			Demonstrate mastery of important knowledge and skill s learned in th s unit.	7.1 Unit 7 Test: Part 1 7.1 Unit 7 Test: Part 2		
Unit 8: Semester Review and Test Lesson 1: Preparing or the Semester Test	8.3 U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.3 U.D. Evaluate how continuity and change have impacted the United States.	Semester Review		Review important knowledge and skill s taught in Units 1 through 7.			
Unit 8: Semester Review and Test Lesson 2 & 3: Your Choice	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Semester Review		Review important knowledge and skill s taught in Units 1 through 7.			
Unit 8: Semester Review and Test Lesson 4: Semester Test	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Demonstrate Understanding		Review important knowledge and skill s taught in Units 1 through 7.	8.0 Semester Test Part 1 8.0 Semester Test Part 2 (Optional)		
SEMESTER 2 304B US History Honors							
Unit 1A New Century Lesson 1: Semester Introduction	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Semester Introduction	1. Why do we bother to study the past, present or future?	- Demonstrate family with the organization and format of lessons in this course.			
Unit 1A New Century Lesson 2: Cities Grow	8.3 U.C. Evaluate how continuity and change have impacted the United States. Belief of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Urbanization	How did the transformation from an agrar based society to an industrial society affect the lives of Americans?	- Describe the growth of cities in the late 1800s. - Recognize elements of urban social stratification in the cities of the late 1800s.	1.02 Checkpoint		https://www.census.gov/ipeds/c2k10/
Unit 1A New Century Lesson 3: City Life	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.2 U.A. Evaluate the role groups and individuals from Pennsylvania	Urbanization	What types of activities were possible for do and farm lies to do in the early 1900s?	Demonstrate mastery of important knowledge and skill s learned in previous lessons. - Identify the work of urban reformers.	1.03 Quiz		https://www.youtube.com/watch?v=8L8Pm2Zw
Unit 1A New Century Lesson 4: Populists	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3 U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	Populists	Why did the Populist Party provide an effective solution to the nation's problems?	- Describe the rise, fall, and legacy of the Populist Party. - Identify characteristic of government in the Gilded Age of 1870-1900.	1.0 Checkpoint		
Unit 1A New Century Lesson 5: Discuss: Third Parties	8.3 U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	Communication	Why do third parties exist?	discuss. - Discuss whether it is possible for a new, third political party to succeed in the American political system.	1.05 Discuss: Third Parties		
Unit 1A New Century Lesson 6: Progressives	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3 U.C. Evaluate how continuity and change have impacted the United States.	Progressives	Is muckraking an effective tool to reform American politics and society?	- Give examples of individuals and organizations, and their goals within the Progressive movement. - Describe muckrakers, including Ida B. Wells, Upton Sinclair, and Jane Addams.	1.06 Assignment		https://www.youtube.com/watch?v=0Q4Rf4p7w
Unit 1A New Century Lesson 7: Taking on Power	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3 U.C. Evaluate how continuity and change have impacted the United States.	Progressive Politics	What was the New Freedom an effective solution to the problems of industrialization?	Demonstrate mastery of important knowledge and skill s learned in previous lessons. - Recognize the work of Jane Addams.	1.07 Quiz		
Unit 1A New Century Lesson 8: Less than Equal	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Equality	10. What extent had African Americans attained the American Dream?	- Describe the effects of economic and social racism on black Americans in the South and in the North at the turn of the twentieth century.	1.09 Checkpoint		https://www.youtube.com/watch?v=now57pMApi
Unit 1A New Century Lesson 10: Demanding a Voice	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3 U.D. Evaluate how continuity and change have impacted the United States.	Right to Vote	Nineteenth Amendment radically change women's role in society?	Demonstrate mastery of important knowledge and skill s learned in previous lessons. - Summarize the major events and individuals associated with the	1.10 Quiz		
Unit 1A New Century Lesson 11: Making a Difference	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Reform Movements 18-19th Century	Can reform movements improve American society?	- Evaluate the contributions of individuals to reform movements of the late nineteenth and early twentieth centuries.	1.11 Assignment		
Unit 1A New Century Lesson 12: Discuss: And the Award Goes to...	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Discussion	What ways to reformers impact our society?	discuss. - Discuss which person studied in Unit 1 should receive a humanitarian award.	1.12 Discuss: And the Award Goes to...		
Unit 1A New Century Lesson 13: Preparing or the Unit Test	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.			Demonstrate mastery of important knowledge and skill s learned in th s unit.	1.13 Checkpoint		
Unit 1A New Century Lesson 1 : A New Century Unit Test	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3 U.C. Evaluate how continuity and change have impacted the United States.			- Describe the growth of cities in the late 1800s. - Recognize the work of Jane Addams. - Describe the rise, fall, and legacy of the Populist Party. - Summarize the arguments for and against American imperialism.	1.1 Unit 1 Test: Part 1 1.1 Unit 1 Test: Part 2		
Unit 2: Turning Points Lesson 6: An American Empire	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Foreign Economics & Policy	Was American expansion overseas beneficial?	Recognize the causes, events, and results of the Spanish-American War.	2.06 Checkpoint		https://www.history.com/topics/20th-century-us-history/american-empire
Unit 2: Turning Points Lesson 7: Presidents and Politics	8.3 U.C. Evaluate how continuity and change have impacted the United States. Belief of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Foreign Policy	Does the need for self-defense give the US the right to interfere in the affairs of Latin America?	Demonstrate mastery of important knowledge and skill s learned in previous lessons. - Recognize examples of imperialist, foreign policy objectives.	2.07 Quiz		
Unit 2: Turning Points Lesson 8: The Great War	8.3 U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	WW1 Global Impact	Was World War I inevitable in 1917?	Describe the military war effort in Europe and the civilian war effort on the home front during World War I. - Explain how the United States met its war needs.	2.08 Checkpoint		https://www.history.com/topics/world-war-i/world-war-i-history
Unit 2: Turning Points Lesson 9: The War at Home	8.3 U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	Isolationism	Was it possible or the US to maintain neutrality in World War I?	Describe the debate over government power to suppress dissent during World War I. - Summarize key elements of the Treaty of Versailles.	2.09 Checkpoint		https://cse.history.com/topics/world-war-i

Unit 2: Turning Points Lesson 10: Discuss: Peacetime Dissent	8.3.U.B. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Communication	Participate in a threaded discussion.	2.10 Discuss: Peacetime Dissent		
Unit 2: Turning Points Lesson 11: Assessing the Great War	8.3.U.U. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	WW1 Impact on US	Describe the treaty of Versailles as a far more effective settlement for the world.	2.11 Quiz		
Unit 2: Turning Points Lesson 13: Embracing the Peace	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Post WW1 boom	Describe the sources, effects, and limits of post-World War I prosperity.			https://www.history.com/topics/world-war-i/1920s-the-great-1920s
Unit 2: Turning Points Lesson 1: A New Culture	8.3.U.B. Compare the impact of historical documents, acts, and places which are critical to the U.S.	Nativism	Why is there resistance to social/cultural change?			
Unit 2: Turning Points Lesson 15: Action and React on	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Roaring 20s Culture	Describe the sources, effects, and limits of post-World War I prosperity.			
Unit 2: Turning Points Lesson 16: Analyzing an Era	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Roaring 20s Culture	Analyze events and trends of the 1920s to assess the impact of the era on American life and culture.	2.16 Quiz: Part 1 2.16 Quiz: Part 2		
Unit 2: Turning Points Lesson 18: Preparing for the Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, and economic development of the U.S.		Summarize the arguments for and against American imperialism.	2.18 Checkpoint		
Unit 2: Turning Points Lesson 19: Turning Points Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, and economic development of the U.S.		Summarize the arguments for and against American imperialism.	2.19 Unit 2 Test: Part 1 2.19 Unit 2 Test: Part 2		
Unit 3: Democracy Tested Lesson 1: The Bubble Bursts	8.3.U.A. Compare the role of groups and individuals played in the social, political, and economic development of the U.S.	Great Depression	Explain the major causes of the stock market crash of 1929 and the Great Depression.	3.01 Checkpoint		http://www.english.1.no.sshu/maps/docs/photosay.htm
Unit 3: Democracy Tested Lesson 2: Depress on	8.3.U.A. Compare the role of groups and individuals played in the social, political, and economic development of the U.S.	Great Depression	Describe the causes of the Dust Bowl and its effects on the land and on plains farmers and their migration west.	3.02 Assignment		https://www.sho.com/shop/cloj-est-dep-ess
Unit 3: Democracy Tested Lesson 3: Seeking Solutions	8.3.U.A. Compare the role of groups and individuals played in the social, political, and economic development of the U.S.	Government	Summarize the conditions that led to the rise of dictators in Europe during the 1930s.	3.03 Quiz		
Unit 3: Democracy Tested Lesson 5: New Strategies	8.3.U.A. Compare the role of groups and individuals played in the social, political, and economic development of the U.S.	New Deal Programs	Describe the emerging social, political, and economic philosophies that characterized the first hundred days of FDR's administration.	3.01 Checkpoint 3.01 Assignment		https://www.youtube.com/watch?v=V07m1H261s
Unit 3: Democracy Tested Lesson 6: Discuss: Legacy of the New Deal	8.3.U.A. Compare the role of groups and individuals played in the social, political, and economic development of the U.S.	Discussion	Participate in a threaded discussion.	3.06 Discuss: Legacy of the New Deal		
Unit 3: Democracy Tested Lesson 7: Reflections	8.3.U.B. Compare the impact of historical documents, acts, and places which are critical to the U.S.	New Deal Programs	Examine programs of the New Deal to assess their impact.	3.07 Assignment 3.07 Quiz		
Unit 3: Democracy Tested Lesson 9: War Clouds	8.3.U.U. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Isolationism vs. Engagement	Summarize the conditions that led to the rise of dictators in Europe during the 1930s.	3.09 Checkpoint 6.02 Assignment		https://www.youtube.com/watch?v=8COTw77nE
Unit 3: Democracy Tested Lesson 10: Going to War	8.3.U.D. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Impact of WW2 on US citizens	Identify ways in which FDR assisted the Allies and prepared for war in spite of neutrality legislation.	3.10 Checkpoint		
Unit 3: Democracy Tested Lesson 11: The War at Home	8.3.U.D. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Impact of WW2 on US citizens	Explain the ways in which the United States rose to the challenge of meeting wartime production needs.	3.11 Assignment		https://www.pbs.org/ch/bldcamp/
Unit 3: Democracy Tested Lesson 12: Fighting on Two Fronts	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Impact of WW2 on US citizens	Trace the early military progress of the war in the Pacific.	3.12 Checkpoint		https://www.history.com/topics/world-war-ii
Unit 3: Democracy Tested Lesson 13: War's End	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Differences in WW2 vs. WW1	Describe the military progress of the war in Europe.	3.13 Quiz		
Unit 3: Democracy Tested Lesson 1: Preparing for the Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, and economic development of the U.S.		Participate in a threaded discussion.	3.1 Checkpoint		
Unit 3: Democracy Tested Lesson 15: Democracy Tested Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, and economic development of the U.S.		Participate in a threaded discussion.	3.15 Unit 3 Test: Part 1 3.15 Unit 3 Test: Part 2		
Unit : Postwar America Lesson 1: A War of Words and Ideas	8.3.U.U. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Cold War	Describe the beginning of the Cold War and Iron Curtain.	.01 Checkpoint		
Unit : Postwar America Lesson 2: The Cold War at Home and Abroad	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Red Scare	Identify the major causes, events, and results of the Korean War.	.02 Checkpoint .02 Assignment		
Unit : Postwar America Lesson 3: Eisenhower at the Helm	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Foreign Policy/Communism	Describe the second Red Scare and McCarthyism.	.03 Quiz		
Unit : Postwar America Lesson : From War to Peace	8.3.U.U. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	American Culture 1950s	Recognize the causes and results of the postwar economic boom.	.0 Checkpoint 6.03 Assignment		
Unit : Postwar America Lesson 5: A New American Dream	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	American Culture 1950s	Give examples of the pressure to conform in American society during the 1950s, especially for women.	.05 Checkpoint (Teacher Graded) .05 Assignment		
Unit : Postwar America Lesson 7: The New Frontier	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Engaging US Citizens	Describe the image of John F. Kennedy and his election in 1960.	.07 Quiz 8.0 Assignment		https://www.youtube.com/watch?v=agP07Cv90
Unit : Postwar America Lesson 8: Your Magazine Project	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	American Culture 1950s	Compare a magazine of the 1950s.			
Unit : Postwar America Lesson 9: The Beginning of Change	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Equality	Describe the causes, events, and results of the civil rights movement of the 1950s and 1960s.			https://www.history.com/topics/civil-rights-movement
Unit : Postwar America Lesson 10: Demanding Change	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Civil Rights Movement	Describe the causes, events, and results of the civil rights movement of the 1950s and 1960s.	.10 Quiz		
Unit : Postwar America Lesson 11: A New Generation	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Civil Rights Movement	Describe the causes, events, and results of the civil rights movement of the 1950s and 1960s.	.11 Quiz		https://www.youtube.com/watch?v=BMVMSj6P6CA
Unit : Postwar America Lesson 12: Discuss: Progress Toward Equality	8.3.U.C. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Communication	Participate in a threaded discussion.	.12 Discuss: Progress Toward Equality		
Unit : Postwar America Lesson 13: Preparing for the Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, and economic development of the U.S.		Participate in a threaded discussion.	.13 Checkpoint		
Unit : Postwar America Lesson 1: Postwar America Unit Test	8.3.U.A. Compare the role of groups and individuals played in the social, political, and economic development of the U.S.		Participate in a threaded discussion.	.1 Unit Test: Part 1 .1 Unit Test: Part 2		
Unit 5: A Time of Turmoil Lesson 1: Crisis	8.3.U.U. Evaluate how continuity and change have impacted the United States. Bel of systems and religions. Commerce and industry. Technology. Politics and government. Physical and human.	Cold War - Nuclear Test	Summarize the reasons for and key events of the Cuban Missile Crisis and its efforts to remove nuclear weapons from the world.	5.01 Assignment		

SEMESTER 1 303A US History		Identify Learning Targets			Outline Instructional Practices	
Unit and Lessons	Standard # and Brief Description	Big Ideas	Essential Questions	Students will be able to..	Key Vocabulary	Resources
Unit 1: American Beginnings Lesson 1: Semester Introduction Lesson 2: Discuss: Getting To Know You	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.	What is History?	History is a process involving a series of decisions that could have had	Define history and identify reasons for studying it. Demonstrate familiarity with the organization and format of lessons in this course. Participate in a threaded discussion.		Why We Study History Video https://www.youtube.com/watch?v=Q3pagHPrMY
Unit 1: American Beginnings Lesson 5: The North American Continent	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Role of geography	Why do people move?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Identify major physical features and climates of North America.		
Unit 1: American Beginnings Lesson 3: Peopling the Americas Meadowcroft Rockshelter Virtual Field Trip Teacher Generated	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to the U.S. 8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Is History accurate?	How can geography affect culture?	Recognize that the earliest people came to and lived in the Americas. Recognize major theories on the peopling of the Americas. Identify methods used by researchers.		https://www.heinzhistorycenter.org/meadowcroft/ http://www.foxnews.com/science/2013/08/12/16000-year-old-pa-rock-shelter.html
Unit 1: American Beginnings Lesson 4: First Americans	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	How cultures are unique?	How does geography unite and divide a civilization?	Compare major Native American cultures of North America. Compare the ways of life of major Native North American cultural groups.		Crash Course Native Americans https://www.youtube.com/watch?v=TTYQQ05oD0I
Unit 1: American Beginnings Lesson 6: Worlds Meet	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	What is the impact of global movement?	How can resources lead to conflict?	Explain the reasons for European interest in exploration in the 1400s and 1500s. Recognize the social, economic, and demographic impact of the Columbian Exchange.		Crash Course Columbian Exchange https://www.youtube.com/watch?v=HQPASoNpfM4
Look at Wampanoag Tribe Virtual Field Trip Teacher Generated	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	Importance of daily life & Is it different for others?	Why did Europeans set up colonies in North America?	Explain daily life in the Wampanoag tribe. Compare it to your life in today's world - similarities and differences.		http://www.scholastic.com/scholastic/thanksgiving/webcast.htm
Unit 1: American Beginnings Lesson 7: Pilgrims and Puritans in New England	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	What was the impact of moving across the ocean?	Is America a land of opportunity?	Explain why the Pilgrims and the Puritans settled in North America initially and during the Great Migration. Identify the Mayflower Compact and its significance.		
Virtual Field Trip Plymouth Plantation Teacher Generated	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	Life in the 1600's	Why did Europeans set up colonies in North America?	Describe examples of similarities and differences between life for the colonists and Native Americans and the reasons for it.		Plymouth Plantation Virtual FT http://www.scholastic.com/scholastic/thanksgiving/
Unit 1: American Beginnings Lesson 8: The Middle and Southern Colonies	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 8.2.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	How does geography impact the colonies?	Why were the colonies clustered into three groups?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Recognize distinguishing characteristics of the New England, middle, and southern colonial regions. Identify the middle colonies.		PA Colonial History http://explorepahistory.com/
DAY 2 Unit 1: American Beginnings Lesson 8: The Middle and Southern Colonies	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	How does geography impact the colonies?	Why were the colonies clustered into three groups?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Recognize distinguishing characteristics of the New England, middle, and southern colonies.		http://explorepahistory.com/story.php?storyid=1-9-3
Virtual Field Trip Colonial Williamsburg Teacher Generated	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	Life in the colonies	Why were the colonies clustered into three groups?	Discuss the similarities and differences within job opportunities in the colonies vs. in today's time.		Colonial Williamsburg http://www.history.org/
Unit 1: American Beginnings Lesson 10: The Colonies Grow and Change Lesson 12: Looking at the Colonies	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations 8.2.U.C. Evaluate continuity and change in	maturing of England's thirteen American colonies.	Why were the colonies clustered into three groups?	Recognize the reasons for and characteristics of indentured servitude and slavery in the colonies. Describe the social and economic structure of the New England, middle, and southern colonies in the eighteenth century. Identify major ideas of the Enlightenment and the Great Awakening. Explain the significance of the French and Indian War to the colonies. Explain the relationship.		http://www.pbs.org/wnet/americanrevolution/01_e_co/1_atc_7_01_QE6DZ http://www.pbs.org/wnet/americanrevolution/01_e_co/1_atc_7_01_QE6DZ?start=03-eng-0
Unit 1: American Beginnings Lesson 11: New Ideas and Issues	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.	maturing of England's thirteen American colonies.	How did French & Indian War impact North America?	Identify major ideas of the Enlightenment and the Great Awakening. Explain the significance of the French and Indian War to the colonies. Explain the relationship.		Crash Course The Atlantic Slave Trade https://www.youtube.com/watch?v=dnV_MTEEGiY
Unit 1: American Beginnings Lesson 13: Preparing for the Unit Test	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit.		
Unit 1: American Beginnings Lesson 14: American Beginnings Unit Test	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit.		
Unit 2: Formation of the United States Lesson 1: Growing Tension	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to the U.S.	Desire for representation	Why did Britain place taxes & acts on the American colonies?	Recognize major territorial and political results of the French and Indian War. Explain the disagreement between the British government and the colonists on the issues of taxation and Parliamentary authority after 1763. Explain the disagreement and growing tension.		https://www.bostonteapartyship.com/
Unit 2: Formation of the United States Lesson 2: Moving Toward Independence	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to the U.S.	Natural Rights	How did the colonists respond to these taxes & acts in the three different groups of	Analyze the message and impact of Thomas Paine's Common Sense. Identify key individuals in the independence movement. Identify major events, leaders, and foreign assistance during the American Revolution.		http://www.maryland.gov/our-government/revolution/thomas-paine-video http://www.carpentershall.org/ https://www.history.com/topics/american-revolution/the-continental-congress
Unit 2: Formation of the United States Lesson 3: We Hold These Truths	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to the U.S.	Sovereignty	Were the Patriots revolutionaries or terrorists?	Explain the major arguments of the Federalists and anti-Federalists and their supporters. Recognize the Declaration of Independence for the essential principles it expresses.		
Unit 2: Formation of the United States Lesson 4: Revolution	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to the U.S.	Sovereignty	Who were key revolutionary figures in the colonies?	Identify major events, leaders, and foreign assistance during the American Revolution. Identify major arguments for and against independence and the reasons who demonstrated mastery of important knowledge and skills learned in previous lessons. Identify major events, leaders, and foreign assistance during the American Revolution. Describe George Washington's role in winning the War of Independence. Explain how		http://www.pbs.org/wnet/americanrevolution/ https://www.history.com/topics/american-revolution https://www.varsitytutors.com/learn/american-revolution/molly-pitcher-american-heroine
Unit 2: Formation of the United States Lesson 5: A Long War	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.	Sovereignty	What happened in the course of the war?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Identify major events, leaders, and foreign assistance during the American Revolution. Describe George Washington's role in winning the War of Independence. Explain how		
Revolutionary War Activity Teacher Generated	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.	To be a revolutionist	Was the American Revolution truly revolutionary?	Explain how the United States was able to achieve victory in the Revolutionary War. Identify major events and leaders of the American Revolution.		https://www.911memorial.org/interactive-museum-experience

Unit 2: Formation of the United States Lesson 8: Governing a New Nation	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	effective government	Why did the new government under the Articles of Confederation not work as a	Identify the Articles of Confederation as the first government of the United States. Analyze the strengths and weaknesses of the Articles of Confederation government. Cite	
Unit 2: Formation of the United States Lesson 9: Seeking a More Perfect Union	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and	willingness to change	How did the new nation formulate a new plan of government?	Demonstrate mastery of important knowledge and skills learned in this unit. Explain the reasons for calling a convention of states in 1787. Describe the major reasons events	https://constitutioncenter.org/interactive-constitution https://www.khanacademy.org/humanities/us-history/road-to-revolution/creating-a-nation/v/the-constitutional-convention https://constitutioncenter.org/learn/hall-
Unit 2: Formation of the United States Lesson 10: Ratification	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and	disagreeing and working together	How did the new nation formulate a new plan of government?	Explain the major arguments of the Federalists and anti-Federalists and their supporters. Explain the major arguments of the Federalists and	https://constitutioncenter.org/interactive-constitution
Unit 2: Formation of the United States Lesson 11: Your Constitution	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and	Could the Constitution be written without compromise?	Why is the Constitution known as a "living document"?	Why is the Constitution known as a "living document" known as the longest-lived plan for representative government	https://constitutioncenter.org/ http://treasures.constitutioncenter.org/ https://bensguide.gpo.gov/games-main-14more
Constitutional Virtual Activity Teacher Generated	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and	Natural Rights	What are the responsibilities of each of the three branches of government?	List examples of the individual rights guaranteed by the Bill of Rights.	
Unit 2: Formation of the United States Lesson 12: Preparing for the Unit Test	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and			Demonstrate mastery of important knowledge and skills learned in this unit.	
Unit 2: Formation of the United States Lesson 13: Formation of the United States Unit Test	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and			Demonstrate mastery of important knowledge and skills learned in this unit.	
Unit 3: The New Republic Lesson 1: The New Republic	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.2.U.B. Evaluate the importance of various historical documents, artifacts, and	Protecting Freedoms	How did the Founding Father Presidents develop the powers of the	List examples of the individual rights guaranteed by the Bill of Rights. Identify the first four presidents and the major issues and events of their administrations. Describe the major	Bens guide to government
Unit 3: The New Republic Lesson 2: The Washington Presidency	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Addressing national issues	What actions did these Presidents take in times of crisis, both domestically	Identify the first four presidents and the major issues and events of their administrations. Explain the goals of Hamilton's financial plan and the constitutional debate that surrounded	https://www.history.com/topics/early-us/whiskey-rebellion
Unit 3: The New Republic Lesson 3: A New Leader	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human geography. Social organizations	National Debt necessary?	How did the Founding Father Presidents develop the powers of the Presidency both domestically and internationally?	List examples of the individual rights guaranteed by the Bill of Rights. Describe the major goals and elements of Hamilton's financial plan. Explain the arguments for and against Hamilton's plan and the differing views of the Constitution they reflected. Recognize the challenges Washington faced as the first president and the precedents he established for the new government	https://www.learninggamesforkids.com/social_studies_games/us-presidents/president-john-adams-hangmouse.html
Unit 3: The New Republic Lesson 5: Transfer of Power	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Political Parties emerge	What actions did these Presidents take in times of crisis, both domestically	Describe the nature and significance of the election of 1800. Identify demographic and economic changes occurring in the United States in 1800. Trace the evolution	https://www.history.com/news/8-things-you-may-not-know-about-the-louisiana-purchase https://kids.nationalgeographic.com/explore/history/lewis-and-clark/
Virtual Field Trip Lewis & Clark Activity Teacher Generated	7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment. 8.3.U.C. Evaluate how continuity and change have impacted the United States.	Exploration of US	Should the United States have allowed American Indians to retain their tribal	Examine geographic, scientific, and other discoveries made by the expedition to learn why it is considered one of the most.	https://www.pbs.org/lewisandclark/
Unit 3: The New Republic Lesson 7: The War of 1812	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.A. Compare the role groups and	Expansion	How did the Founding Father Presidents develop the powers of the	Recognize the significance of the Louisiana Purchase in increasing the size of the country and guaranteeing control of the Mississippi River.	https://www.nps.gov/fomc/casyouvote/index.cfm https://www.nps.gov/fomc/holdthefort/
Unit 3: The New Republic Lesson 9: Nationalism: Culture and Economy	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Nationalism	Was the Monroe Doctrine a policy of expansion or self-defense?	Recognize the significance of the terms "last of the Revolutionary War generation" and "Era of Good Feelings." Describe economic opportunities and changes in the	https://www.history.com/topics/us-presidents/james-monroe
Unit 3: The New Republic Lesson 10: Nationalism: Politics and the Judiciary Lesson 11: Nationalism: Foreign Affairs Lesson 12: Eventful Times	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and	Federal VS. State	Court under John Marshall give too much power to the federal government (at the expense of the states)?	Explain the role of the Supreme Court in interpreting the law. Identify John C. Marshall and his influence on the power of the Supreme Court. Explain the goals and provisions of the Missouri Compromise and those who supported it. Identify John C. Marshall and his influence on the	https://www.history.com/topics/abolitionist-movement/missouri-compromise https://www.youtube.com/watch?v=68g3CDASf0 https://www.history.com/topics/westward-expansion/monroe-doctrine
Unit 3: The New Republic Lesson 13: Preparing for the Unit Test	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit. Identify major features of the United States government under the Constitution	
Unit 3: The New Republic Lesson 14: The New Republic Unit Test	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit. Identify major features of the United States government under the Constitution.	
Unit 4: Change and Growth Lesson 1: A Revolution in American Industry	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Industrial Impact	How does the development of the Industrial Revolution affect	Identify American inventors and innovators of the late eighteenth and early nineteenth centuries and their accomplishments.	
Unit 4: Change and Growth Lesson 2: A Revolution in Transportation	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Movement	How does the development of the Industrial Revolution affect the country as a	Describe the need for, and debate over, transportation improvements in the early 1800s. Explain how major innovations in transportation in the early nineteenth	http://www.history.com/topics/inventions/telegraph http://www.searchameatour.com/Play-Free-Online-Games/Morse-Code-Machine.htm
Unit 4: Change and Growth Lesson 3: Going Places	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions. Commerce and industry. Technology. Politics and government. Physical and human	Communication	What is the impact of the new technology upon people in the US?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Explain how major innovations in transportation in the early nineteenth	http://www.biography.com/people/john-deere-9269591
Unit 4: Change and Growth Lesson 4: New Politics	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Political Party impact	Why does Jackson and the Democratic Party represent a political change in	Identify Andrew Jackson as the first common man elected president. Explain how Jackson was able to be elected in 1828. Describe what is meant by the term	
Unit 4: Change and Growth Lesson 6: Jackson's Presidency	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Democracy	Was the age of Jackson an age of democracy?	Describe what is meant by the term "Jacksonian Democracy" and the policies and practices associated with Jackson. Identify the major issues and	

Unit 4: Change and Growth Lesson 7: Legacies	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Native American Culture	Should the United States have allowed American Indians to retain their tribal	<ul style="list-style-type: none"> Describe Jackson's Indian policy and its ramifications as seen in the Trail of Tears. Explain how John Quincy Adams became president and how his 	http://www.history.com/topics/native-american-history/trail-of-tears https://www.nps.gov/trte/index.htm
Unit 4: Change and Growth Lesson 9: Northern Ways	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration	Slavery	Why was slavery considered a "necessary evil"?	<ul style="list-style-type: none"> Recognize major economic and social characteristics of the northern states between 1820 and 1850. 	
Unit 4: Change and Growth Lesson 10: Southern Ways	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration	Slavery	Can legislative compromises solve moral issues? Can the Supreme Court	<ul style="list-style-type: none"> Recognize major economic and social characteristics of the southern states between 1820 and 1850. 	
Unit 4: Change and Growth Lesson 11: Comparing, Contrasting, Predicting	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration Military conflict Economic stability	Slavery	What steps were taken by the three branches of government to deal with the expansion of slavery into new	<ul style="list-style-type: none"> Compare and contrast the North and the South in the early 1800s. Analyze the role of the West in the growing sectionalism of the 1800s. 	
Unit 4: Change and Growth Lesson 13: Preparing for the Unit Test	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration			<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	
Unit 4: Change and Growth Lesson 14: Change and Growth Unit Test	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration			<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	
Unit 5: Forging a National Identity Lesson 1: Seeking Perfection	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Reformers	Have reformers had a significant impact on the problems of American society?	<ul style="list-style-type: none"> Identify the leaders of major reform movements of the early nineteenth century, their goals, the obstacles they faced, and their achievements. Describe African communities of Demonstrate mastery of important knowledge and skills learned in previous lessons. 	https://www.history.com/topics/womens-history/dorothea-lynde-dix https://www.history.com/news/in-governed-1800s-american-classrooms-students-governed-themselves
Unit 5: Forging a National Identity Lesson 2: Freedom for All	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration	Reformers	Does the Constitution protect everyone's rights?	<ul style="list-style-type: none"> Describe the inequalities women experienced in the early nineteenth century. Explain the term manifest destiny. 	http://www.history.com/topics/black-history/abolitionist-movement
Unit 5: Forging a National Identity Lesson 5: The Push West	8.3.U.C._Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	Westward Expansion	What opportunities and challenges does the nation face as it expands westward?	<ul style="list-style-type: none"> Identify the major trails west, and the reasons for them, and the people or groups who used them. Describe the experience of those 	https://www.pbslearningmedia.org/resource/rtt12.soc.ush.westexp/westward-expansion-17901850/ http://www.history.com/topics/manifest-destiny
Unit 5: Forging a National Identity Lesson 6: Texas: The Lone Star Republic	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration	Supporting Independence	Does the United States have a mission to expand freedom and democracy?	<ul style="list-style-type: none"> Trace the major events leading up to Texas independence from 1820 to 1836. 	https://www.history.com/topics/mexico/salamo
Unit 5: Forging a National Identity Lesson 8: War and Riches	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration	Westward Expansion	Does the United States have a mission to expand freedom and democracy?	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in previous lessons. Describe the causes and results of the California Gold Rush. 	https://www.history.com/topics/mexican-american-war/mexican-american-war
Unit 5: Forging a National Identity Lesson 10: Preparing for the Unit Test	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.			<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	
Unit 5: Forging a National Identity Lesson 11: Forging a National Identity Unit Test	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.			<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	
Unit 6: The Union in Crisis Lesson 1: Growing Apart	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration	Internal Division	Can legislative compromises solve moral issues?	<ul style="list-style-type: none"> Recognize the views of the North and South toward each other by 1850. Identify Harriet Beecher Stowe and Uncle Tom's Cabin and its 	https://www.history.com/topics/abolitionist-movement/compromise-of-1850
Unit 6: The Union in Crisis Lesson 2: Debate and Division	8.3.U.B._Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	Debate/Division	How do the abolitionist movement represent dividing feelings between	<ul style="list-style-type: none"> Explain the political realignments that resulted in the rise of the Republican Party in the 1850s. Recognize the impact of the Dred Scott decision. 	https://www.nps.gov/hiho/learn/historyculture/debates.htm https://www.battlefields.org/learn/collections/john-browns-harpers-ferry-raid
Unit 6: The Union in Crisis Lesson 3: Disunion	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Disunion	Why did Lincoln's election cause the South to secede from the Union?	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in previous lessons. Explain how Abraham Lincoln was elected president in 1860. 	
Unit 6: The Union in Crisis Lesson 5: The War Begins	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration	Federal VS. State	Why were battles in the Civil War different than in other wars?	<ul style="list-style-type: none"> Recognize the states that seceded from the Union and their reasons for doing so. Compare the strengths and weaknesses of the North and the 	
Unit 6: The Union in Crisis Lesson 7: Terrible Conflict	8.3.U.B._Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	Addition of addressing slave issue	Why is this perspective and point of view important when studying the	<ul style="list-style-type: none"> Identify the goals and impact of the Emancipation Proclamation and the Gettysburg Address. Summarize the progress of the war in its second year. 	https://www.history.com/topics/american-civil-war/battle-of-gettysburg
Gettysburg Teacher Generated	8.3.U.B._Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	Impact of Civil War in PA	What happened in the course of the war?	<ul style="list-style-type: none"> at Gettysburg on the Civil War Identify key leaders and people involved within the battle of Gettysburg 	
Unit 6: The Union in Crisis Lesson 8: War's End	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration	Impact of Civil War on people	What happened in the course of the war?	<ul style="list-style-type: none"> Describe the role and accomplishments of women during the Civil War. Assess the human cost of the Civil War. 	
Civil War 150 Virtual Activity Teacher Generated	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration	Impact of Civil War on people	How do the Civil War change the United States politically, socially & economically?	<ul style="list-style-type: none"> Assess the human cost of the Civil War. Analyze the political, economic, and social challenges the nation faced at the end of the Civil War. 	http://www.history.com/civil-war-150
Unit 6: The Union in Crisis Lesson 9: A War on All Fronts	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration Military conflict Economic stability	Civil War - Modern War	How was the South going to rebuild and enter the union again?	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in previous lessons. Recognize reasons for considering the Civil War the first modern war. Describe the role and accomplishments of women during the Civil War. 	https://www.smithsonianmag.com/smart-news/see-civil-war-through-mathew-bradylens-180963271/
Unit 6: The Union in Crisis Lesson 10: Reuniting a Nation	8.3.U.D._Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S. Ethnic ty and race Working conditions Immigration	Reconstruction	What was Reconstruction? Did it work? Or did it fail?	<ul style="list-style-type: none"> Compare and contrast the major plans for and supporters of Reconstruction. Identify the goals of the Freedmen's Bureau, the Civil Rights 	
Unit 6: The Union in Crisis Lesson 11: Reconstructing a Nation	8.3.U.B._Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	Reconstruction	What changes did Reconstruction bring about for the Union? for the defeated	<ul style="list-style-type: none"> Identify the significance of the 13th, 14th, and 15th Amendments. Explain the reasons for the end of Reconstruction and the Compromise of 1877 and its impact on the South. 	https://www.history.com/topics/american-civil-war/reconstruction

6.11 Reconstruction Cont.	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	Reconstruction	How did the Radical Republicans use and build up their power in	Identify the significance of the 13th, 14th, and 15th Amendments. Explain the reasons for the end of Reconstruction and the Compromise of 1877 and its impact on the South.	
Unit 6: The Union in Crisis Lesson 12: Preparing for the Unit Test	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit.	
Unit 6: The Union in Crisis Lesson 13: The Union in Crisis Unit Test	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit.	
Unit 7: Entering the Modern Era Lesson 1: Settling the American West	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	Westward Expansion	Has rapid industrial development been a blessing or a curse for	Explain the rise of the railroad industry and its influence on modern business practices. Explain the role of railroads in the settlement of the West.	
Unit 7: Entering the Modern Era Lesson 2: The Changing West	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	Westward Expansion	Has the West been romanticized?	Recognize the effects of new industries and increased population on the environment. Explain how the federal government gave away land to individuals through the Homestead Act and to railroads through the Pacific Railway Act.	
Unit 7: Entering the Modern Era Lesson 3: The End of a Way of Life	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 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	Native American Culture	Have Native Americans been treated fairly by the United States government?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Describe the effect of western settlement on Native American tribes and individuals. Describe the conflict between Native	
Unit 7: Entering the Modern Era Lesson 5: New Industries Emerge	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Economics	Were big business leaders "captains of industry" or "robber barons"?	Describe the beginning of the steel and oil industries in the United States. Explain the rise of the railroad industry and its influence on modern business practices. Recognize titans of industry and banking and the new business structures they introduced in the late	
Unit 7: Entering the Modern Era Lesson 6: Inventors and Industrialists	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Changing US Industry	Were big business leaders "captains of industry" or "robber barons"?	Describe government efforts to regulate business. Describe the significance of new inventions on American life. Recognize government attempts to regulate business in the late 1800s. Describe the premise of Carnegie's	http://www.history.com/topics/inventions
Unit 7: Entering the Modern Era Lesson 8: The Price of Industrialization	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations	Industrialization Workers	Should business be regulated closely by the government? 5	Describe the hazards of industrial life. Identify terms associated with a capitalist economy. Describe the rise and fall of the Knights of Labor.	http://www.history.com/topics/triangle-shirtwaist-fire http://www.history.com/topics/knights-of-labor
Unit 7: Entering the Modern Era Lesson 10: Seeking a Better Way	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Industrialization Workers	Can workers attain economic justice without violence?	Recognize Terence Powderly and Demonstrate mastery of important knowledge and skills learned in previous lessons. Describe the organization and focus of the American Federation of Labor	https://www.history.com/topics/19th-century/labor-movement-video
Unit 7: Entering the Modern Era Lesson 11: Beacon of Hope	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Immigration	Has immigration been the key to America's success?	Identify major immigrant groups and their patterns of settlement. Distinguish between the first and second waves of immigration and the nation's response to each.	http://www.nationalarchives.gov/education/immigration http://www.history.com/topics/immigration
Unit 7: Entering the Modern Era Lesson 12: The Immigrant Experience	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Immigration	Did America fulfill the dreams of immigrants?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Give examples of nativist responses to immigration and immigrants.	
Unit 7: Entering the Modern Era Lesson 13: Preparing for the Unit Test	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit.	
Unit 7: Entering the Modern Era Lesson 14: Entering the Modern Era Unit Test	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.			Demonstrate mastery of important knowledge and skills learned in this unit.	
Unit 8: Semester Project Teacher Developed Introduction & Work day 1	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.3.U.D. Evaluate how conflict and cooperation among groups and	Semester Review		Review important knowledge and skills taught in Units 1 through 7.	
Unit 8: Semester Project Teacher Developed Work day 2	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.3.U.D. Evaluate how conflict and cooperation among groups and	Semester Review		Review important knowledge and skills taught in Units 1 through 7.	
Unit 8: Semester Project Teacher Developed Work day 3	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Demonstrate Understanding		Review important knowledge and skills taught in Units 1 through 7.	
SEMESTER 2					
303B US History		Identify Learning Targets		Outline Instructional Practices	
Unit 1:A New Century Lesson 1: Semester Introduction	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Semester Introduction	1. Why do we bother to study/examine the past, present, or future?	for studying it. Demonstrate familiarity with the organization and format of lessons in this course.	
Unit 1:A New Century Lesson 2: Cities Grow	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	Urbanization	How did the transformation from an agrarian based society to an industrial	Describe the growth of cities in the late 1800s. Recognize elements of urban social stratification in the cities of the late 1800s.	https://www.census.gov/popclock/
Unit 1:A New Century Lesson 3: City Life	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the	Urbanization	What kinds of activities were available for kids and families to do in the early	Demonstrate mastery of important knowledge and skills learned in previous lessons. Identify the work of urban planners, including Louis Sullivan and	https://www.youtube.com/watch?v=5L5PK0dZ44
Unit 1:A New Century Lesson 4: Populists	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B. Compare the impact of historical documents, artifacts, and places	Populists	Did populism provi	Describe the rise, fall, and legacy of the Populist Party. Identify characteristics of government in the "Gilded Age" of the late 1800s (laissez-faire, snails	

Unit 1:A New Century Lesson 6: Progressives	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C._Evaluate how continuity and change have impacted the United States.	Progressives	Is muckraking an effective way to expose corruption?	<ul style="list-style-type: none"> Give examples of individuals and organizations, and their goals within the Progressive movement. Describe muckrakers, including Ida Tarbell and Upton Sinclair, and their work. 		https://www.youtube.com/watch?v=i0Q4zPR467M
Unit 1:A New Century Lesson 7: Taking on Power	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C._Evaluate how continuity and change have impacted the United States.	Progressive Policies	Was the "New Freedom" a realistic goal?	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in previous lessons. Recognize the work of Jane Addams. 		
Unit 1:A New Century Lesson 9: Less than Equal	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C._Evaluate how continuity and change have impacted the United States.	Equality	To what extent had equality been achieved?	<ul style="list-style-type: none"> Describe the effects of economic and social racism on black Americans in the South and in the North at the turn of the twentieth century. 		https://www.youtube.com/watch?v=now57pM4pl
Unit 1:A New Century Lesson 10: Demanding a Voice	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D._Evaluate how conflict and change have impacted the United States.	Right to Vote	Did the Nineteenth Amendment solve the problem of equality?	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in previous lessons. Summarize the major events and leaders in the movement to gain the right to vote. 		
Unit 1:A New Century Lesson 11: Making a Difference	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C._Evaluate how continuity and change have impacted the United States.	Reform Movements 18-19th Century	Can reform movements bring about change?	<ul style="list-style-type: none"> Evaluate the contributions of individuals to reform movements of the late nineteenth and early twentieth centuries. 		
Unit 1:A New Century Lesson 13: Preparing for the Unit Test	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C._Evaluate how continuity and change have impacted the United States.			<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 		
Unit 1:A New Century Lesson 14: A New Century Unit Test	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C._Evaluate how continuity and change have impacted the United States.			<ul style="list-style-type: none"> Describe the growth of cities in the late 1800s. Recognize the work of Jane Addams. 		
Unit 2: Turning Points Lesson 6: An American Empire	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C._Evaluate how continuity and change have impacted the United States.	Foreign Economics & Policy	Was American expansionism a necessary part of progress?	<ul style="list-style-type: none"> Describe the rise, fall, and legacy of American imperialism. Summarize the arguments for and against American imperialism. Recognize the causes, events, and results of the Spanish-American War. 	Allied Powers	https://www.history.com/topics/early-20th-century-us/spanish-american-war
Unit 2: Turning Points Lesson 7: Presidents and Policies	8.3.U.C._Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	Foreign Policy	Does the need for progress justify the cost?	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in previous lessons. Recognize examples of presidential foreign policy principles. 	Central Powers	
Unit 2: Turning Points Lesson 8: The Great War	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	WW1 Global Impact	Was world war inevitable?	<ul style="list-style-type: none"> Describe the military war effort in Europe and the civilian war effort on the home front during World War I. Explain how the United States met the need for soldiers and for civilian workers. 		https://www.history.com/topics/world-war-i/world-war-i-history
Unit 2: Turning Points Lesson 9: The War at Home	8.3.U.B._Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	Isolationism	Was it possible for the U.S. to remain neutral?	<ul style="list-style-type: none"> Describe the debate over government power to suppress dissent during World War I. Summarize key elements of the Treaty of Versailles and the reasons for its failure. 		https://cbs.history.com/topics/world-war-i
Unit 2: Turning Points Lesson 11: Assessing the Great War	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	WW1 Impact on US	6. Was the Treaty of Versailles a fair settlement?	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in previous lessons. Explain the reasons for and results of U.S. participation in World War I. 		
Unit 2: Turning Points Lesson 13: Embracing the Peace	8.3.U.C._Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	Post WW1 boom	Was the Treaty of Versailles a fair settlement?	<ul style="list-style-type: none"> Describe the sources, effects, and limits of post-World War I prosperity. Assess the influence of the automobile and other technologies on consumers and workers in the 1920s. 		https://www.history.com/topics/roaring-twenties/the-roaring-twenties-video
Unit 2: Turning Points Lesson 15: Action and Reaction	8.3.U.C._Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	Roaring 20's Culture	Did women experience the same freedom as men?	<ul style="list-style-type: none"> Describe the sources, effects, and limits of post-World War I prosperity. Assess the influence of the automobile and other technologies on consumers and workers in the 1920s. 	flappers	
Unit 2: Turning Points Lesson 16: Analyzing an Era	8.3.U.C._Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	Roaring 20's Culture	Was the decade of the 1920s a time of progress?	<ul style="list-style-type: none"> Analyze events and trends of the 1920s to assess the impact of the era on American life and culture. 		
Unit 2: Turning Points Lesson 18: Preparing for the Unit Test	8.3.U.C._Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human			<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 		
Unit 2: Turning Points Lesson 19: Turning Points Unit Test	8.3.U.C._Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human			<ul style="list-style-type: none"> Summarize the arguments for and against American imperialism. Recognize the causes, events, and results of the Spanish-American War. 		
Unit 3: Democracy Tested Lesson 1: The Bubble Bursts	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C._Evaluate how continuity and change have impacted the United States.	Great Depression	Was the Great Depression a necessary part of progress?	<ul style="list-style-type: none"> Explain the major causes of the stock market crash of 1929 and the Great Depression. Describe the causes of the Dust Bowl and its effects on the land and on plains farmers and their migration west. 		http://www.english.lillinois.edu/maps/depression/photosessay.htm
Unit 3: Democracy Tested Lesson 2: Depression	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C._Evaluate how continuity and change have impacted the United States.	Great Depression	How did the Dust Bowl and the Great Depression affect the mid-west?	<ul style="list-style-type: none"> Describe the causes of the Dust Bowl and its effects on the land and on plains farmers and their migration west. Recognize the causes of the Dust Bowl and its effects on the land and on plains farmers and their migration west. 		https://www.history.com/topics/great-depression
Unit 3: Democracy Tested Lesson 3: Seeking Solutions	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B._Compare the impact of historical documents, artifacts, and places	Government challenges	Should government intervene in the economy?	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in previous lessons. Identify examples of the effects of the Great Depression on Americans. 		
Unit 3: Democracy Tested Lesson 4: Confronting the Crisis	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B._Compare the impact of historical documents, artifacts, and places	New Deal Programs	Was the New Deal a necessary part of progress?	<ul style="list-style-type: none"> Describe the emerging social, political, and economic philosophies that characterized the first hundred days of FDR's administration. 		https://www.youtube.com/watch?v=YOPm4H2k81s
Unit 3: Democracy Tested Lesson 5: New Strategies	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B._Compare the impact of historical documents, artifacts, and places	New Deal Programs	Did Franklin Roosevelt's New Deal solve the problem of unemployment?	<ul style="list-style-type: none"> Describe the emerging social, political, and economic philosophies that characterized the first hundred days of FDR's administration. Assess the goals and effects of key New Deal programs. 		https://www.youtube.com/watch?v=6bMq9Ek6jnA
Look at the New Deal Impact in PA (CCC works in state parks)	8.3.U.A._Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B._Compare the impact of historical documents, artifacts, and places	New Deal Programs	Did the New Deal solve the problem of unemployment?	<ul style="list-style-type: none"> Assess the legacy of the New Deal impacts in PA. 		
Unit 3: Democracy Tested Lesson 7: Reflections	8.3.U.B._Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	New Deal Programs	Did minorities receive the same benefits as whites?	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in previous lessons. Examine programs of the New Deal to assess their impact on minorities. 		
Unit 3: Democracy Tested Lesson 9: War Clouds	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	Cause and Effect of the WW1 Treaty of Versailles	Could the United States have avoided World War II?	<ul style="list-style-type: none"> Summarize the conditions that led to the rise of dictators in Europe during the 1930s. Identify Mussolini, his fascist philosophy, and the areas of his influence. 		https://www.youtube.com/watch?v=Q78COTwT7nE

Unit 3: Democracy Tested Lesson 10: Going to War	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and	Isolationism vs. Engagement	Should the United States have treated Japanese Americans during World War II justified or not?	Identify ways in which FDR assisted the Allies and prepared for war in spite of neutrality legislation. Identify ways in which Franklin Roosevelt assisted the Allies and		https://www.pbs.org/childofcamp/
Unit 3: Democracy Tested Lesson 11: The War at Home	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and cooperation among groups and	Impact of WW2 on US citizens	Was war between	Trace the early military progress of the war in the Pacific. Trace the military progress of the war in Europe. Recognize the role of women in		https://www.history.com/topics/world-war-ii
Unit 3: Democracy Tested Lesson 12: Fighting on Two Fronts	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and cooperation among groups and	Impact of WW2 on US citizens	Was war between	Summarize the major events and results of the Holocaust.		
WW2 Concentration Camps Teacher Generated	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and cooperation among groups and	Holocaust	Could the United States have prevented the Holocaust?	Demonstrate mastery of important knowledge and skills learned in previous lessons. Trace the progress and strategy of the war in the Pacific after 1942		
Unit 3: Democracy Tested Lesson 13: War's End	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and cooperation among groups and	Differences in treaties to end WW2 vs. WW1	Was World War II	Demonstrate mastery of important knowledge and skills learned in this unit.		
Unit 3: Democracy Tested Lesson 14: Preparing for the Unit Test	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and cooperation among groups and			Demonstrate mastery of important knowledge and skills learned in this unit. Explain the major causes of the stock market crash of 1929 and the Describe the origins of the Cold War. Describe the beginning of the Cold War and Iron Curtain.		
Unit 3: Democracy Tested Lesson 15: Democracy Tested Unit Test	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and cooperation among groups and			Identify major goals and examples		
Unit 4: Postwar America Lesson 1: A War of Words and Ideas	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	Cold War	Was the Cold War	Identify the major causes, leaders, events, and results of the Korean War. Describe the second Red Scare and McCarthyism and their impact		
Unit 4: Postwar America Lesson 2: The Cold War at Home and Abroad	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	Red Scare	Should the United States have	Demonstrate mastery of important knowledge and skills learned in previous lessons. Recognize elements of Eisenhower's foreign policy and his		
Unit 4: Postwar America Lesson 3: Eisenhower at the Helm	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	Foreign Policy - Communism	Was containment	Recognize the causes and results of the postwar economic boom. Describe major trends in American society in the postwar era.		
Unit 4: Postwar America Lesson 4: From War to Peace	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	American Culture 1950's	Were the 1950s a	Identify Americans who benefited Give examples of the pressure to conform in American society during the 1950s, especially for women. Recognize examples of criticism of and rebellion against conformity		
Unit 4: Postwar America Lesson 5: A New American Dream	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	American Culture 1950's	Were the 1950s a	Demonstrate mastery of important knowledge and skills learned in previous lessons. Analyze John Kennedy's election in 1960 and his inaugural address in		https://www.youtube.com/watch?v=aqzP07Q-yq0
Unit 4: Postwar America Lesson 7: The New Frontier	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.	Engaging US Citizens	Does the image o	Describe the causes, events, individuals, obstacles, and results of the civil rights movement of the 1950s and 1960s. Explain the significance of the		https://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka/videos/freedom-riders?m=528e394da93ae&s=undefined&f=1&free=false
Unit 4: Postwar America Lesson 9: The Beginning of Change	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	Equality	Did the Civil Rights	Describe the causes, events, individuals, obstacles, and results of the civil rights movement of the 1950s and 1960s. Recognize the techniques used to		
Unit 4: Postwar America Lesson 10: Demanding Change	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and	Civil Rights Movement	Did the Civil Rights	Demonstrate mastery of important knowledge and skills learned in previous lessons. Describe the causes, events, individuals, obstacles, and results of		https://www.youtube.com/watch?v=BMH5u6P6GA
Unit 4: Postwar America Lesson 11: A New Generation	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and	Civil Rights Movement	Do the ideas of the	Demonstrate mastery of important knowledge and skills learned in this unit.		
Unit 4: Postwar America Lesson 13: Preparing for the Unit Test	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.			Describe the origins of the Cold War. Explain the U.S. policies of containment and deterrence and how they were carried out		
Unit 4: Postwar America Lesson 14: Postwar America Unit Test	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	Cold War - Nuclear threat	Should President K	Summarize the reasons for and key events of the Cuban Missile Crisis and its outcome. Explain the reasons for and symbolism of the Berlin Wall		
Unit 5: A Time of Turmoil Lesson 1: Crisis	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and	Vietnam	Did American pres	Trace the origins and consequences, both national and international, of the war in Vietnam. Identify significant events and individuals associated with the war in		
Unit 5: A Time of Turmoil Lesson 2: War in Vietnam	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and	Impact of Vietnam War on US Citizens	Were Vietnam vete	Demonstrate mastery of important knowledge and skills learned in previous lessons. Describe the growing opposition in the United States to the Vietnam		
War in Vietnam Day 2 Teacher Generated	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and	Impact of Vietnam War on US Citizens	Did the war in Vietn	Describe the counterculture and student movements of the 1960s and '70s, including the antiwar movement, and their consequences. Recognize the focus of the student		https://www.youtube.com/watch?v=12cmLkUhG0
Unit 5: A Time of Turmoil Lesson 3: Reflections on War	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and	American Culture 1960s-70s	Can domestic prot	Summarize the opposition to and outcomes of the war in Vietnam. Describe the counterculture and student movements of the 1960s and '70s, including the antiwar		https://www.history.com/topics/1960s https://www.youtube.com/watch?v=ikXF1sMa38
Unit 5: A Time of Turmoil Lesson 5: Culture and Counterculture	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.	American Culture 1960s-70s	Can domestic prot	Summarize the opposition to and outcomes of the war in Vietnam. Describe the counterculture and student movements of the 1960s and '70s, including the antiwar		https://www.history.com/topics/kent-state-shooting
Unit 5: A Time of Turmoil Lesson 6: Tragedies	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.	2nd Womens Movement	Has the women's	Identify the goals, accomplishments, individuals, and diverse perspectives of the second wave of the women's movement. Recognize changes in family		
Unit 5: A Time of Turmoil Lesson 7: Women on the Move	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.					

Unit 5: A Time of Turmoil Lesson 8: Voices for Change	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Equality - Minority Movements		<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in previous lessons. Recognize the influence of the civil rights movement on the movements 	
Unit 5: A Time of Turmoil Lesson 10: Complex Times	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B. Compare the impact of historical documents, artifacts, and places	Domestic Policy 1969-1975	Has the Hispanic movement changed to US domestic policy affect US Citizens.	<ul style="list-style-type: none"> Describe Richard Nixon's major foreign and domestic achievements as president, including detente and the opening of China. Describe Nixon's election in 1968 	
Unit 5: A Time of Turmoil Lesson 11: The Watergate Scandal	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B. Compare the impact of historical documents, artifacts, and places	Government corruption	Was the Watergate what reasons did US citizens have for distrusting how their government was operating?	<ul style="list-style-type: none"> Explain the constitutional issues surrounding the Watergate scandal and the scandal's impact on the nation. Trace the major events of the Demonstrate mastery of important knowledge and skills learned in previous lessons. Identify Gerald Ford and the way in which he became president 	https://www.history.com/topics/watergate
Unit 5: A Time of Turmoil Lesson 12: Transition	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and	President w/out election		<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	https://www.history.com/topics/iran-hostage-crisis
Unit 5: A Time of Turmoil Lesson 13: Preparing for the Unit Test	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and			<ul style="list-style-type: none"> Summarize the reasons for and key events of the Cuban Missile Crisis and its outcome. Recognize changes in family structure and the roles of women in 	
Unit 5: A Time of Turmoil Lesson 14: A Time of Turmoil Unit Test	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and			<ul style="list-style-type: none"> Identify major groups and characteristics of the coalition that elected Reagan in 1980 and the reasons for the shift to the right. Describe the national mood and Explain the theory of supply-side economics and the arguments for and against it. Recognize Sandra Day O'Connor as the first woman to become a Assess Reagan's legacy in terms of the Cold War, government regulations, the Iran-Contra scandal, and the economy. 	
Unit 6: Toward a New Millennium Lesson 1: A Changing Mood	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	New approach to foreign policy	Did the foreign poli	<ul style="list-style-type: none"> Identify Bill Clinton; the issues surrounding his election; and his major domestic, trade, and foreign policies and challenges. Recognize the challenges of interpreting recent history. Trace the development of the Internet and World Wide Web and their impact on communication and 	https://www.youtube.com/watch?v=2h4DkpFPaw&v=en
Unit 6: Toward a New Millennium Lesson 2: Reaganomics	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	Reaganomics	Did the economic c	<ul style="list-style-type: none"> Identify Bill Clinton; the issues surrounding his election; and his major domestic, trade, and foreign policies and challenges. Recognize the challenges of interpreting recent history. Trace the development of the Internet and World Wide Web and their impact on communication and 	
Unit 6: Toward a New Millennium Lesson 3: Cold War Warriors	8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions	Ending the Cold War	Were Presidents R	<ul style="list-style-type: none"> Distinguish between traditional Demonstrate mastery of important knowledge and skills learned in previous lessons. Describe the major elements and issues of the Iran-Contra scandal 	https://www.history.com/topics/cold-war/berlin-wall/videos/reagan-demands-fall-of-berlin-wall
Unit 6: Toward a New Millennium Lesson 5: Legacies	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.	Ending the Cold War	Are peace and sta	<ul style="list-style-type: none"> Identify on a map areas of tension in Europe, Africa, and the Middle East after 1990. Summarize the recent history and characteristics of government and Recognize the challenges of interpreting recent history. Trace the development of the Internet and World Wide Web and their impact on communication and 	https://www.nationalgeographic.com/expeditions/interests/people-culture/
Unit 6: Toward a New Millennium Lesson 7: The Post-Cold War World, Part 1	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 7.3.U.A. Analyze the human characteristics of places and regions using	Ending the Cold War	Should human righ	<ul style="list-style-type: none"> Identify on a map areas of tension in Europe, Africa, and the Middle East after 1990. Summarize the recent history and characteristics of government and Recognize the challenges of interpreting recent history. Trace the development of the Internet and World Wide Web and their impact on communication and 	https://www.history.com/topics/us-immigration-since-1965
Unit 6: Toward a New Millennium Lesson 8: A New Age	8.3.U.C. Evaluate how continuity and change have impacted the United States. Belief systems and religions Commerce and industry Technology Politics and government Physical and human	Techology Revolution	1. How does technology influence the way we think.	<ul style="list-style-type: none"> Identify Bill Clinton; the issues surrounding his election; and his major domestic, trade, and foreign policies and challenges. Recognize the challenges of interpreting recent history. Trace the development of the Internet and World Wide Web and their impact on communication and 	https://www.history.com/topics/us-immigration-since-1965
Unit 6: Toward a New Millennium Lesson 9: The Clinton Years	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B. Compare the impact of historical	Foreign Policy 1990s	Should Bill Clinton	<ul style="list-style-type: none"> Identify Bill Clinton; the issues surrounding his election; and his major domestic, trade, and foreign policies and challenges. Recognize the challenges of interpreting recent history. Trace the development of the Internet and World Wide Web and their impact on communication and 	
Unit 6: Toward a New Millennium Lesson 10: Divisions	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B. Compare the impact of historical	Impeachment	Should a president	<ul style="list-style-type: none"> Identify Bill Clinton; the issues surrounding his election; and his major domestic, trade, and foreign policies and challenges. Recognize the challenges of interpreting recent history. Trace the development of the Internet and World Wide Web and their impact on communication and 	
Unit 6: Toward a New Millennium Lesson 11: The Post-Cold War World, Part 2	7.1.U.A. Use geographic tools to analyze information about the interaction between people, places, and the environment. 7.3.U.A. Analyze the human characteristics of places and regions using the following	Middle East Post-Cold War	Should the United	<ul style="list-style-type: none"> Identify on a map areas of tension in the Middle East after 1990. Recognize characteristics of government and culture in key Middle Eastern countries Identify George H.W. Bush and his foreign policy challenges, including the Gulf War. Explain the causes and results of the election dispute in 2000 Describe the events of September 11, 2001. Recognize the individuals and organization responsible for the terrorist attacks, the reasons for their Recognize the arguments for and against the U.S. invasion of Iraq in 2003. Describe the early success and ongoing sectarian violence in Iran Recognize the arguments for and against the U.S. invasion of Iraq in 2003. Describe the early success and ongoing sectarian violence in Iran 	https://www.cia.gov/library/publications/the-world-factbook/
Unit 6: Toward a New Millennium Lesson 12: Entering a New Millennium	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and	Electoral College	Should we change	<ul style="list-style-type: none"> Identify on a map areas of tension in the Middle East after 1990. Recognize characteristics of government and culture in key Middle Eastern countries Identify George H.W. Bush and his foreign policy challenges, including the Gulf War. Explain the causes and results of the election dispute in 2000 Describe the events of September 11, 2001. Recognize the individuals and organization responsible for the terrorist attacks, the reasons for their Recognize the arguments for and against the U.S. invasion of Iraq in 2003. Describe the early success and ongoing sectarian violence in Iran Recognize the arguments for and against the U.S. invasion of Iraq in 2003. Describe the early success and ongoing sectarian violence in Iran 	https://www.history.com/topics/us-presidents/george-w-bush
Unit 6: Toward a New Millennium Lesson 13: New Realities	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and	Global Terrorism	Can global terrorisr	<ul style="list-style-type: none"> Identify on a map areas of tension in the Middle East after 1990. Recognize characteristics of government and culture in key Middle Eastern countries Identify George H.W. Bush and his foreign policy challenges, including the Gulf War. Explain the causes and results of the election dispute in 2000 Describe the events of September 11, 2001. Recognize the individuals and organization responsible for the terrorist attacks, the reasons for their Recognize the arguments for and against the U.S. invasion of Iraq in 2003. Describe the early success and ongoing sectarian violence in Iran Recognize the arguments for and against the U.S. invasion of Iraq in 2003. Describe the early success and ongoing sectarian violence in Iran 	https://www.history.com/topics/9-11-attacks/videos/world-trade-center/m-528e394d93ae8&undefined&f-1&free=false https://www.history.com/topics/9-11-attacks
Unit 6: Toward a New Millennium Lesson 14: War and Disaster	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and	Global Terrorism	Is it constitutional fo	<ul style="list-style-type: none"> Identify on a map areas of tension in the Middle East after 1990. Recognize characteristics of government and culture in key Middle Eastern countries Identify George H.W. Bush and his foreign policy challenges, including the Gulf War. Explain the causes and results of the election dispute in 2000 Describe the events of September 11, 2001. Recognize the individuals and organization responsible for the terrorist attacks, the reasons for their Recognize the arguments for and against the U.S. invasion of Iraq in 2003. Describe the early success and ongoing sectarian violence in Iran Recognize the arguments for and against the U.S. invasion of Iraq in 2003. Describe the early success and ongoing sectarian violence in Iran 	https://www.history.com/topics/9-11-attacks/speeches https://www.history.com/topics/9-11-attacks/speeches
War on Terror Modern Impact Teacher Created	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.D. Evaluate how conflict and	Global Terrorism	Is it the responsibi	<ul style="list-style-type: none"> Identify on a map areas of tension in the Middle East after 1990. Recognize characteristics of government and culture in key Middle Eastern countries Identify George H.W. Bush and his foreign policy challenges, including the Gulf War. Explain the causes and results of the election dispute in 2000 Describe the events of September 11, 2001. Recognize the individuals and organization responsible for the terrorist attacks, the reasons for their Recognize the arguments for and against the U.S. invasion of Iraq in 2003. Describe the early success and ongoing sectarian violence in Iran Recognize the arguments for and against the U.S. invasion of Iraq in 2003. Describe the early success and ongoing sectarian violence in Iran 	https://www.youtube.com/watch?v=n5nnh3VWE
Unit 6: Toward a New Millennium Lesson 15: Looking Ahead	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.	Election Impact	Do political parties	<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in previous lessons. Identify the candidates and major issues of the election of 2008 	https://www.youtube.com/watch?v=Ufh2ebJlOg https://www.youtube.com/watch?v=W9h13gnN468
Unit 6: Toward a New Millennium Lesson 16: Preparing for the Unit Test	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.			<ul style="list-style-type: none"> Demonstrate mastery of important knowledge and skills learned in this unit. 	
Unit 6: Toward a New Millennium Lesson 17: Toward a New Millennium Unit Test	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.			<ul style="list-style-type: none"> Describe Carter's goals and challenges as president and the reasons for his failure to win a second term. Recognize the key candidates 	
Unit 7: Semester Project Teacher Developed Introduction & Work day 1	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.			Review important knowledge and skills taught in Units 1 through 6.	
Unit 7: Semester Project Teacher Developed Work day 2	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.			Review important knowledge and skills taught in Units 1 through 6.	
Unit 7: Semester Project Teacher Developed Work day 3	8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.C. Evaluate how continuity and change have impacted the United States.			Review important knowledge and skills taught in Units 1 through 6.	

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Course Details

Subject	Art
Course Name	ART 1 SUMMIT
Course Description	<p>Following the timeline of the K12 History program, first grade Art lessons introduce students to the art and architecture of different cultures, such as Mesopotamia and ancient Egypt, Greece, and China. Students will:</p> <ul style="list-style-type: none"> • Identify landscapes, still-lives, and portraits. • Study elements of art, such as line, shape, and texture. • Create artwork similar to works they learn about, using many materials and techniques—inspired by Vincent van Gogh's <i>The Starry Night</i>, students paint their own starry landscape using bold brushstroke, and they make clay sculptures inspired by a bust of Queen Nefertiti and the Great Sphinx.
Course Length	Two Semesters



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Course Details

Subject	Art
Course Name	ART 2 SUMMIT
Course Description	<p>Following the timeline of the K12 History program, second grade Art lessons introduce students to the art and architecture of ancient Rome, medieval Europe, Islam, Mexico, Africa, China, and Japan. Students will:</p> <ul style="list-style-type: none"> • Examine elements and principles of art, such as line, shape, pattern, and more. • Study and create self-portraits, landscapes, sculptures, and more. • Create artwork similar to works they learn about, using many materials and techniques—after studying Winslow Homer's <i>Snap the Whip</i>, students paint their own narrative landscape and design stained glass windows inspired by the Cathedral of Notre Dame in Paris.
Course Length	Two Semesters

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Course Details

Subject	Art
Course Name	ART 3 SUMMIT
Course Description	<p>Following the timeline of the K12 History program, third grade Art lessons introduce students to the art and architecture of the Renaissance throughout Europe, including Italy, Russia, and Northern Europe. Students will:</p> <ul style="list-style-type: none"> • Extend their knowledge of elements and principles of art, such as form, texture, and symmetrical balance. • Draw, paint, and sculpt a variety of works, including self-portraits, landscapes, and still-life paintings. • Investigate artworks from Asia, Africa, and the Americas. • Create artworks inspired by works they learn about, using many materials and techniques—after studying da Vinci's <i>Mona Lisa</i>, students use shading in their own drawings, and they make prints showing the features and symmetry of the Taj Mahal.

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Course Details

Subject	Art
Course Name	ART 4 SUMMIT
Course Description	<p>Following the time line of the K12 History program, fourth grade Art lessons introduce students to the artists, cultures, and great works of art and architecture from French and American Revolutions through modern times. Students will:</p> <ul style="list-style-type: none"> • Study and create artworks in various media, including portraits, quilts, sculpture, collage, and more. • Investigate the arts of the United States, Europe, Japan, Mexico, and Africa. • Learn about Impressionism, Cubism, Art Nouveau, Regionalism, and more. • Create artworks inspired by works they learn about, using many materials and techniques—after studying sculptures and paintings of ballerinas by Edgar Degas, students create their own clay sculptures of a figure in action, and, inspired by works of Grandma Moses, they



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Course Details

Subject	Art
Course Name	ART K SUMMIT
Course Description	<p>Kindergarten students are introduced to the elements of art—line, shape, color, and more. Students will:</p> <ul style="list-style-type: none"> • Learn about important paintings, sculpture, and architecture. • Study the works of artists like Henri Matisse, Joan Miró, Rembrandt van Rijn, Ando Hiroshige, Paul Cézanne, Pablo Picasso, and Faith Ringgold. • Create artwork similar to works they learn about, using many materials and techniques, including brightly colored paintings inspired by Henri Matisse, and mobiles inspired by Alexander Calder.
Course Length	Two Semesters
Course	Unit 1: Let's Get Started



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Course Details

Subject World Languages

Course Name BEGINNING CHINESE I

Course Description This introductory Chinese course provides a fun, interactive experience for a student's first exposure to the Chinese language. The content for each unit is based on an authentic story from China. This course, designed specifically for younger students, focuses principally on vocabulary acquisition through stories, games, songs, and practice activities. Students are exposed to the Chinese language and Chinese-speaking cultures in a fun environment where they can explore meanings and begin to express themselves through simple words and phrases.

Course Length Two Semesters

Prerequisite None

Course Outline

Unit 1: Greetings

- Can do Statements: 1. I can greet others. 2. I can start a conversation. 3. I can end a conversation.
- Authentic Story: Little Tadpoles Looking for Their Mother

Unit 2: Numbers

- Can do Statements: 1. I can count from 1 to 10. 2. I can make ordinal numbers using the numbers I just learned.
- Authentic Story: Monkeys Saving the Moon

Unit 3: Family

- Can do Statements: 1. I can recognize family words. 2. I can say who is in my family.
- Authentic Story: Pull the Radish

Unit 4: Colors

- Can do Statements: 1. I can name different colors. 2. I can name my favorite color.
- Authentic Story: The Magic Brush

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Course Details

Subject World Languages

Course Name BEGINNING FRENCH I

Course Description This introductory French course provides a fun, interactive experience for a student's first exposure to the French language. The content for each unit is based on an authentic story from the French-speaking world. This course, designed specifically for younger students, focuses principally on vocabulary acquisition through stories, games, songs, and practice activities. Students are exposed to the French language and French-speaking cultures in a fun environment where they can explore meanings and begin to express themselves through simple words and phrases.

Course Length Two Semesters

Prerequisite None

Course Outline Unit 1: Greetings

- Can do Statements: 1. I can greet others. 2. I can start a conversation. 3. I can end a conversation.
- Authentic Story: Alexis Trotter

Unit 2: Numbers

- Can do Statements: 1. I can count from 1 to 10. 2. I can tell you how old I am.
- Authentic Story: The Bet of the Monkey and the Hare

Unit 3: Family

- Can do Statements: 1. I can recognize family words 2. I can say who is in my family.
- Authentic Story: The Sticky Rice Cake

Unit 4: Colors

- Can do Statements: 1. I can name different colors. 2. I can name my favorite color.
- Authentic Story: The Village with the Thousand Colors

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Course Details

Subject World Languages

Course Name BEGINNING SPANISH I

Course Description This introductory Spanish course provides a fun, interactive experience for a student's first exposure to the Spanish language. The content for each unit is based on an authentic story, myth or legend from the Spanish-speaking culture. This course, designed specifically for younger students, focuses principally on vocabulary acquisition through stories, games, songs, and practice activities. Students are exposed to Spanish language and Spanish-speaking cultures in a fun environment where they can explore meanings and begin to express themselves through simple words and phrases.

Course Length Two Semesters

Prerequisite None

Course Outline Unit 1: Greetings

- Can do Statements: 1. I can greet others. 2. I can start a conversation. 3. I can end a conversation.
- Authentic Story: The Spots of the Ocelot

Unit 2: Numbers

- Can do Statements: 1. I can count from 1 to 10. 2. I can tell you how old I am.
- Authentic Story: Pedro and the Giant

Unit 3: Family

- Can do Statements: 1. I can recognize family words. 2. I can introduce my family.
- Authentic Story: The Herons

Unit 4: Colors

- Can do Statements: 1. I can name different colors. 2. I can name my favorite color.
- Authentic Story: The Deer's Skin

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Course Details

Subject World Languages

Course Name BEGINNING SPANISH II

Course Description This K-2, Level 2 Exposure version is the second level of the introductory Spanish course, following the same instructional structure students were introduced to in the K-2, Level 1 Exposure Spanish course. It continues the exploration of the language through an immersive, fun, interactive experience designed for younger learners. In each unit, students are immersed in a different virtual world where they meet unique characters who send them on a series of engaging tasks to acquire the vocabulary, learn the culture, and further their acquisition of basic Spanish skills. The content and characters for each unit are based on an authentic story, myth, or legend from a Spanish-speaking culture. Students also learn an authentic song, take part in a karaoke sing-along, and watch a culture video. This second level introductory course continues the focus on vocabulary acquisition and expression through simple words and phrases. While all 4 skills are present in the course, the focus is on developing vocabulary and audio recognition skills as well as speaking abilities. In this course, students will complete 10 units of content and 2 review units. Each unit of content is separated into 6 lessons.

Course Length Two Semesters

Prerequisite None

Course Outline Unit 1: Greetings

- Can do Statements: 1. I can introduce myself to others. 2. I can introduce others. 3. I can ask others their names.
- Authentic Story: The Mucaro's Feathers
-

Unit 2: Numbers

- Can do Statements: 1. I can count from 0 to 20. 2. I can say how old I am. 3. I can solve simple mathematical equations.
- Authentic Story: The Cricket and the Ant
-

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Course Details

Subject	Art
Course Name	EARLY AMERICAN ART SUMMIT
Course Description	<p>Following the timeline of the K12 History program, Summit Early American Art introduces students to the artists, cultures, and great works of art and architecture of North America, from pre-Columbian times through 1877. Students will:</p> <ul style="list-style-type: none"> • Study and create various works, both realistic and abstract, including sketches, masks, architectural models, prints, and paintings. • Investigate the arts of the American Indians, and Colonial and Federal America. • Create artworks inspired by works they learn about, using many materials and techniques—after studying John James Audubon's extraordinary paintings of birds, students make bird paintings with realistic color and texture, and they make weavings inspired by the colors and patterns of Navajo blankets.

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Course Details

Subject History

Course Name EARLY AMERICAN HISTORY SUMMIT

Course Description The first half of a detailed two-year survey of the history of the United States, this course takes students from the arrival of the first people in North America through the Civil War and Reconstruction. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series *A History of US*, the course guides students through critical episodes in the story of America. Students investigate Native American civilizations; follow the path of European exploration and colonization; assess the causes and consequences of the American Revolution; examine the Constitution and the growth of the new nation; and analyze what led to the Civil War and its aftermath.

Course Outline

Unit 1: The Earliest Americans

- History and *A History of US*
- Maps and Directions
- Grids (optional)
- North American Beginnings
- Cliff Dwellers
- Indians of the Northwest
- Touring the Continent
- The Plains Indians
- The Mound Builders
- The Eastern Woodland Indians

Unit 2: European Exploration

- Navigating Uncharted Waters
- Discovering New Lands
- Columbus Journeys On
- The Spanish Conquest

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Course Details

Subject English

Course Name ELA 4 SUMMIT

Course Description ELA 4 Summit provides a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program. Dedicated time for keyboarding practice is also included. The course is made up of 12 units. Each unit contains workshops that center on one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently in a variety of genres and formats—fiction, poetry, drama, nonfiction, and magazines—before exploring each text through various activities. In writing workshops, students analyze model writing samples and then work through the writing process to develop original compositions of their own. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.

Course Length Full Year

Course Outline SEMESTER 1

Unit 1: Cinderella Around the World

Unit 2: Emojis and Pisa and Birds, Oh My!

Unit 3: Mystery!

Unit 4: Frontiers of Flight

Unit 5: *Pax*

Unit 6: Childhood Classics

Mid-Year Review and Assessment

SEMESTER 2

CHAT



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Course Details

Subject English

Course Name ELA 5 SUMMIT

Course Description Summit English Language Arts 5 provides a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program. Dedicated time for keyboarding practice is also included. The course is made up of 12 units. Each unit contains workshops that center on one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently in a variety of genres and formats—fiction, poetry, drama, nonfiction, magazines, and graphic novels—before exploring each text through various activities. In writing workshops, students analyze model writing samples and then work through the writing process to develop original compositions of their own. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.

Course Length Two Semesters

Course Outline SEMESTER 1

Unit 1: Author Study

Unit 2: Fascinating Tales from History

Unit 3: A Wonder of the World

Unit 4: A Wrinkle in Time

Unit 5: Finding Their Way

Unit 6: Moments in History

Mid-Year Review and Assessment

SEMESTER 2

CHAT



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Course Details

Subject English

Course Name ELA BLUE SUMMIT

Course Description In this course, students receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.

- **Phonics:** PhonicsWorks prepares students to become independent readers through systematic, multisensory instruction in phonemic awareness and decoding skills, using a kit of magnetized letter tiles and a variety of games and activities.
- **Literature and Comprehension:** Plenty of read-aloud literature kindles the imagination while building comprehension and vocabulary. The emphasis is on classic literature—fairy tales, fables, and folktales—including many works that embody exemplary virtues.
- **Language Skills:** Traditional poems, nursery rhymes, and riddles help students develop comprehension, vocabulary, and a love of language. Offline vocabulary instruction is accompanied by online review and practice. “All About Me” lays the foundations of the writing process as students brainstorm, discuss, illustrate, write, and share ideas with others.
- **Handwriting:** Students will learn to print letters in handwriting instruction using Zaner-Bloser curriculum.

Course Length Two Semesters

Course Outline

PHONICS

- Letter sounds
- Vowels
- Digraphs
- Trigraphs
- Endings
- Telling and asking sentences
- Compound words

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ELEMENTARY COURSES (K-5)

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Course Details

Subject English

Course Name ELA GREEN SUMMIT

Course Description In this course, students receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.

- **Phonics:** There are 36 units in the Phonics program. Each unit contains five lessons. In the first four lessons, students learn new skills or practice what they've previously learned. The fifth lesson in each unit begins with online review and practice activities that reinforce skills learned in the unit, and is followed by an offline unit assessment. In some lessons, students will read an online decodable reader. These are short, interactive stories that consist entirely of words students can read. Students will acquire the critical skills and knowledge required for reading and literacy.
- **Literature and Comprehension:** The K12 Language Arts Literature and Comprehension program consists of 24 units with reading selections from the Classics anthology, nonfiction magazines, trade books, and other books students choose for themselves. Progressing from read-aloud texts to shared reading to guided reading instruction, students will listen to and read a variety of poetry, fiction, and nonfiction to develop their reading comprehension skills.
- **Handwriting:** Students will continue with handwriting instruction using Zaner-Bloser curriculum.
- **Spelling:** There are 18 units in K12 Spelling, which begins in the second semester of Grade 1. Each unit contains five lessons. The first lesson of a unit introduces new spelling words. In the second and third lessons, you and your students work together to practice the spelling words introduced in the first lesson. There is an online review in Lesson 4 and an offline assessment in Lesson 5. Students will master the spelling skills needed to read and write proficiently.
- **Vocabulary:** K12 Vocabulary exposes students to a wide variety of words. Students will learn, review, and practice words online. There are 18 units in K12 Vocabulary. In the first eight lessons of each unit, students will study three sets of related words. Lesson 9 of each unit is a review of all the words. The 10th lesson is always a Unit Checkpoint, testing students on all the words they studied.
- **Writing Skills:** The program includes 18 alternating units of Grammar, Usage, and Mechanics lessons and Composition lessons. In odd-numbered units, students will learn grammar, usage, and mechanics skills that will help them communicate in standard English. The fourth lesson of each unit is an online review of the unit's skills, and the fifth

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ELEMENTARY COURSES (K-5)

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Course Details

Subject English

Course Name ELA ORANGE SUMMIT

Course Description This course provides a comprehensive and interrelated sequence of lessons for students to continue building their proficiency in literature and comprehension, writing skills, vocabulary, spelling, and handwriting.

- **Literature and Comprehension:** Guided reading instruction builds comprehension strategies and gradually transitions students to independent reading assignments. Leveled reading selections progressively expose students to new challenges, including greater length, more complex content, and new vocabulary. The emphasis is on classic literature from many cultures, poetry, and nonfiction articles. Students also make their own reading choices to help foster a lifelong love of reading.
- **Writing Skills:** Students learn about parts of speech, usage, capitalization, and punctuation, then apply this knowledge as they write sentences and paragraphs. Students are introduced to the process of writing, as they pre-write, draft, revise, and proofread their work before they share it with others. Written products include letters, poems, literature reviews, research reports, and presentations.
- **Vocabulary:** Students increase their vocabulary through word study, comprehension, and word analysis, then apply their knowledge in a variety of authentic contexts.
- **Spelling:** Students continue their exploration of spelling conventions with lessons in sound-symbol relationships and patterns.
- **Handwriting:** Students will continue to practice their printing skills using Zaner-Bloser materials.

Course Length Two Semesters

Course Outline LITERATURE AND COMPREHENSION

Unit 1: Furry Friends

- Course Introduction; "The Lion and the Fox"; "The Hound and the Hare"

Unit 2: Flying Friends

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ELEMENTARY COURSES (K-5)

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Course Details

Subject English

Course Name ELA PURPLE SUMMIT

Course Description

In this course, students receive structured lessons in the language arts, a discipline that includes literature and comprehension, writing skills, vocabulary, spelling, and handwriting. The purpose of these lessons is to increase reading comprehension, develop fundamental skills in oral and written communication, build vocabulary, and promote a lifelong interest in reading. This course addresses current thinking in assessment standards.

- **Literature and Comprehension:** Within the 18 units of this program, students will read a variety of poetry, fiction, and nonfiction. The reading selections in each unit share a common theme, topic, or genre. The accompanying lessons will develop students' literal and inferential comprehension skills. Students will read selections from the provided materials and then work online to analyze and examine the selections in more depth. They will work offline to further evaluate selections, make connections among works and the broader world, and apply the skills that they have learned in written assignments and creative projects. Students will also select books that they want to read from a list that is provided and analyze those works. In Critical Skills Practice units, students will practice important test-taking skills by reading passages and answering multiple-choice questions about what they have read. These questions are similar to those found on common standardized assessments and state tests.
- **Handwriting:** Students will begin cursive writing instruction using the Zaner-Bloser curriculum and materials. By the second semester students should begin the use of cursive writing to complete assignments.
- **Spelling:** There are 36 units in K12 Spelling. Each unit contains five lessons. The first lesson of a unit introduces new spelling words. In the second and third lessons, you and your students work together to practice the spelling words introduced in the first lesson. These first three lessons are offline. The fourth lesson in each unit is an online review activity. Finally, the fifth lesson consists of an offline Unit Checkpoint that checks students' mastery of the spelling words. Each lesson is designed to take approximately 15 minutes. Students will master the spelling skills needed to read and write proficiently.
- **Vocabulary:** K12 Vocabulary exposes students to a wide variety of words. Students will learn, review, and practice words online. K12 Vocabulary is made up of 18 units of 10 lessons each. Lessons are entirely online. Each lesson should take about 10 minutes. In the first 8 lessons of each unit, students will study 3 sets of related words. Lesson 9 of each unit is a review of all the words. Lesson 10 is always a Unit Checkpoint, testing students on all the words they studied.

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Course Details

Subject English

Course Name ELA RED SUMMIT

Course Description

This is a comprehensive course covering reading comprehension, critical reading and analysis, composition, vocabulary, grammar, usage, and mechanics, including sentence analysis and diagramming. Structured lessons on spelling enable students to recognize base words and roots in related words. Lessons are designed to develop reading comprehension, build vocabulary, and help students become more independent readers. This course emphasizes classic literature.

Students learn to identify and analyze literary elements such as character, plot, theme, and setting. The emphasis is on classic literature, including episodes from *Robinson Crusoe*, *Gulliver's Travels*, the legends of King Arthur; and folktales from many lands. Students read works of nonfiction on scientific and historical topics, as well as novels they choose from a long list of such classics as *The Cricket in Times Square* and *My Side of the Mountain*. Throughout the curriculum and in specified assessments, students will practice the skills and question types they will find on many standardized tests.

LANGUAGE SKILLS

- **Composition**—Students practice writing as a process (from planning to proofreading) as they write a report, book review, persuasive essay, poetry, news article, and more.
- **Grammar, Usage, and Mechanics**—Students learn more about sentence structure, parts of speech, punctuation, capitalization, and usage. They begin sentence analysis and diagramming.
- **Vocabulary** – Students develop and expand vocabulary through online instruction that incorporates context and word relationships.
- **Spelling**—Students understand sound-symbol relationships and spelling patterns, and they recognize base words and roots in related words.

Course Length Two Semesters

Course Outline LITERATURE

Comprehension Strategies

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Course Details

Subject English

Course Name ELA YELLOW SUMMIT

Course Description This course provides structured lessons on reading comprehension, critical reading and analysis, composition, vocabulary, grammar, usage, and mechanics. Through emphasis on spelling, students learn relationships between sounds and spellings in words and affixes. Lessons are designed to develop comprehension, hone critical reading skills, build vocabulary, and help students evaluate and apply the ideas they have learned from their reading. Students practice writing as they write a memoir, editorial, research paper, business letter, and more.

Students learn about parts of speech, punctuation, and research skills. Students study literature in a variety of genres including fiction, poetry, nonfiction, drama, and novels. Students also learn to work with technology and multimedia through the short and extended projects.

LANGUAGE SKILLS

- **Composition**—Students write and collaborate from planning to proofreading, as they write narrative, informative, and persuasive texts in a variety of forms and genres.
- **Grammar, Usage, and Mechanics**—Students learn about parts of speech, punctuation, and research skills. They continue sentence analysis and diagramming.
- **Vocabulary**—Students develop and expand vocabulary through online instruction that incorporates context and word relationships.
- **Spelling**—Students learn sound-symbol relationships and spelling patterns, identify affixes and learn how they affect the meaning of words, and recognize base words and roots in related words.

LITERATURE

Students analyze, compare, and creatively respond to a variety of works. The emphasis is on classic works, including tales of Robin Hood and St. George; selections from *Don Quixote* and Shakespeare's *The Tempest* and *A Midsummer Night's Dream*; "Rip Van Winkle" and "The Legend of Sleepy Hollow"; and Sherlock Holmes mysteries. Students read works of nonfiction, as well as novels (selected from a long list of such classics as *Pippi Longstocking*, *Call It Courage*, and *The Lion, the Witch, and the Wardrobe*).

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Course Details

Subject History

Course Name HISTORY 1 SUMMIT

Course Description This course kicks off a program that, spanning the elementary grades, provides an overview of world geography and history from the Stone Age to the Space Age. Through lively stories and activities, students will:

- Meet nomadic children in ancient Mesopotamia who settle in the Fertile Crescent.
- Explore the great pyramids in ancient Egypt, and meet mighty pharaohs such as King Tut.
- Learn about the historical origins of Judaism through stories of Abraham, Joseph, Moses, and David.
- Learn about the origins of democracy in ancient Greece, as well as the first Olympic games, the Trojan War, Alexander the Great, and the marvelous myths of the ancient Greeks.
- Visit ancient India and hear stories of the historical origins of Hinduism and Buddhism.
- Travel down great rivers in ancient China, hear the wisdom of Confucius, and witness the building of the Great Wall.

Course Outline

Unit 1: Getting Around This Great Big World

- Reinforce basic geographic awareness using simple maps and globes.
- Learn about the work of historians and archaeologists.

Unit 2: Early Civilizations

- Understand how nomadic people settled down and started villages and cities.
- Recognize achievements of early kingdoms in Mesopotamia and ancient Egypt.

Unit 3: The Rise of Ancient Empires

- Become familiar with the historical origins of Judaism.
- Learn more about civilization in Mesopotamia.

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Course Details

Subject History

Course Name HISTORY 2 SUMMIT

Course Description Second graders continue their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age. Through lively stories and activities, second graders will:

- Explore ancient Rome and meet Julius Caesar.
- Learn about the beginnings of Christianity during the Roman Empire.
- Hear stories of the raiding and trading Vikings.
- Appreciate the achievements of early Islamic civilization.
- During the early Middle Ages in Europe, meet knights in armor, and hear stories of St. George, Robin Hood, and Joan of Arc.
- Visit the medieval African kingdoms of Ghana, Mali, and Songhai.
- Travel the Silk Road across China, and meet the powerful emperor, Kublai Khan.
- Learn about the fighting samurai and the growth of Buddhism and Shintoism in feudal Japan.

Course Outline

Unit 1: Getting Around This Great Big World

- Practice with simple maps and globes to reinforce geographic awareness.
- Begin to understand the work of historians and archaeologists.

Unit 2: Ancient Rome

- Locate Rome on a map.
- Learn about Rome's mythical and historic origins.
- Explore life in Rome and Roman gods, goddesses, and myths.

Unit 3: From Caesar to Augustus

- Understand the significance of the Roman republic.

CHAT



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Course Details

Subject History

Course Name HISTORY 3 SUMMIT

Course Description Continuing their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, third grade students will:

- Explore the Renaissance, and meet Petrarch, da Vinci, Michelangelo, Gutenberg, Galileo, and more.
- Journey through the Age of Exploration with Dias, da Gama, Magellan, and more.
- Get to know the Maya, Aztecs, and Incas.
- Visit civilizations in India, Africa, China, and Japan.
- During England's Golden Age, meet Elizabeth I, Sir Walter Raleigh, and William Shakespeare.
- Explore Jamestown, Plymouth, and the thirteen colonies in Colonial America.
- Learn about the American Revolution.

Course Outline

Unit 1: Where Do We Go from Here?

- Learn how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Learn how to analyze the spatial organization of people, places, and environments on the earth's surface.
- Understand that people create regions to interpret the earth's complexity.

Unit 2: Background to the Renaissance

- Define "Renaissance" as rebirth, referring to a rebirth of interest in the classical civilizations of Greece and Rome.
- Describe Greece and Rome as civilizations that valued learning, reason, and human striving and potential.
- Characterize the Middle Ages as a dangerous time and an Age of Faith.
- Identify Christianity as Europe's dominant faith.

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ELEMENTARY COURSES (K-5)

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Course Details

Subject History

Course Name HISTORY 4 SUMMIT

Course Description Concluding their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, fourth grade students turn to the study of the modern world. They will:

- Learn about the Age of Enlightenment and the Scientific Revolution, and meet Isaac Newton and Benjamin Franklin.
- Become familiar with James Madison and American constitutional government, as well as Napoleon in France.
- Learn about various revolutions in Latin America.
- See how great changes—nationalism, industrialism, and imperialism—shaped, and sometimes shattered, the modern world, leading to the two world wars.
- Study many inventors and innovators who achieved great advances in communication, transportation, medicine, and government.

Course Outline

Unit 1: Finding Your Way Around the World

- Maps, Scales, and Finding Our Place
- The Shape of the Land
- Grids Show the Way

Unit 2: Introducing the Modern World: The Scientific Revolution

- What's So Modern About the Modern World?
- William Harvey Gets to the Heart of Things
- What's Under That Microscope?
- A Fly on the Ceiling: The Story of Cartesian Coordinates
- Young Isaac Newton
- A New Kind of Knight
- Curious Ben Franklin

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Course Details

Subject	History
Course Name	HISTORY K SUMMIT
Course Description	<p>The kindergarten History program teaches basics of world geography with the seven continents. Students will:</p> <ul style="list-style-type: none">• Explore the Great Barrier Reef in Australia, the frozen expanses of Antarctica, and the grasslands and rain forests of Africa.• Learn what it is like to climb the Andes and ride with the gauchos.• Become familiar with the landmarks, people, and stories of many countries in Europe and Asia, as well as North America, including Canada and Mexico.• Learn about American History through biographies of famous figures, from Christopher Columbus and the Pilgrims to Thomas Jefferson and Sacagawea, from Harriet Tubman and Susan B. Anthony to Abraham Lincoln and Theodore Roosevelt, from Thomas Edison and the Wright brothers to Cesar Chavez and Martin Luther King, Jr.
Course Outline	<p>Unit 1: Our World</p> <ul style="list-style-type: none">• Develop basic geographic awareness of the continents, major oceans, and directions.• Learn to use a simple globe and map. <p>Unit 2: Australia: The Land Down Under</p> <ul style="list-style-type: none">• Locate and explore Australia, and become familiar with its land, people, and wildlife. <p>Unit 3: Europe: Many Countries, Many Stories</p> <ul style="list-style-type: none">• Locate and explore Europe, and become familiar with its countries, people, traditions, monuments, and stories. <p>Unit 4: Asia: The Asian Adventure</p> <ul style="list-style-type: none">• Locate and explore Asia and become familiar with its land, wildlife, people, cities, monuments, and stories.

CHAT



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Course Details

Subject World Languages

Course Name INTERMEDIATE FRENCH I

Course Description This introductory French course provides a fun, interactive experience for a student's first exposure to the French language. The content for each unit is based on an authentic story, tale or legend from French-speaking culture. Although the course focuses principally on vocabulary acquisition, basic grammar principles are intuitively grasped through the story, games, activities, songs, and assessments. In addition, students learn to perform simple tasks in connection with each unit's theme. Students engage in language learning in a rewarding, low-stress environment; get comfortable with the sounds and rhythms of French; learn simple French phrases; begin to read, speak and listen for meaning in French; and recognize distinctive practices and products of French-speaking culture.

Course Length Two Semesters

Course Outline **Unit 1: Greetings**

- Can do Statements: 1. I can greet others. 2. I can ask someone's name. 3. I can ask how s/he is doing.
- Authentic Story: Little Red Riding Hood

Unit 2: Numbers

- Can do Statements: 1. I can count from 1 to 10. 2. I can tell you how old I am. 3. I can say my telephone number.
- Authentic Story: Diamonds and Toads

Unit 3: Family

- Can do Statements: 1. I can recognize family words 2. I can introduce my family. 3. I can tell who lives in my home.
- Authentic Story: The Two Brothers

Unit 4: Body

CHAT



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ELEMENTARY COURSES (K-5)

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Course Details

Subject World Languages

Course Name INTERMEDIATE FRENCH II

Course Description The Level 2 French course is the second year of introductory French for students in grades 3–5. The content of each unit is based on an authentic story, myth, or legend from a French-speaking culture. Each story provides a framework for students to learn vocabulary, acquire basic grammar principles, practice pronunciation, and explore cultural topics. Story and song animations, practice activities, games, and assessments encourage students to engage with the French language in a rewarding, low-stress environment. As students move through the course, they will become more comfortable with the sounds and rhythms of French. They will learn simple French phrases related to each theme, and continue to read, write, speak and listen for meaning. They will also come to recognize some of the history, practices, and products that define French-speaking cultures around the world.

Course Length Two Semesters

Prerequisite Intermediate French Level 1

Course Outline **Unit 1: Greetings**

- Can do Statements: 1. I can greet someone and ask for information. 2. I can introduce myself and provide basic personal information. 3. I can understand when people introduce themselves or ask simple questions.
- Authentic Story: Le lièvre et la tortue

Unit 2: Numbers

- Can do Statements: 1. I can count by 10s from 20–100. 2. I can say how much something costs. 3. I can write something I have heard, such as simple information in a phone message.
- Authentic Story: Le Petit Poucet

Unit 3: Family

- Can do Statements: 1. I can say or write something about the members of my family and ask about someone's family. 2. I can list my family members, their ages, their relationships

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Course Details

Subject World Languages

Course Name INTERMEDIATE GERMAN I

Course Description The Intermediate German Level 1 course consists of approximately 90 lesson days formatted in an intuitive calendar view, which can be taught over a semester. The content for each unit is based on an immersive authentic German story that ties in the vocabulary from the unit. Although the course focuses principally on vocabulary acquisition, basic grammar principles are intuitively grasped through the story, games, activities, and assessments. Culture lessons are presented through multi-media lessons covering cultural aspects of major German-speaking areas in Europe.

Course Length Two Semesters

Course Outline

Unit 1: Family

- Can do Statements: 1. I can recognize family words. 2. I can talk about my family. 3. I can tell you where people live.
- Authentic Story: The Tale of Rumpelstiltskin

Unit 2: Numbers

- Can do Statements: 1. I can count from 1 to 10. 2. I can tell you how old I am. 3. I can tell my telephone number.
- Authentic Story: The Tale of the Brave Little Tailor

Unit 3: Greetings

- Can do Statements: 1. I can greet others. 2. I can start a conversation. 3. I can end a conversation. 4. I can use polite words.
- Authentic Story: The Tale of Clever Hans

Unit 4: Adjectives/ Feelings

- Can do Statements: 1. I can talk about how I feel. 2. I can describe myself. 3. I can recognize different adjectives.

CHAT



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ELEMENTARY COURSES (K-5)

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Course Details

Subject World Languages

Course Name INTERMEDIATE SPANISH II

Course Description This course is the second year of our introductory Spanish courses. It provides a fun, interactive experience for a student's continued exposure to the Spanish language. The content for each unit is based on an authentic story, myth or legend from Spanish-speaking culture. The course uses each authentic story as a way to help students acquire vocabulary and other key concepts. The course focuses principally on vocabulary acquisition, basic grammar principles, pronunciation, and culture, all of which are grasped through the story, games, activities, songs, and assessments. In addition, students learn to perform simple tasks in connection with each unit's theme. Students engage in language learning in a rewarding, low-stress environment; get comfortable with the sounds and rhythms of Spanish; learn simple Spanish phrases and sentences related to each theme; continue to read, write, speak and listen for meaning in Spanish; and recognize distinctive practices and products of Spanish-speaking culture.

Course Length Two Semesters

Prerequisite Intermediate Spanish Level 1

Course Outline Unit 1: Greetings and Introductions

- Can do Statements: 1. I can introduce myself to someone I don't know. 2. I can start and end a conversation appropriately. 3. I can write a response to an email from a pen pal. 4. I can distinguish between formal and informal greetings.
- Authentic Story: The Vain Little Mouse

Unit 2: Family and Friends

- Can do Statements: 1. I can tell someone about my family. 2. I can tell where my family members live. 3. I can describe my neighborhood and community. 4. I can compare my community to a Latin-American community.
- Authentic Story: The Flea

Unit 3: Hobbies and Interests

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Course Details

Subject

Math

Course Name

MATH+ BLUE SUMMIT



CHAT



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Course Description

This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. The course introduces Kindergarten students to numbers through 30. Students learn through reading, writing, counting, comparing, ordering, adding, and subtracting. They experience problem solving and encounter early concepts in place value, time, length, weight, and capacity. They learn to gather and display simple data. Students also study two- and three-dimensional figures—they identify, sort, study patterns, and relate mathematical figures to objects within their environment.

Course Outline

SEMESTER 1

Unit 1: Shapes and Sorting

This unit focuses on describing, sorting, and classifying objects according to attributes or features. Students investigate the attributes of geometric shapes, such as circles, triangles, squares, and rectangles. They also use everyday objects, such as beads,

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Course Details

Subject

Math

Course Name

MATH+ PURPLE SUMMIT



Course Description

This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in Grade 3 provides a quick overview of whole number addition and subtraction, but has a greater focus on whole number multiplication and division, encompassing early algebraic thinking.

Decimals are studied in relationship to place value and money, and fractions are addressed through multiple representations and probability. Students are introduced to specific methods and strategies to help them become more effective problem solvers. Geometry and measurement are addressed through the study of two- and three-dimensional shapes, early work with perimeter, area, and volume, and applying measuring techniques to time, length, capacity, and weight.

Course Outline

SEMESTER 1

CHAT



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Course Details

Subject Math

Course Name MATH+ RED SUMMIT

Course Description This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in Grade 4 moves into applications and properties of operations. Students work with simple fraction and decimal operations, which are applied in the study of measurement, probability, and data, and mathematical reasoning techniques. Students begin the study of equivalencies between fractions and decimals on the number line and early work with integers. Algebraic thinking is developed as students work with variables, coordinate graphing, and formulas in problems involving perimeter, area, and rate. Geometry is extended into greater classification of shapes and work with lines, angles and rotations.

Course Outline SEMESTER 1

Unit 1: Numerical Expressions

Students learn to evaluate expressions with one or more set of grouping symbols by following the correct order of operations. Students expand this understanding to be able to insert grouping symbols into an expression, translate an expression from words into symbols, and translate an expression from symbols into words.

- Using Grouping Symbols (Parts A–D)
- Exploring Numerical Expressions (Parts A–C)
- Big Ideas: Mini-Project

Unit 2: Multi-digit Whole Number Multiplication and Division

Students develop an understanding of powers of 10, and use that understanding as they become more fluent in using the standard algorithm for multiplication of multi-digit numbers. Students expand knowledge of division to include problems with two-digit divisors, first with models and then using the standard algorithm.

CHAT



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Course Details

Subject	Math
Course Name	MATH 4 SUMMIT
Course Description	Math 4 Summit is designed to support true depth of knowledge required by today's standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 4 includes the tools and technology that students need to succeed in a blended learning environment. Summit Math 4 focuses on expanding understanding of operations with whole numbers, developing a greater understanding of fractions, discovering decimals and their relationship to fractions, and exploring geometric figures.
Course Length	Two Semesters

CHAT



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Course Details

Subject Math

Course Name MATH 5 SUMMIT

Course Description Math 5 Summit is designed to support true depth of knowledge required by today's standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 5 includes the tools and technology that students need to succeed in a blended learning environment. Summit Math 5 focuses on expanding understanding of operations with fractions, developing a greater fluency with operations with multi-digit numbers, expanding understanding of decimals, and learning to perform operations with decimals, learning about the coordinate plane, and exploring volume.

Course Length Two Semesters

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Course Details

Subject

Math

Course Name

MATH+ GREEN SUMMIT



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Course Description

This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in Grade 1 extends their work with place value to numbers through 100, emphasizing fluency of addition and subtraction facts, and focusing on number sentences and problem solving with addition and subtraction. Students begin work with money, telling time, ordering events, and measuring length, weight, and capacity with non-standard units. Students identify attributes of geometric figures and also extend their work with patterns and data, including representing and comparing data.

Course Outline

SEMESTER 1

Unit 1: Read, Write, Count, and Compare Numbers

This unit focuses on counting, comparing, and ordering numbers. Students explore reading and writing whole numbers, which prepares them to later add and subtract

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Course Details

Subject

Math

Course Name

MATH+ ORANGE SUMMIT



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Course Description

This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in Grade 2 focuses primarily on number concepts, place value, and addition and subtraction of numbers through 1,000. Special emphasis is given to problem solving, inverse operations, properties of operations, decomposition of numbers, and mental math. Students study money, time, and measurement; geometric figures; analyzing and displaying data with new representations; and determining the range and mode of data. Early concepts about multiplication, division, and fractions are introduced.

Course Outline

SEMESTER 1

Unit 1: Numbers Through 500

In this unit, students investigate three different ways to represent numbers: concrete models, numerals, and number words. Students use models to build numbers through

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Course Details

Subject

Math

Course Name

MATH+ YELLOW SUMMIT



Course Description

Math+ Yellow Summit is designed to support true depth of knowledge required by today's standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Math + Yellow Summit includes the tools and technology that students need to succeed in a blended learning environment. Math + Yellow Summit focuses on expanding understanding of operations with whole numbers, developing a greater understanding of fractions, discovering decimals and their relationship to fractions, and exploring geometric figures.

Course Outline

SEMESTER 1

Unit 1: Whole Number Sense

Students learn to compare numbers using multiplication and division and to solve problems with multiplicative comparisons. Students expand their understanding of patterns, and apply this understanding to learning about multiples and factors. Students

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Course Details

Subject Science

Course Name SCIENCE 1 SUMMIT

Course Description Students learn to perform experiments and record observations, and understand how scientists see the natural world. They germinate seeds to observe plant growth, and make a weathervane. Students will explore topics such as:

- **Matter**—states of matter; mixtures and solutions
- **Weather**—cloud formation; the water cycle
- **Animal Classification and Adaptation**—insects; amphibians and reptiles; birds; mammals
- **Habitats**—forests, deserts, rain forests, grasslands, and more; naturalist John Muir and conservation
- **Oceans**—waves and currents; coasts; coral reefs and kelp forests; oceanographer Jacques Cousteau
- **Plants**—germination, functions of roots, stems, flowers, chlorophyll, and more
- **Human Body**—major systems; Elizabeth Blackwell, the first woman doctor
- **Light**—how light travels; reflections; inventor Thomas Edison

Course Outline

Acting Like a Scientist

Learn how to use tools and equipment to measure distance in centimeters, mass in grams, volume in milliliters, and temperature in degrees Celsius.

Follow steps in the scientific process.

Compile data in tables, draw graphs, and interpret results.

Matterland

Identify matter as a solid, liquid, or gas.

Explain the properties of each type of matter.

Learn about the relative motion of molecules in each state.

Demonstrate that matter can change states by heating or cooling.

Become familiar with mixtures, solutions, and surface tension.

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Course Details

Subject Science

Course Name SCIENCE 3 SUMMIT

Course Description Students learn to observe and analyze through hands-on experiments, and gain further insight into how scientists understand our world. They observe and chart the phases of the moon, determine the properties of insulators and conductors, and make a three-dimensional model of a bone. Students will explore topics such as:

- **Weather**—air pressure; precipitation; clouds; humidity; fronts; forecasting
- **Vertebrates**—features of fish, amphibians, reptiles, birds, and mammals
- **Ecosystems**—climate zones; tundra, forests, desert, grasslands, freshwater, and marine ecosystems
- **Matter**—phase changes; volume; mass; atoms; physical and chemical changes
- **Human Body**—the musculoskeletal system; the skin
- **Energy**—forms of energy; transfer of energy; conductors and insulators; renewable and nonrenewable energy resources
- **Light**—light as energy; the spectrum; how the eye works
- **Astronomy**—phases of the moon; eclipses; the solar system; stars and constellations; the Milky Way

Course Outline

Weather

Identify forms of precipitation (rain, snow, sleet, and hail) and explain how they form.
Use appropriate tools to measure and record weather conditions, including air temperature, wind direction, wind speed, humidity, and pressure.
Explain that air masses meet at fronts and that most weather changes occur along fronts.
Explain how air moves in cold and warm fronts, and identify common weather patterns associated with each.
Identify humidity as the amount of water vapor in the air.
Identify common weather patterns associated with changes in air pressure.
Recognize that meteorologists rely on data collected from various resources, such as weather

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Course Details

Subject Science

Course Name SCIENCE 4 SUMMIT

Course Description Students develop scientific reasoning and perform hands on experiments in Earth, Life, and Physical Sciences. They construct an electromagnet, identify minerals according to their properties, use chromatography to separate liquids, and assemble food webs. Students will explore topics such as:

- **The Interdependence of Life**—producers, consumers, and decomposers; food webs
- **Animal and Plant Interactions**—populations; competition; predators and prey; symbiosis; animal behavior
- **Invertebrates**—sponges; worms; mollusks; arthropods; echinoderms
- **Chemistry**—mixtures vs. solutions; distillation, evaporation, and chromatography
- **Forces and Fluids**— pressure; forces in flight; density; buoyancy
- **Human Body**—nervous system (senses, reflexes, nerves, and brain); endocrine system (hormones, glands, growth, and digestion)
- **Electricity and Magnetism**—charges; magnets; static electricity; currents and circuits; electromagnetism
- **Rocks and Minerals**—Earth's interior; crystals; minerals; rock cycle; plate tectonics; volcanoes, earthquakes
- **The Fossil Record and the History of Life**—types of fossils; the Paleozoic, Mesozoic, and Cenozoic eras

Course Outline

Ecosystems: Interdependence of Life

Explain that ecosystems are characterized by both their living and nonliving parts.

Explain that an environment is the nonliving part of an ecosystem.

Describe some ways in which organisms are dependent on each other for survival, including the need for food, pollination, and seed dispersal.

Recognize that all organisms need some source of energy to stay alive.

Explain that, in all environments, organisms are constantly growing, reproducing, dying, and decaying.

Explain that certain organisms, such as insects, fungi, and bacteria, depend on dead plants and

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Course Details

Subject Science

Course Name SCIENCE 5 SUMMIT

Course Description Students perform experiments, develop scientific reasoning, and recognize science in the world around them. They build a model of a watershed, test how cell membranes function, track a hurricane, and analyze the effects gravity. Students will explore topics such as:

- **Water Resources**—water pollution; conservation; aquifers; watersheds; wetlands
- **The World's Oceans**—properties of ocean water; currents, waves, and tides; the ocean floor; marine organisms
- **Earth's Atmosphere**—layers; weather patterns, maps, and forecasts; fronts; El Niño; and the greenhouse effect
- **Forces of Motion**—types of pushes or pulls; position and speed; inertia; energy as a measure of work; gravity and motion
- **Chemistry**—structure of atoms; elements and compounds; the Periodic Table; chemical reactions; acids and bases
- **Cells and Cell Processes**—structure; membrane function; respiration and photosynthesis; growth cycles; genes and DNA
- **Taxonomy of Plants and Animals**—levels of classification; plants, animals, monerans, viruses, protists, and fungi
- **Animal Physiology**—circulatory, respiratory, digestive, excretory, and immune systems

Course Outline

Water Resources

Identify the various sources of water, its uses, and different ways to conserve it.
Identify the typical steps that water treatment plants go through to purify drinking water.
Describe how both natural processes and human activities affect water quality in watersheds.
Differentiate between point source pollution and nonpoint source pollution, and identify some ways by which they can both be reduced.
Identify and describe the different parts of a watershed.
Interpret a topographic map to identify the boundaries of a watershed.

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Course Details

Subject Science

Course Name SCIENCE K SUMMIT

Course Description Kindergarten students begin to develop observation skills as they learn about the five senses, the earth's composition, and the basic needs of plants and animals. Students will explore topics such as:

- **My Body**—the five senses; major organs and systems
- **Plants and Animals**—needs and habitats; conservationist Jane Goodall
- **Measurement**—size, height, length, weight, capacity, and temperature
- **Matter**—solid, liquid, and gas
- **The Seasonal Cycle**—changing weather in the seasons
- **Our Earth**—geographical features; taking care of the earth; environmentalist Rachel Carson
- **Motion**—pushes and pulls; magnets
- **Astronomy**—Earth, sun, moon, and stars; exploring space; astronauts Neil Armstrong and Sally Ride

Course Outline

Observing My World

Recognize that a scientist observes, and that all people, whether they are scientists or not, are born with senses to observe the world.

Name the five senses and the sensing organs associated with each.

Observe and describe the properties of common objects using your five senses and the appropriate sensory descriptors, such as loud, soft, high, low, sweet, sour, smooth, and rough.

Compare and sort common objects by one physical attribute, such as size, shape, or color.

My Body

Identify and compare external features of the human body.

Name some things that all people have in common and some things that are different.

Explain that your skeleton holds you up and give you shape.

Demonstrate how muscles move your joints and limbs.

Explain that the heart pumps blood throughout the entire body.

Explain that the brain controls the body and allows you to think and remember.

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Course Details

Subject Music

Course Name SPOTLIGHT ON MUSIC, GRADES 3–5

Course Description Get ready to travel the world through music as students explore and build foundational music skills with Spotlight on Music. This hands-on music course offers a variety of learning activities that include singing, dancing, virtual instruments, listening maps, authentic sound recordings with famous past and present artists, a player that allows students to customize key signatures, tempo, and lyrical highlighting, and playing the recorder. Six units in the course are organized into three sections: Spotlight on Concepts, Spotlight on Music Reading, and Spotlight on Celebrations. Students learn about these musical elements: duration, pitch, design, tone color, expressive qualities and cultural context, while exploring music from all over the world. Students also learn to read music and explore beat, meter, rhythm, melody, harmony, tonality, texture, form, tone color, dynamics, tempo, articulation, style, and music background. Students apply the music skills they are learning while performing seasonal and celebratory songs.

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Course Details

Subject Music

Course Name SPOTLIGHT ON MUSIC, GRADES K-2

Course Description Explore and build foundational music skills with Spotlight on Music. This course offers a variety of learning activities that include singing, dancing, virtual instruments, listening maps, and authentic sound recordings. Music comes to life in the course through six units that are organized into three sections: Spotlight on Concepts, Spotlight on Music Reading, and Spotlight on Celebrations. Students learn about these musical elements: duration, pitch, design, tone color, expressive qualities, and cultural context. Students explore music from around the world while also exploring beat, meter, rhythm, melody, harmony, texture, form, tone color, dynamics, tempo, style, and music background. Students also have the opportunity to perform seasonal and celebratory songs.

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Course Details

Subject	Orientation
Course Name	WELCOME TO ONLINE LEARNING
Course Description	Families begin the school year with a Welcome to Online Learning course. The course provides an overview of each curriculum area so students and Learning Coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of the course, students will be fully prepared to begin their lessons in the online school.
Course Outline	Unit 1: Introduction to Online Learning Lesson 1: Welcome to Your Online School Lesson 2: Tour Your Online School Lesson 3: How to Be Successful Lesson 4: Tips and Tricks

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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name AGRO20-DYN INTRODUCTION TO FORESTRY & NATURAL RESOURCES



Course Description

Forests and other natural resources play an important role in our world, from providing lumber and paper products to providing habitat for birds and animals. In the Introduction to Forestry and Natural Resources course, you'll learn more about forest ecology, management, and conservation. You'll explore topics such as environmental policy, land use, water resources, and wildlife management. Finally, you'll learn more about forestry related careers and important issues facing forestry professionals today.

Course Length

One Semester

Course Outline

What Is Forestry?

Describe the historical and economic significance of forestry.
Illustrate tree anatomy and growth.
Discuss photosynthesis and respiration.
Analyze and interpret soil survey data.

All about Ecosystems

Describe silviculture.
Define watershed management.
Compare forests and woodlands.
Identify wildlife population management practices.
Apply multiuse principles to forests and other lands.

Measuring and Monitoring the Forest

Measure trees and forest volume.
Estimate timber growth and yield.

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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name AGR110-PBL AGRIBUSINESS



Course Description

This course is a Project Based Learning course (PBL). This course is designed to introduce students to the management concepts needed to manage an agricultural related business in today's competitive market. Students will maintain and use financial records, practice communication skills, learn economic principles and sales in agriculture. By completing this course students will have gained an understanding of the business principles used in the agriculture industry from production to retail.

Course Length One Semester

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name AGR111-DYN GENERAL AGRISCIENCE



Course Description

Science and technology are revolutionizing many areas of our lives, and agriculture is no exception! From aquaculture to genetic engineering, agriscience is finding new ways to better produce and manage plants, from the field to the garden. In this course, you'll build on your existing knowledge of plant science and delve deeper into important areas such as soil science and weed management. You'll learn more about horticulture and plant science trends from creating hybrid species to growing edible plants in unlikely places.

Course Length One Semester

Course Outline Introduction to Horticulture and Plant Science

- Define horticulture.
- Identify different types of horticulture.
- Recognize key trends and technology relevant for plant scientists.
- Understand the basics of workplace safety for horticulturalists.

Identifying and Classifying Plants

- Classify an unidentified plant to a basic group and begin the process of identifying it.
- Explain plant taxonomy and how we scientifically group, classify, and name plants.
- Understand how different types of plants live and grow over their lifetime.
- Recognize key structural differences between different types of plants.

Plant Growth, Propagation and Development

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name AGR215-PBL FOOD PRODUCTION I



Course Description

This course is a Project Based Learning course (PBL). This course explores the foundations of the food industry, from nutrition and chemistry to processing and safety, and delves into some of the most pressing foodborne issues of our day. Discussions of current topics and trends center on genetically engineered foods, environmental concerns and sustainability, food needs of the world, the impacts of food on health, and more. Content also correlates with National Agricultural Education Standards and FFA Career Development Events (CDEs) to prepare students for meaningful careers in the critically important agriscience industry.

Course Length One Semester

CHAT



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Course Details

Subject Additional Electives
Course Name ART010 SUMMIT FINE ART (ELECTIVE)



Course Description This course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

Course Length Two Semesters

Prerequisite HST103: World History (or equivalent) is recommended as a prerequisite or co-requisite, but not required

Course Outline SEMESTER ONE

Unit 1: Understanding Art

Students look closely at how artists use the building blocks or "elements" of art such as line, color, and texture. They analyze how artists organize these elements of art using design principles, such as unity, pattern, and emphasis. Then students explore works of art from various approaches, including historical, critical, and aesthetic. They learn that we group works of art and architecture with similar characteristics into periods, civilizations, and styles. Students answer questions like, "Does art have to be beautiful to be good?" and "Can functional objects be works of art?"

- Elements of Art
- Principles of Design
- Virtual Field Trip: Elements and Principles
- Sketchbook
- Approaches to Art: Art History

CHAT



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Course Details

Subject Additional Electives
Course Name ART020 SUMMIT MUSIC APPRECIATION (ELECTIVE)



Course Description

This course introduces students to the history, theory, and genres of music. The first semester covers basic music theory concepts as well as early musical forms, classical music, patriotic and nationalistic music, and twentieth-century music. The second semester presents modern traditions, including American jazz, gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world.

To comply with certain state standards for the arts, a student “performance practicum” is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrumental skills. Parents or guardians will be required to present their student’s proposed practicum to the student’s teacher for approval, and validate their student’s regular participation in the chosen performance practicum.

Course Length Two Semesters

Course Outline

SEMESTER ONE

Unit 1: Introduction to Music Appreciation

Students develop an understanding of basic music vocabulary and apply it to Beethoven's Symphony no. 5. They learn the different branches of musicology, including ethnomusicology and music theory, identify the musical skills and knowledge they already have, and set their personal performance and listening goals for the course.

- [Course Overview](#)

CHAT



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Course Details

Subject Art
Course Name ART040 SUMMIT ART APPRECIATION



Course Description

This one-semester course will introduce learners to the various forms of the visual arts, such as painting, sculpture, film, and more. Students will learn how to look at a work of art, identify and compare key characteristics in artworks, and understand the role art has played throughout history. Through hands-on activities, virtual museum tours, discussion, and research, learners will develop an overall appreciation for the art they encounter in their daily lives.

Course Length One Semester

Course Outline

Unit 1: Introduction

- What is Art?
- Museums
- Analyzing Art
- Unit Exam

Unit 2: Technical Aspects of Art

- Formal Elements
- Principals of Design
- Style
- Unit Exam

Unit 3: 2D Art

- Drawing

CHAT



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Course Details

Subject Additional Electives
Course Name ART500-CEN AP® ART HISTORY



Course Description

AP® Art History is two semesters long with 180 days of instruction. Each lesson is designed as a 45-minute block of learning time. Every unit is planned to represent at least one of the 10 content areas required by the College Board. A pacing guide is provided to instructors to explain which works of art should be included in each unit, with some flexibility allowed. Students explore a wide range of art, from the earliest works made by prehistoric ancestors in caves to the soaring cathedrals of the Gothic era and beyond. As they study painting, sculpture, architecture, and other artwork across cultures, students acquire tools for careful observation and analysis of visual expression. This course provides opportunities for students to practice new visual vocabulary and concepts through engaging discussions, relevant research, and reports about museum experiences. Course learning objectives and enduring understanding statements that support the three big ideas for AP Art History are integrated into each unit. Instructional activities build student skills to ensure that they master the essential knowledge statements. Students will build on these foundations as they explore works of art, scholarly resources, primary and secondary source documents, videos, museums, and virtual museum visits.

Course Length Two Semesters

Prerequisite There are no specific prerequisites for this AP® Art History course. Interested students who have demonstrated success in humanities courses, such as history and literature, or in studio art courses are encouraged to participate.

Course Outline SEMESTER 1

CONTENT AREA 1: Global Prehistory, 30,000–500 B.C.E.

- What Is Art History?
- Chapter 1: Art of the Stone Age

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives
Course Name BUS071-DYN ADVERTISING & SALES PROMOTION



Course Description

What comes to mind when you think of marketing? Does a favorite commercial jingle begin to play in your head? Or do you recall the irritating phone call from a company trying to sell you software you already have? No matter what your feelings are about it, there's no denying the sheer magnitude of the marketing industry. Every year companies spend \$200 billion promoting their products and services—and that's in the United States alone! Experts estimate that by the time you turn 65, you will have seen nearly 2 million TV commercials, not to mention radio ads, billboards, and online advertisements. You're familiar with what it's like on the receiving end of a company's marketing efforts, but what's it like on the other side? In this Advertising and Sales Promotions course, you'll learn how marketing campaigns, ads, and commercials are conceived and brought to life. You'll meet some of the creative men and women who produce those memorable ads and commercials. And you'll discover career opportunities in the field to help you decide if a job in this exciting, fast-paced industry is in your future!

Course Length One Semester

Course Outline

Introduction to Advertising

- Distinguish among marketing and advertising terms.
- Categorize business activities, such as production, management, and finance, and describe how these activities relate to marketing.
- Describe the history of the advertising industry and its relation to today's marketplace.
- Discuss laws regulating the marketing and advertising industries.

Advertising in the 21st Century

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name BUSO20-DYN INTRODUCTION TO RESTAURANT MANAGEMENT



Course Description

Have you always dreamed of running your own restaurant? Maybe you want to manage a restaurant for a famous chef. What goes on beyond the dining room in a restaurant can determine whether a restaurant is a wild success or a dismal failure. In Restaurant Management, you'll learn the responsibilities of running a restaurant—from ordering supplies to hiring and firing employees. This course covers the different types of restaurants; managing kitchen and wait staff; food safety and hygiene; customer relations; marketing; using a point-of-sale system; scheduling employees; and dealing with difficult guests. Restaurant Management will prepare you for a steady career, whether you plan to buy a fast food franchise, operate a casual sit-down restaurant, or oversee a fine-dining establishment.

Course Length One Semester

Course Outline

Restaurant Management: What You Need to Know

- Identify different types of restaurants.
- Recognize the importance of customer needs.
- Manage and support staff.
- Track expenses and profit.

How Restaurants Work

- Identify the different roles in the front of house.
- Recognize job responsibilities in the kitchen.
- Understand how the point-of-sale system works.
- Explore how the restaurant manager functions in this hierarchy.

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives
Course Name BUSO26-CEN BUSINESS INFORMATION MANAGEMENT I



Course Description This course is designed to enable students to develop information management skills that can be used in careers in business organizations. The course covers in depth computing technologies such as working with documents, spreadsheets, presentations, databases, e-mail, and scheduling software. In addition, the course covers important essential skills such as written communication, verbal communication, problem solving, teamwork, and professionalism.

Course Length Two Semesters

Course Outline

- Unit 1: Computer Concepts
- Unit 2: Word 1 Creating, Formatting, and Editing a Word Document with a Picture
- Unit 3: Word 2 Creating a Research Paper with References and Sources
- Unit 4: Word 3 Creating a Business Letter with a Letterhead and Table
- Unit 5: PowerPoint 1 Creating and Editing a Presentation with Pictures
- Unit 6: PowerPoint 2 Enhancing a Presentation with Pictures, Shapes, and WordArt
- Unit 7: PowerPoint 3 Reusing a Presentation and Adding Media and Animation
- Unit 9: Excel 1 Creating a Worksheet and a Chart
- Unit 10: Excel 2 Formulas, Functions, and Formatting
- Unit 11: Excel 3 Working with Large Worksheets, Charting, and What-If Analysis
- Unit 12: Access 1 Databases and Database Objects: An Introduction
- Unit 13: Access 2 Querying a Database
- Unit 14: Access 3 Maintaining a Database
- Unit 15: Outlook 1 Managing E-mail Messages with Outlook
- Unit 16: Outlook 2 Managing Calendars with Outlook
- Unit 17: Working with Graphics
- Unit 18: My Portfolio

CHAT



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Course Details

Subject Math
Course Name BUS030 SUMMIT PERSONAL FINANCE (ELECTIVE)



Course Description

In this introductory finance course, students learn basic principles of economics and best practices for managing their own finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. Students are inspired by experiences of finance professionals and stories of everyday people and the choices they make to manage their money.

Course Length

Two Semesters

Course Outline

SEMESTER 1

Unit 1: Course Overview

Students learn the computer requirements and other basic information for the course. They set up files and folders, install the course software, and learn to use zip utilities. They also learn to identify sources of trustworthy information, the definition of plagiarism, and how to properly cite information.

- Start the Course
- Set Up Your Computer
- Set Up a Browser and Install 7-Zip
- Find and Complete Coursework

Unit 2: Economic Basics

CHAT



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Course Details

Subject Additional Electives
Course Name BUS032 SUMMIT INTRODUCTORY FINANCE



Course Description

Understanding financial management concepts is an important life skill. From credit to insurance to taxes, it is imperative that students understand the consequences of their choices. Wisely managing their money, students become citizens that are more responsible. A thorough understanding of financial concepts, with practical application through activities and projects, will enable students to leave this course with applicable, useful skills for life. This course surveys the basic personal financial needs of most individuals and emphasizes the basics of budgeting, saving, checking, investments, credit, the wise use of insurance, and paying and preparing income tax returns. After high school, students face a world filled with possibilities, and the more knowledge they can acquire, the higher the probability that their financial future will be secure. Students taking this course will learn to better prepare for their financial futures.

Course Length One Semester

Course Outline

Unit 1: Developing a Sound Financial Life

- Developing a Sound Financial Life
- The Road to Financial Security
- Today is Tomorrow's Foundation

Unit 2: Understanding Credit

- Understanding Credit
- Debt, Online Banking, and Identity Theft
- Managing Credit & Short Term Debt
- Long Term Debt

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name BUS045-PBL ENTREPRENEURSHIP I



Course Description

This course is a Project Based Learning course (PBL). In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to develop new business ideas, attract investors, market their business, and manage expenses.

Course Length One Semester

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name BUS055 ENTREPRENEURSHIP II



Course Description Students build on the business concepts they learned in Entrepreneurship I. Students continue to explore the different functions of business, while refining their technology and communication skills in speaking, writing, networking, negotiating, and listening. The purpose of this course is to prepare students to launch a small business venture.

Course Length One Semester

Prerequisite BUS045 Entrepreneurship I

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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name BUS055-PBL ENTREPRENEURSHIP II



Course Description This course is a Project Based Learning course (PBL). Students build on the business concepts they learned in Entrepreneurship I. Students continue to explore the different functions of business, while refining their technology and communication skills in speaking, writing, networking, negotiating, and listening. The purpose of this course is to prepare students to launch a small business venture.

Course Length One Semester

Prerequisite BUS045 Entrepreneurship I

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name BUS062-CEN MARKETING 2



Course Description

This is the second semester of a two semester marketing course. This course continues presenting marketing as a set of skills and knowledge combined with economics, finance, and career planning to create strategic plans. Students learn the foundations and functions needed to successfully market goods, services, and ideas to consumers. Professional development, customer service, and social media are presented as keys to students' success. While students study business, economics, selling, human relations, communications, logistics, promotion, product planning, and pricing, they also see marketing as a career choice.

Course Length One Semester

Prerequisite None

Course Outline

Distribution

- Acquire foundational knowledge of channel management to understand its role in marketing.
- Manage channel activities to minimize costs and to determine distribution strategies.
- Develop channel-management strategies to minimize costs.
- Assess channel-management strategies to improve their effectiveness.

Determine the Best Price

- Understand concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
- Employ pricing strategies to set prices for marketing services.

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name BUS062-CEN MARKETING 2



Course Description

This is the second semester of a two semester marketing course. This course continues presenting marketing as a set of skills and knowledge combined with economics, finance, and career planning to create strategic plans. Students learn the foundations and functions needed to successfully market goods, services, and ideas to consumers. Professional development, customer service, and social media are presented as keys to students' success. While students study business, economics, selling, human relations, communications, logistics, promotion, product planning, and pricing, they also see marketing as a career choice.

Course Length One Semester

Prerequisite None

Course Outline Distribution

- Acquire foundational knowledge of channel management to understand its role in marketing.
- Manage channel activities to minimize costs and to determine distribution strategies.
- Develop channel-management strategies to minimize costs.
- Assess channel-management strategies to improve their effectiveness.

Determine the Best Price

- Understand concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
- Employ pricing strategies to set prices for marketing services.

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name BUS065-PBL MARKETING 1



Course Description

This course is a Project Based Learning course (PBL). Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Course Length One Semester

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name BUS075 MARKETING 2



Course Description Students build on the skills and concepts learned in Marketing 1 to develop a basic understanding of marketing principles and techniques. The course encourages students to think like an entrepreneur and begin preparing for a career in business and marketing. By the end of the course, students will understand what it takes to start a small business venture.

Course Length One Semester

Prerequisite BUS065 Marketing 1

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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name BUS075-PBL MARKETING 2



Course Description

This course is a Project Based Learning course (PBL). Students build on the skills and concepts learned in Marketing 1 to develop a basic understanding of marketing principles and techniques. The course encourages students to think like an entrepreneur and begin preparing for a career in business and marketing. By the end of the course, students will be understand what it takes to start a small business venture.

Course Length One Semester

Prerequisite BUS065 Marketing 1

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Course Details

Subject Career Readiness Education (CRE) Electives
Course Name BUS090-DYN SPORTS AND ENTERTAINMENT MARKETING



Course Description

Students who have wished to play sports professionally or who have dreamed of becoming an agent for a celebrity entertainer have an interest in sports and entertainment marketing. Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well—including a lot more glitz and glamour! In this course, students have the opportunity to explore basic marketing principles and delve deeper into the multibillion-dollar sports and entertainment marketing industry. Students learn how professional athletes, sports teams, and well-known entertainers are marketed as commodities and how some of them become billionaires as a result. For students who have ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, this course introduces the fundamentals of such a career.

Course Length

One Semester

Course Outline

- Unit 1: Basic Principles of Marketing
- Unit 2: Introduction to Sports & Entertainment Marketing
- Unit 3: Principles of Effective Sports & Entertainment Marketing in the 21st Century
- Unit 4: Diversity and Demographics
- Unit 5: Event Marketing
- Midterm
- Unit 6: Product Marketing
- Unit 7: Sponsorships and Endorsements
- Unit 8: Finances
- Unit 9: Careers in Sports & Entertainment Marketing
- Unit 10: Societal and Cultural Influences
- Final Exam

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name BUS111-CEN GENERAL ACCOUNTING 1



Course Description

This is the first semester of a two semester course. The course teaches accounting while placing emphasis on conceptual understanding and financial statement analysis to encourage students to apply accounting concepts to real-world situations and make informed business decisions. Topics include transactions and methods of accounting for both service and merchandising businesses.

Course Length

One Semester

Course Outline

Starting a Proprietorship: Changes that Affect the Accounting Equation

- Describe the different users of accounting information.
- Prepare a net worth statement and explain its purpose.
- Classify accounts as assets, liabilities, or owner's equity and demonstrate their relationship in the accounting equation.
- Analyze the effects of transactions on the accounting equation.
- Distinguish between cash and on-account transactions.
- Compare and contrast the types of transactions that increase and decrease owner's equity.
- Explain the difference between expenses and liabilities.

Analyzing Transactions into Debit and Credit Parts

- Show the relationship between the accounting equation and a T account.
- Identify the debit and credit side, the increase and decrease side, and the balance side of various accounts.

[CHAT](#)



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name BUS111-CEN GENERAL ACCOUNTING 1



Course Description

This is the first semester of a two semester course. The course teaches accounting while placing emphasis on conceptual understanding and financial statement analysis to encourage students to apply accounting concepts to real-world situations and make informed business decisions. Topics include transactions and methods of accounting for both service and merchandising businesses.

Course Length

One Semester

Course Outline

Starting a Proprietorship: Changes that Affect the Accounting Equation

- Describe the different users of accounting information.
- Prepare a net worth statement and explain its purpose.
- Classify accounts as assets, liabilities, or owner's equity and demonstrate their relationship in the accounting equation.
- Analyze the effects of transactions on the accounting equation.
- Distinguish between cash and on-account transactions.
- Compare and contrast the types of transactions that increase and decrease owner's equity.
- Explain the difference between expenses and liabilities.

Analyzing Transactions into Debit and Credit Parts

- Show the relationship between the accounting equation and a T account.
- Identify the debit and credit side, the increase and decrease side, and the balance side of various accounts.

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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name BUS065 MARKETING 1



Course Description Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Course Length One Semester

Prerequisite None

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives
Course Name CAR010-DYN BUSINESS AND HEALTHCARE EXPLORATIONS



Course Description

In this course students explore basic concepts in the broad areas of business and healthcare, as well as career options in each area.

Business: How do business ideas become businesses? How are products marketed? How do you know if a business is making or losing money? These are among the questions that students explore in the business portion of this course. In addition to studying concepts of entrepreneurship, accounting and marketing, students explore these concepts on scales that range from a single person to nations.

Healthcare: Will we ever find a cure for cancer? What treatments are best for conditions like diabetes and asthma? How are illnesses like meningitis, tuberculosis, and measles identified and diagnosed? Health sciences provide the answers to questions such as these. This course introduces students to the various disciplines within the health sciences, including toxicology, clinical medicine, and biotechnology. Students explore the importance of diagnostics and research in the identification and treatment of diseases.

Course Length One Semester

Course Outline
Business: Unit One: Families and the Economy
Business: Unit Two: Our Economic World
Business: Unit Three: Introduction to Global Commerce
Business: Unit Four: Basic Principles of Marketing
Business: Unit Five: Product Marketing
Business: Unit Six: Entrepreneurship
Business: Unit Seven: Career Exploration Project
Business: Final Exam

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Course Details

Subject Career Readiness Education (CRE) Electives
Course Name CAR017-PBL BUSINESS AND MARKETING EXPLORATIONS



Course Description

This course is a Project Based Learning course (PBL). This course is designed as an exploration of the business career pathways. Students will get an introduction to business careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of business and marketing, as well as career options in each area. Students study the concepts of marketing, financial management, and human resource management, in addition to other common business related functions. Students complete projects to develop a deeper understanding of the roles these business functions play.

Course Length One Semester

Prerequisite None

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name CAR019 HEALTHCARE EXPLORATIONS



Course Description

This course is designed as an exploration of the healthcare career pathways. Students will get an introduction to healthcare careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of healthcare, as well as career options in each area. Students study the concepts of disease prevention, personal health management, and social work, in addition to other common health related functions. Students complete projects to develop a deeper understanding of the roles these healthcare functions play.

Course Length One Semester

Prerequisite None

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives
Course Name CAR020 IT AND MANUFACTURING EXPLORATIONS



Course Description

This first half of the course provides a comprehensive introduction to the essentials of Web design, from planning page layouts to publishing a complete site to the Web. Students learn how to use HTML to design their own Web pages. The course covers basic HTML tags for formatting text, as well as more advanced tags. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools.

The second half of the course has an introduction to engineering, computer-aided drafting using SpectraCAD, and introduction to advanced manufacturing.

Course Length

One Semester

Course Outline

Unit 1: Course Overview

Students learn the purpose of a WYSIWYG Web editor, create a folder for a website, and open a new webpage. They learn how to navigate in KompoZer, view the code in Source view, add and format text, resize and optimize images, and test and publish websites.

- Set Up Your Computer
- Set Up a Browser and Zip Files
- Download Resources and Zip Assignments

Unit 2: Planning and Organizing

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives
Course Name CAR025-PBL MANUFACTURING EXPLORATIONS



Course Description This course is a Project Based Learning course (PBL). This course is designed as an exploration of the manufacturing career pathways. Students will get an introduction to manufacturing careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of manufacturing, as well as career options in each area. Students study the concepts of personal safety, machine maintenance, and computer-aided drafting, in addition to other common manufacturing related functions. Students complete projects to develop a deeper understanding of the roles these manufacturing functions play.

Course Length One Semester

Prerequisite None

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name CAR031 ENGINEERING EXPLORATIONS



Course Description This course guides students through an investigation of engineering careers. Students are introduced to the basics of engineering, learn how to turn problems into ideas, and develop a basic understanding of civil, mechanical, chemical, and biological engineering.

Course Length One Semester

Prerequisite None

Course Outline **Development and Understanding of Engineering**

- Distinguish the differences between science, technology, and engineering.
- Understand and use technical terms.
- Discuss important technological developments from the past.
- Identify the various technological ages and the rate of current development.
- Discuss some of the ethical concerns around technology.

Making Problems into Ideas

- Discuss open and closed systems.
- Identify how technological systems interact to achieve goals.
- Find technological solutions through problem solving.
- Design and maintain a computation engineering notebook.

From Sketches to Products

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name CAR045 AGRICULTURE EXPLORATIONS



Course Description

This course is designed as an exploration of the agriculture career pathways. Students will get an introduction to agriculture careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of agribusiness and agriscience, as well as career options in each area. Students study the concepts of horticulture, natural resources, and livestock production, in addition to other common agriculture related functions. Students complete projects to develop a deeper understanding of the roles these agricultural functions play.

Course Length One Semester

Prerequisite None

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives
Course Name CAR045-PBL AGRICULTURE EXPLORATIONS



Course Description

This course is a Project Based Learning course (PBL). This course is designed as an exploration of the agriculture career pathways. Students will get an introduction to agriculture careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of agribusiness and agriscience, as well as career options in each area. Students study the concepts of horticulture, natural resources, and livestock production, in addition to other common agriculture related functions. Students complete projects to develop a deeper understanding of the roles these agricultural functions play.

Course Length One Semester

Prerequisite None

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name CAR095 IT EXPLORATIONS



Course Description

This course is designed as an exploration of the information technology career pathways. Students will get an introduction to information technology careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of information technology, as well as career options in each area. Students study the concepts of networking information support, web and digital communications, and programming and software development.

Course Length One Semester

Prerequisite None

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name CAR095-PBL IT EXPLORATIONS



Course Description

This course is a Project Based Learning course (PBL). This course is designed as an exploration of the information technology career pathways. Students will get an introduction to information technology careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of information technology, as well as career options in each area. Students study the concepts of networking information support, web and digital communications, and programming and software development.

Course Length One Semester

Prerequisite None

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Course Details

Subject Additional Electives
Course Name CAR100 SUMMIT CAREER PLANNING



Course Description

Students use an informative interactive process to explore career and life options in this one-semester elective. They begin with a thorough examination of their own interests, aptitudes, achievements, and personality styles. Instructional material then helps them match job market information, interview techniques, training requirements, and educational paths to potential careers that suit their strengths and personal priorities. Successfully completing this course gives students the ability to identify and describe their personal interests, aptitudes, and lifestyle goals; locate and evaluate information about different careers; identify the skills and knowledge needed for careers of interest and how to obtain them; and create an entrepreneurial business plan.

Course Length One Semester

Prerequisite None

Course Outline

Unit 1: Knowing the Plan

- Knowing the Plan
- Why Plan My Career?
- How Do I Plan?
- Exam Preparation

Unit 2: Getting to Know Yourself?

- Getting to Know Yourself
- What Do I Like to Do?
- What Kind of Worker Am I?

CHAT



(/cont

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Course Details

Subject English

Course Name ENG001 ENGLISH FOUNDATIONS I (REMEDIATION)



Course Description

Students build and reinforce foundational reading, writing, and basic academic skills typically found in third through fifth grade for which they have not achieved mastery. Through carefully paced, guided instruction and graduated reading levels, students improve reading comprehension and strategies, focusing on literacy development at the critical stage between decoding and making meaning from text. Instruction and practice in writing skills help students develop their composition skills in a variety of formats. If needed, students can continue their remediation of reading and writing skills with English Foundations II.

Course Length Two Semesters

Prerequisite Teacher/school counselor recommendation

Course Outline SEMESTER ONE

Unit 1: Introduction to the Course

Students begin with a diagnostic to find out what they know, and then are given an introduction to the course.

- Course Overview
- Overview of Course Structure

Unit 2: Identifying the Main Idea

Students begin with a diagnostic to find out what they know. Then they review how to identify the main idea and learn about homonyms.

- Main Idea/Introduction

CHAT



(/cont

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Course Details

Subject English
Course Name ENG010 JOURNALISM (ELECTIVE)



Course Description

Students are introduced to the historical importance of journalism in America. They study the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications.

Course Length

One Semester

Course Outline

Unit 1: News Then and Now

Students learn about the function of an independent press in a free society; review important people and events in journalistic history; and learn new technologies that affect how news is disseminated. They explore career opportunities in journalism and the required training or education for those careers.

- Course Introduction
- Students will write a summary about the events of the last year using attribution, quotations, and paraphrases.
- The Value of News—Then and Now
- Medium and Message

Unit 2: Ethics and the Law

CHAT



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Course Details

Subject English

Course Name ENGO11 ENGLISH FOUNDATIONS II (REMEDIATION)



Course Description

Students build and reinforce foundational reading, writing, and basic academic skills typically found in third through fifth grade for which they have not achieved mastery. Struggling readers develop mastery in reading comprehension, vocabulary building, study skills, and media literacy. Students build confidence in writing fundamentals by focusing on composition in a variety of formats, grammar, style, and media literacy.

Course Length Two Semesters

Prerequisite Teacher/school counselor recommendation; ENGO01: English Foundations I is not required

Course Outline

SEMESTER ONE

Unit 1: More Basic Concepts

- Main Ideas
- Verb Tense
- Noun Usage
- Root Words
- Sequencing and Classifying
- Capitalization
- Parallelism
- Pronunciation and Syllables
- Writing Complete Sentences

CHAT



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Course Details

Subject English
Course Name ENGO20 SUMMIT PUBLIC SPEAKING (ELECTIVE)



Course Description

Students are introduced to public speaking as an important component of their academic, work, and social lives. They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

Course Length

One Semester

Course Outline

Unit 1: The What and Why of Public Speaking

Students view and analyze a speech of introduction; study active listening and effective feedback; and learn the fundamental presentation techniques: eye contact, volume, and pacing. They practice breathing and stretching exercises that help manage nervousness, then prepare and deliver a brief speech of introduction and give and respond to feedback.

- Course Introduction
- Public Speaking in Daily Life
- The Elements of Public Speaking
- Effective Listening
- The Speaker–Listener Connection

CHAT



(/cont

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Course Details

Subject English
Course Name ENGO30 SUMMIT CREATIVE WRITING (ELECTIVE)



Course Description

In this course, students explore a range of creative writing genres, including fiction, poetry, creative nonfiction, drama, and multimedia writing. They study examples of classic and contemporary selections, apply what they learn to their own writing, and develop proficiency in the writing process. They learn to evaluate the writings of others and apply evaluation criteria to their own work. By the end of the course, students will have created a well-developed portfolio of finished written works.

Course Length Two Semesters

Course Outline

SEMESTER ONE

Unit 1: Introduction to Creative Writing

- Ideas and Imagination
- The Writing Process, Part 1
- The Writing Process, Part 2
- The Writing Process, Part 3

Unit 2: Fiction Writing

- Exploring Fiction
- Elements of Fiction, Part 1
- Elements of Fiction, Part 2
- Writing Fiction

CHAT



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Course Details

Subject English
Course Name ENGO40 SUMMIT GRAMMAR AND COMPOSITION



Course Description In the course, students will consider the themes of personal identity and coming of age as they engage in writing assignments designed to provide basic writing practice. Students will read several short literary pieces. Instruction will focus on ideas, organization, sentence fluency and conventions.

Course Length Two Semesters

Prerequisite None

Course Outline SEMESTER 1

Unit 1: Introduction

- 1.1: Introduction
- 1.2: Course Design
- 1.3: Discussion
- 1.4: Diagnostic Assignment
- 1.5: Audience and Purpose
- 1.6: Reflection

Unit 2: Ideas

- 2.1: Ideas
- 2.2: Having Something to Say!
- 2.3: Looking at Student Writing Samples
- 2.4: Thinking Skills/Logic

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Course Details

Subject English
Course Name ENG106 SUMMIT ENGLISH 9 (CREDIT RECOVERY)



Course Description

The Summit English 9 Credit Recovery course is a flexible online course designed for students who need to retake the course, catch up to classmates, or earn the credits necessary to graduate on-time. The course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to Grade 9. Examples of works studied include “The Black Cat,” “Ain’t I a Woman?” “Nothing Gold Can Stay,” and the novel *The Alchemist*. Students also learn about the formal writing process as they write a literary analysis essay.

Course Length Two Semesters

Prerequisite Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline

SEMESTER 1

- Unit 1: Structure
- Unit 2: Point of View
- Unit 3: Viewpoint and Purpose
- Unit 4: Characterization and Theme
- Unit 5: Characters, Element of Surprise, and Plot
- Unit 6: Tone, Voice, and Humor in Nonfiction
- Unit 7: Archetypes, Allusions, and Sources
- Unit 8: Grammar – Phrases
- Unit 9: Grammar – Clauses
- Unit 10: Short Story

CHAT



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Course Details

Subject English
Course Name ENG108 SUMMIT ENGLISH 9



Course Description

This Summit English 9 course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to grade 9. Throughout the course, students practice narrative, informational, and argument writing. Students also develop and deliver presentations and participate in discussions with their peers.

Course Length Two Semesters

Prerequisite Literary Analysis and Composition (Grade 8), or equivalent

Course Outline

SEMESTER 1

- Unit 1: Narrative Techniques and Structure
- Unit 2: Development of Theme
- Unit 3: Characters and Effects
- Unit 4: Authors' Techniques and Tools
- Unit 5: The Way to Rainy Mountain
- Unit 6: Medium and Message

SEMESTER 2

- Unit 1: Arguments and Speeches
- Unit 2: The Power of Language
- Unit 3: A Midsummer Night's Dream

CHAT



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Course Details

Subject English
Course Name ENG109 SUMMIT ENGLISH 9 HONORS



Course Description

The Summit English 9 Honors course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to grade 9. Throughout the course, students practice narrative, informational, and argument writing. Students also develop and deliver presentations, and participate in discussions with their peers. This course includes all the topics in ENG108 as well as several extension activities. Each semester also includes an independent honors project.

Course Length Two Semesters

Prerequisite Literary Analysis and Composition (Grade 8) (or equivalent)

Course Outline

SEMESTER 1

- Unit 1: Narrative Techniques and Structure
- Unit 2: Development of Theme
- Unit 3: Characters and Effects
- Unit 4: Authors' Techniques and Tools
- Unit 5: The Way to Rainy Mountain
- Unit 6: Medium and Message
- Unit 7: Honors Project: Descriptive Essay

SEMESTER 2

[CHAT](#)



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Course Details

Subject English
Course Name ENG206 SUMMIT ENGLISH 10 (CREDIT RECOVERY)



Course Description

The Summit English 10 Credit Recovery course is a flexible online course designed for students who need to retake the course, catch up to classmates, or earn the credits necessary to graduate on-time. The course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to Grade 10. Examples of works studied include “The Pit and the Pendulum,” poems by Lord Byron and Ezra Pound, Nixon’s resignation speech, and the memoir *Night*. Students also learn about the formal writing process as they write a literary analysis essay.

Course Length Two Semesters

Prerequisite Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline

- SEMESTER 1**
- Unit 1: Author’s Craft
 - Unit 2: Narrative Techniques
 - Unit 3: Theme and Characterization
 - Unit 4: Characters
 - Unit 5: How Important Ideas Are Expressed
 - Unit 6: Medium and Message
 - Unit 7: Grammar
 - Unit 8: Grammar and Language
 - Unit 9: Personal Narrative

CHAT



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Course Details

Subject English
Course Name ENG208 SUMMIT ENGLISH 10



Course Description

The Summit English 10 course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to grade 10. Throughout the course, students practice narrative, informational, and argument writing. Students also develop and deliver presentations and participate in discussions with their peers.

Course Length Two Semesters

Prerequisite Literary Analysis and Composition I (or equivalent)

Course Outline

SEMESTER 1

- Unit 1: Narrative Techniques and Structure
- Unit 2: Theme and Characters
- Unit 3: How Important Ideas Are Expressed
- Unit 4: Medium and Message
- Unit 5: The Power of Language
- Unit 6: Night

SEMESTER 2

- Unit 1: Literature with a Purpose
- Unit 2: Symbols and Imagery
- Unit 3: Cry, the Beloved Country

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Course Details

Subject English
Course Name ENG209 SUMMIT ENGLISH 10 HONORS



Course Description

The Summit English 10 Honors course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to Grade 10. Throughout the course, students practice narrative, informative, and argument writing. Students also develop and deliver presentations, and participate in discussions with their peers.

This course includes all the topics in Summit English 10, as well as an independent honors project in each semester.

Course Length Two Semesters

Prerequisite Literary Analysis and Composition I (or equivalent)

Course Outline

SEMESTER 1

- Unit 1: Narrative Techniques and Structure
- Unit 2: Theme and Characters
- Unit 3: How Important Ideas Are Expressed
- Unit 4: Medium and Message
- Unit 5: The Power of Language
- Unit 6: Night
- Unit 7: Honors Project: Literary Analysis Essay

SEMESTER 2

CHAT



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Course Details

Subject English
Course Name ENG303 SUMMIT AMERICAN LITERATURE



Course Description In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Course Length Two Semesters

Prerequisite Literary Analysis and Composition II (or equivalent)

Course Outline I. LITERATURE

Readings include:

Novels

Students will read *The Great Gatsby* by F. Scott Fitzgerald and one of the following:

- *The Old Man and the Sea* by Ernest Hemingway
- *The Red Badge of Courage* by Stephen Crane
- *A Lesson Before Dying* by Ernest Gaines
- *The House on Mango Street* by Sandra Cisneros

Drama

- *The Glass Menagerie* by Tennessee Williams

CHAT



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Course Details

Subject English

Course Name ENG306 SUMMIT AMERICAN LITERATURE (CREDIT RECOVERY)



Course Description

In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length Two Semesters

Prerequisite Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline

I. LITERATURE

Readings include:

Novels

Students will read *The Great Gatsby* by F. Scott Fitzgerald and one of the following:

- *The Old Man and the Sea* by Ernest Hemingway
- *The Red Badge of Courage* by Stephen Crane
- *A Lesson Before Dying* by Ernest Gaines
- *The House on Mango Street* by Sandra Cisneros

Drama

CHAT



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Course Details

Subject English

Course Name ENG403 SUMMIT BRITISH AND WORLD LITERATURE



Course Description

Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choice. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course Length Two Semesters

Prerequisite ENG303: American Literature (or equivalent)

Course Outline I. LITERATURE

Readings include:

Novels

Students will read two of the following:

- Pride and Prejudice by Jane Austen
- Hard Times by Charles Dickens
- 1984 by George Orwell
- Nectar in a Sieve by Kamala Markandaya
- Siddhartha by Herman Hesse

Drama

CHAT



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Course Details

Subject English

Course Name ENG404 SUMMIT HONORS BRITISH AND WORLD LITERATURE



Course Description

Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students work independently on many of their analyses and engage in creative collaboration with their peers. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course Length Two Semesters

Prerequisite ENG204 Honors Literary Analysis and Composition II (or equivalent) or ENG304 Honors American Literature (or equivalent), and teacher/school counselor recommendation

Course Outline I.LITERATURE

Readings include:

Novels

Students will read two of the following:

- *Pride and Prejudice* by Jane Austen
- *Hard Times* by Charles Dickens
- *1984* by George Orwell
- *Nectar in a Sieve* by Kamala Markandaya
- *Siddhartha* by Herman Hesse

Drama

CHAT



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Course Details

Subject English

Course Name ENG406 SUMMIT BRITISH AND WORLD LITERATURE (CREDIT RECOVERY)



Course Description

This course engages students in selections from British and world literature from the ancient world through modern times. They practice analytical writing and have opportunities for creative expression. Students also practice critical reading and writing test-taking skills. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length Two Semesters

Prerequisite Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline I. LITERATURE

Readings include:

Novels

Students will read two of the following:

- Pride and Prejudice by Jane Austen
- Hard Times by Charles Dickens
- 1984 by George Orwell
- Nectar in a Sieve by Kamala Markandaya
- Siddhartha by Herman Hesse

Drama

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Course Details

Subject English

Course Name ENG500 AP® ENGLISH LANGUAGE AND COMPOSITION



Course Description

Students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn composition style and process, starting with exploration, planning, and writing. This continues with editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. In this equivalent of an introductory college-level survey class, students prepare for the AP Exam and for further study in communications, creative writing, journalism, literature, and composition.

Course Length Two Semesters

Prerequisite Success in ENG204: Honors Literary Analysis and Composition II (or equivalent) or ENG304: Honors American Literature (or equivalent), and teacher/school counselor recommendation

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Course Details

Subject Additional Electives
Course Name ENG510 AP® ENGLISH LITERATURE AND COMPOSITION



Course Description In this course, the equivalent of an introductory college-level survey class, students are immersed in novels, plays, poems, and short stories from various periods. Students read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and discussions. The course places special emphasis on reading comprehension, structural and critical analyses of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.

Course Length Two Semesters

Prerequisite Success in ENG204: Honors Literary Analysis and Composition II (or equivalent) or ENG304: Honors American Literature (or equivalent), and teacher/school counselor recommendation

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name HLT040-DYN BIOTECHNOLOGY: UNLOCK NATURE'S SECRETS



Course Description

Can we bring back extinct species? Will the cures for cancer, malaria, and other diseases come from the combination of natural materials and new technologies? How is science changing the foods we eat? Welcome to the world of biotechnology! In this course, you will explore the history of biotechnology, including early attempts at food preservation, the development of antibiotics, and changes to food crops around the world. You'll also learn more about some of the challenges of biotechnology, such as the growth of antibiotic resistant bacteria and questions about the safety of commercially produced genetically modified organisms (GMOs). Finally, you'll research new biotechnologies and how they are changing the world we live in.

Course Outline

Biotechnology Basics

- Recognize different types of cells.
- Categorize organisms.
- Define taxonomy and scientific naming of organisms.
- Explain the basics of evolutionary theory.

The Beginning of Biotechnology

- Explain the differences between Paleolithic and Neolithic.
- Describe how humans domesticated plants and animals.
- Categorize the regional variances in agriculture and domestication.
- Summarize the changes that occurred as humans domesticated plants and animals.

Food Preservation and Fermentation Technology

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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name HLT551–CEN SPORTS MEDICINE 1

Course Description This course introduces students to essential skills in sports medicine, including fitness assessment, conditioning, emergency preparedness, injury management, therapeutic modalities, nutrition, and ethical and legal considerations. Students explore careers in fitness instruction, athletic training, exercise physiology, sports management, and physical therapy.

Course Outline **Careers in Sports Medicine**

- Sports Medicine: The Circle of Care
- Other Related Careers

Legal Considerations and Administration

- Record Keeping
- Legal Responsibilities

Medical Conditions

- Medical Conditions Affecting Athletes

Emergency Preparedness and Assessment

- Emergencies Are Inevitable
- The Primary Survey

Infection Control and Blood-Borne Pathogens

- The Chain of Infections
- The Risks

Vital Signs Assessment

- The Vital Signs

CHAT



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Course Details

Subject History
Course Name HST010 ANTHROPOLOGY (ELECTIVE)



Course Description

This course presents a behavioral science that focuses on the study of humanity and culture. The course covers the foundations of the five main branches of anthropology including physical, social, linguistic, archeological, and cultural. You are provided the opportunity to apply your observational skills to the real-life study of cultures in the United States and around the world.

Course Length

One Semester

Prerequisite

HST103: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

Course Outline

Unit 1: Introduction to Anthropology

The focus of the lessons in this unit is to introduce the subject of anthropology to students. The students develop a wide range of knowledge skills that can be applied to all branches of anthropology.

- Overview of Anthropology
- Discuss: Getting to Know You
- Branches of Anthropology
- Categories of Knowledge
- The Social Sciences
- History of Anthropology
- Anthropological Research

Unit 2: Physical Anthropology

CHAT



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Course Details

Subject History

Course Name HST020 PSYCHOLOGY (ELECTIVE)

Course Description In this one-semester course, students investigate why human beings think and act the way they do. This is an introductory course that broadly covers several areas of psychology. Instructional material presents theories and current research for students to critically evaluate and understand. Each unit introduces terminology, theories, and research that are critical to the understanding of psychology and includes tutorials and interactive exercises. Students learn how to define and use key psychology terms and how to apply psychological principles to their own lives. Unit topics include: Methods of Study, Biological Basis for Behavior, Learning and Memory, Development and Individual Differences, and Psychological Disorders.

Course Length One Semester

Prerequisite None

Course Outline **Unit 1: History: Methods of Study**

Students are introduced to some of the history of psychology and learn about theories, research methods, and ethical concerns.

- What is Psychology?
- Early Attempts to Understand Behavior
- First Psychology Laboratory
- Theories and Approaches
- Research Methods and Ethical Concerns

Unit 2: Biological Basis of Behavior

Students learn how the brain and the nervous system affect behavior.

- How the Brain is Studied
- The Brain
- The Neuron and the Nervous System

CHAT



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Course Details

Subject History
Course Name HST030 SUMMIT ECONOMICS (ELECTIVE)



Course Description

Students are introduced to the basics of economic principles, and they will learn the importance of understanding different economic systems. They will also investigate how to think like an economist. Students will explore different economic systems, including the American free enterprise system, and they will analyze and interpret data to understand the laws of supply and demand. Students will also be presented with economic applications in today's world. From economics in the world of business, money, banking, and finance, students will see how economics is applied both domestically and globally. Students will also study how the government is involved in establishing economic stability in the American free enterprise system as well as the how the U.S. economy has a global impact.

Course Length One Semester

Prerequisite None

Course Outline

Unit 1: Foundations of Economics and the Problem of Scarcity

- Thinking Like an Economist
- Scarcity and the Factors of Production
- Decision Making
- Production Possibilities Graphs

Unit 2: Economic Systems

- Answering Economic Questions and Prioritizing Economic Goals
- Free Market Economy
- Centrally Planned or Command Economy

CHAT



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Course Details

Subject History
Course Name HST040 SUMMIT CIVICS (ELECTIVE)



Course Description

Civics is the study of citizenship and government. This one-semester course provides students with a basic understanding of civic life, politics, and government, and a short history of government's foundation and development in this country. Students learn how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens. Students also examine how the world is organized politically and how civic participation in the American political system compares to that in other societies around the world today.

Course Length One Semester

Prerequisite None

Course Outline

Unit 1: Civic Life, Politics, and Government

Students are introduced to the concepts of government, politics, and civic life. They examine why government and politics are necessary, and what purposes government should serve. They learn the essential characteristics of limited and unlimited government, the nature and purposes of constitutions, and alternative ways of organizing constitutional governments.

Unit 2: The Foundations of the American Political System, Part 1

Students learn about the American idea of constitutional government, the ideals behind the Declaration of Independence, the purpose of the Articles of Confederation, and the creation of the Constitution and the Bill of Rights.

Unit 3: The Foundations of the American Political System, Part 2

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Course Details

Subject History

Course Name HST060-DYN SOCIOLOGY I: THE STUDY OF HUMAN RELATIONSHIPS (ELECTIVE)



Course Description

The world is becoming more complex. How do your beliefs, values, and behavior affect the people around you and the world in which you live? Students examine social problems in the increasingly connected world, and learn how human relationships can strongly influence and impact their lives. Exciting online video journeys to an array of areas in the sociological world are an important component of this relevant and engaging course.

Course Length One Semester

Prerequisite None

Course Outline

- Unit 1: An invitation to the World of Sociology
- Unit 2: Our Culture
- Unit 3: Socialization
- Unit 4: Social Structure and Group Behavior
- Sociology I Midterm Exam
- Unit 5: Deviance and Crime
- Unit 6: Social Stratification and Class
- Unit 7: Inequalities of Race and Ethnicity

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Course Details

Subject History
Course Name HST061-DYN SOCIOLOGY II: YOUR SOCIAL LIFE (ELECTIVE)



Course Description Sociology is the study of people, social life, and society. By developing a “sociological imagination,” students examine how society itself shapes human action and beliefs—and how in turn these factors reshape society itself. Fascinating online video journeys inform students and motivate them to seek more knowledge on their own.

Course Length One Semester

Prerequisite Sociology I: The Study of Human Relationships

Course Outline

- Unit 1: Marriage and Family
- Unit 2: Religion and Education
- Unit 3: The Economy and Politics
- Unit 4: Sport and Entertainment
- Sociology II Midterm Exam
- Unit 5: Population and Environment
- Unit 6: Cities and Urban Life
- Unit 7: Collective Behavior and Social Movements
- Unit 8: Social Change

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Course Details

Subject History
Course Name HST103 SUMMIT WORLD HISTORY



Course Description

In this comprehensive survey of world history from prehistoric to modern times, students focus in-depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K12. Students are challenged to consider topics in-depth as they analyze primary sources and maps, create timelines, and complete other projects— practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.

Course Length Two Semesters

Prerequisite Middle School American History A, World History A or World History B (or equivalents)

Course Outline SEMESTER 1

Unit 1: Civilization Begins

The human story begins in the distant past, long before written language. Many details of our earliest history remain unknown. But tantalizing clues buried in the earth have helped shape a fascinating tale. The earliest people lived by hunting animals and gathering wild food. After the discovery of farming, they settled down. They built towns, which grew into cities. And they faced difficult questions. Who would perform important tasks, like growing crops and building canals? Who would be in charge? How should society organize itself? And how will people remember their own history? The answers, as well as brand-new questions, arose with the world's first civilizations.

CHAT



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Course Details

Subject History
Course Name HST104 SUMMIT WORLD HISTORY HONORS



Course Description

In this challenging survey of world history from prehistoric to modern times, students focus in-depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K12. Students are challenged to consider topics in-depth as they analyze primary sources and maps, create time lines, and complete other projects—practicing advanced historical thinking and writing skills as they explore the broad themes and big ideas of human history. Students complete an independent honors project each semester.

Course Length Two Semesters

Prerequisite Middle School American History A, World History A or World History B (or equivalents)

Course Outline SEMESTER 1

Unit 1: Civilization Begins

The human story begins in the distant past, long before written language. Many details of our earliest history remain unknown. But tantalizing clues buried in the earth have helped shape a fascinating tale. The earliest people lived by hunting animals and gathering wild food. After the discovery of farming, they settled down. They built towns, which grew into cities. And they faced difficult

CHAT



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Course Details

Subject History

Course Name HST106: SUMMIT WORLD HISTORY (CREDIT RECOVERY)



Course Description

In this survey of world history from prehistoric to modern times, students focus on the key developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K12. Students analyze primary sources and maps, create timelines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history. Diagnostic tests assess students’ current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length Two Semesters

Prerequisite Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline SEMESTER 1

Unit 1: Civilization Begins

The human story begins in the distant past, long before written language. Many details of our earliest history remain unknown. But tantalizing clues buried in the earth have helped shape a fascinating tale. The earliest people lived by hunting animals and gathering wild food. After the discovery of farming, they settled down. They built towns, which grew into cities. And they faced difficult

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Course Details

Subject History
Course Name HST203: SUMMIT MODERN WORLD STUDIES



Course Description

In this comprehensive course, students follow the history of the world from approximately 1870 to the present. They begin with a study of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice sophisticated skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course Length Two Semesters

Prerequisite Middle School Intermediate World History A and B (or equivalents)

Course Outline SEMESTER ONE

Unit 1: Setting the Stage—Before 1850

The modern world owes a great deal to earlier peoples and ideas. Concepts of democracy, a belief in the worth of the individual, rule by the people—all developed over the course of many centuries. To prepare for a study of the modern world, students begin with a look back to ancient Greece and Rome, to the legacy of Judeo-Christian thought, and to the growth of democratic ideals in England. Students enter the modern world with a brief review of democratic revolutions and the Industrial Revolution.

- Semester Introduction

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Course Details

Subject History

Course Name HST204 SUMMIT MODERN WORLD STUDIES HONORS



Course Description

In this advanced course, students investigate the history of the world from approximately 1870 to the present. They begin with an analysis of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students undertake an in-depth examination of both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore advanced topics in physical and human geography, and investigate issues of concern in the contemporary world. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting research. Students complete independent projects each semester.

Course Length Two Semesters

Prerequisite Middle School Intermediate World History A and B (or equivalents); success in previous social studies course; and teacher/school counselor recommendation

Course Outline SEMESTER ONE

Unit 1: Setting the Stage—Before 1850

The modern world owes a great deal to earlier peoples and ideas. Concepts of democracy, a belief in the worth of the individual, rule by the people—all were developed over the course of many centuries. To prepare for a study of the modern world, students begin with a look back to ancient Greece and Rome, to the legacy of Judeo-Christian thought, and to the growth of democratic ideals in England. Students enter the modern world with a brief review of democratic revolutions and the Industrial Revolution.

CHAT



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Course Details

Subject History

Course Name HST206 SUMMIT MODERN WORLD STUDIES (CREDIT RECOVERY)



Course Description

In this course, students follow the history of the world, from approximately 1870 to the present. They begin with a study of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the problems and accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice sophisticated skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, writing assignments, and conducting independent research. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length Two Semesters

Prerequisite Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline Unit 1: **Setting the Stage—Before 1850**

The modern world owes a great deal to earlier peoples and ideas. Concepts of democracy, a belief in the worth of the individual, rule by the people—all of these developed over the course of many centuries. To prepare for a study of the modern world, students begin with a look back to ancient Greece and Rome, to the legacy of Judeo-Christian thought, and to the growth of democratic ideals in England. Students enter the modern world with a brief review of democratic revolutions and the Industrial Revolution.

CHAT



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Course Details

Subject History

Course Name HST213 SUMMIT GEOGRAPHY AND WORLD CULTURES



Course Description

This course examines a broad range of geographical perspectives covering all of the major regions of the world. Students clearly see the similarities and differences among the regions as they explore the locations and physical characteristics, including absolute and relative location, climate, and significant geographical features. They look at each region from cultural, economic, and political perspectives, and closely examine the human impact on each region. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review. Audio readings and vocabulary lists in English and Spanish support reading comprehension.

Course Length

Two Semesters

Course Outline

SEMESTER 1

Unit 1: Introduction to Geography

Students are introduced to the basics of geography.

- What is Geography?
- Locating Our Place in Space
- Physical Attributes of Earth's Landscape
- Human Impact
- Careers in Geography

Unit 2: North America

CHAT



(/cont

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Course Details

Subject Additional Electives

Course Name HST216 SUMMIT GEOGRAPHY (CREDIT RECOVERY)



Course Description

This course examines a broad range of geographical perspectives covering all of the major regions of the world. Students clearly see the similarities and differences among the regions as they explore the locations and physical characteristics, including absolute and relative location, climate, and significant geographical features. They look at each region from cultural, economic, and political perspectives, and closely examine the human impact on each region. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review. Audio readings and vocabulary lists in English and Spanish support reading comprehension.

Course Length Two Semesters

Prerequisite Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation.

Course Outline SEMESTER 1

Unit 1: Introduction to Geography

Students are introduced to the basics of geography.

- Introduction to Geography
- Welcome to Geography
- Locating Our Place in Space
- Physical Attributes of Earth's Landscape
- Human Impact
- Careers in Geography

CHAT



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Course Details

Subject History

Course Name HST222 SUMMIT CONTEMPORARY WORLD ISSUES (ELECTIVE)



Course Description

In this course, students will compare the geography, governments, economies, and cultures of the world. Emphasis will be placed on learning about the civics, politics, economics, structures, processes and policies of the United States and then comparing them with those of the international community. Students will use what they know and learn about the United States and the world to analyze current events and contemporary issues. Reasoning and research skills will be applied to the content throughout the course.

Course Length Two Semesters

Prerequisite None

Course Outline SEMESTER 1

Unit 1: Introduction to Contemporary World Issues

- Section A – 9/11
- Identifying World Issues
- Globalization

Unit 2: Democracy and Government in Modern America

- Our Very Freedom: Principles of Modern American Thought
- Government in America

CHAT



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Course Details

Subject History
Course Name HST303 SUMMIT U.S. HISTORY



Course Description

This course is a full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in-depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research.

Course Length Two Semesters

Prerequisite HST103: World History or HST203: Modern World Studies (or equivalents)

Course Outline

SEMESTER ONE

Unit 1: American Beginnings

Students explore the diversity of the first Americans and the land they inhabited. They trace the rise of European nations and the Age of Exploration after centuries of strife, read an entry from Columbus's log, and learn of the decimation of the Native American population after Europeans arrived. They see the extent of the Spanish empire in the Americas and read of the hardships in Jamestown. The unit then turns to the founding and maturing of England's thirteen American colonies.

- Semester Introduction
- Discuss: Getting to Know You
- Peopling the Americas
- First Americans

CHAT



(/cont

HIGH SCHOOL COURSES (9-12)

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Course Details

Subject History

Course Name HST304 SUMMIT U.S. HISTORY HONORS



Course Description

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in-depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

Course Length Two Semesters

Prerequisite HST103: World History or HST104: Honors World History, or HST204 (or equivalents); and teacher/school counselor recommendation

Course Outline

SEMESTER ONE

Unit 1: American Beginnings

Students explore the diversity of the first Americans and the land they inhabited. They trace the rise of European nations and the Age of Exploration after centuries of strife, read an entry from Columbus's log, and learn of the decimation of the Native American population after Europeans arrived. They see the extent of the Spanish empire in the Americas and read of the hardships in Jamestown. The unit then turns to the founding and maturing of England's thirteen American colonies.

- Semester Introduction
- Peopling the Americas
- First Americans

CHAT



(/cont

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Course Details

Subject History

Course Name HST306 SUMMIT U.S. HISTORY (CREDIT RECOVERY)



Course Description

This course provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing written assignments, and conducting independent research. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length Two Semesters

Prerequisite HST103: World History or HST203: Modern World Studies (or equivalents)

Course Outline

SEMESTER ONE

Unit 1: American Beginnings

Students explore the diversity of the first Americans and the land they inhabited. They trace the rise of European nations and the Age of Exploration after centuries of strife, read an entry from Columbus's log, and learn of the decimation of the Native American population after Europeans arrived. They see the extent of the Spanish empire in the Americas and read of the hardships in Jamestown. The unit then turns to the founding and maturing of England's thirteen American colonies.

- Semester Introduction
- Peopling the Americas
- First Americans

CHAT



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Course Details

Subject History
Course Name HST313 SUMMIT MODERN U.S. HISTORY



Course Description

This course is a full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in-depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research.

Course Length Two Semesters

Prerequisite Middle School American History A and American History B (or equivalents)

Course Outline SEMESTER ONE

Unit 1: Founding a Nation

Students review the origins of the United States from the founding of the English colonies through the increased tensions and Enlightenment thought that led to the American Revolution. They explore the issues the new nation faced in forming a government and reinforce their knowledge of how the American system of government works under the United States Constitution.

- Semester Introduction
- Discuss: Getting to Know You
- The New England Colonies
- The Middle and Southern Colonies
- New Ideas

CHAT



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Course Details

Subject History
Course Name HST314 SUMMIT MODERN U.S. HISTORY HONORS



Course Description

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K12's *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in-depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

Course Length Two Semesters

Prerequisite Middle School American History A and American History B (or equivalents); and teacher/school counselor recommendation

Course Outline SEMESTER ONE

Unit 1: Founding a Nation

Students review the origins of the United States from the founding of the English colonies through the increased tensions and Enlightenment thought that led to the American Revolution. They explore the issues the new nation faced in forming a government and reinforce their knowledge of how the American system of government works under the United States Constitution.

- Semester Introduction
- The New England Colonies
- The Middle and Southern Colonies
- New Ideas

CHAT



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Course Details

Subject History

Course Name HST316 SUMMIT MODERN U.S. HISTORY (CREDIT RECOVERY)



Course Description

This course provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Online lessons help students organize study, explore topics in-depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing written assignments, and conducting independent research. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length Two Semesters

Prerequisite K12 Middle School American History A and American History B (or equivalent)

Course Outline

SEMESTER ONE

Unit 1: Founding a Nation

Students review the origins of the United States from the founding of the English colonies through the increased tensions and Enlightenment thought that led to the American Revolution. They explore the issues the new nation faced in forming a government, and reinforce their knowledge of how the American system of government works under the United States Constitution.

- Semester Introduction
- The New England Colonies
- The Middle and Southern Colonies
- New Ideas
- The Road to Revolution

CHAT



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Course Details

Subject History

Course Name HST403 SUMMIT U.S. GOVERNMENT AND POLITICS



Course Description

This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest groups, the media, and the Supreme Court, and discuss their own views on current political issues.

Course Length

One Semester

Prerequisite

HST303: U.S. History (or equivalent) is recommended, but not required

Course Outline

Unit 1: Principles of Government

Students identify the purposes of government and evaluate theories about its origins. They compare and contrast power and authority, describe types of government, and learn the basic ideas of American democracy.

- The Purposes and Origins of Government
- Power and Government
- Types of Government

Unit 2: Constitutional Underpinnings

CHAT



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Course Details

Subject History

Course Name HST406 SUMMIT U.S. GOVERNMENT AND POLITICS (CREDIT RECOVERY)



Course Description

This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country, and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest groups, the media, and the Supreme Court. They discuss their own views on current political issues. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length

One Semester

Prerequisite

HST303: U.S. History (or equivalent) is recommended but not required

Course Outline

Unit 1: Principles of Government

Students identify the purposes of government, and evaluate theories about its origins. They compare and contrast power and authority, describe types of government, and learn the basic ideas of American democracy.

- The Purposes and Origins of Government
- Power and Government
- Types of Government

Unit 2: Constitutional Underpinnings

CHAT



(/cont

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Course Details

Subject History

Course Name HST413 SUMMIT U.S. AND GLOBAL ECONOMICS



Course Description

In this course on economic principles, students explore choices they face as producers, consumers, investors, and taxpayers. Students apply what they learn to real-world simulation problems. Topics of study include markets from historic and contemporary perspectives; supply and demand; theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; money (what it is, how it evolved, the role of banks, investment houses, and the Federal Reserve); Keynesian economics; how capitalism functions, focusing on productivity, wages, investment, and growth; issues of capitalism such as unemployment, inflation, and the national debt; and a survey of markets in such areas as China, Europe, and the Middle East.

Course Length

One Semester

Prerequisite

HST403: U.S. Government and Politics (or equivalent) is recommended, but not required

Course Outline

Unit 1: The Game of Economics

Economics has a lot in common with games—they both have players and rules, and involve decisions, actions, and goals. This unit introduces students to the game of economics.

- What Is Economics Anyway?
- Different Ways to Play
- Dollars and Sense
- Technology and Economics

Unit 2: The Players

CHAT



(/cont

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Course Details

Subject History
Course Name HST416 SUMMIT ECONOMICS (CREDIT RECOVERY)



Course Description

Students are introduced to the basics of economic principles, and they will learn the importance of understanding different economic systems. They will also investigate how to think like an economist. Students will explore different economic systems, including the American Free Enterprise System, and they will analyze and interpret data to understand the laws of supply and demand. Students will also be presented with economic applications in today's world. From economics in the world of business, money, banking, and finance, students will see how economics is applied both domestically and globally. Students will also study how the government is involved in establishing economic stability in the American Free Enterprise System, as well as how the U.S. economy has a global impact. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length One Semester

Prerequisite None

Course Outline

Unit 1: Introduction to the Course

- Course Introduction
- Getting Started
- Research Project

Unit 2: Foundations of Economics and the Problem of Scarcity

- Thinking Like an Economist
- Scarcity and the Factors of Production
- Decision Making

CHAT



(/cont

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Course Details

Subject History
Course Name HST500 AP® U.S. HISTORY



Course Description

Students explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students are asked to master not only the wide array of factual information necessary to do well on the AP Exam, but also to practice skills of critical analysis of historical information and documents. Students read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture. The content aligns to the sequence of topics recommended by the College Board and to widely used textbooks. The course prepares students for the AP Exam.

Course Length Two Semesters

Prerequisite Success in previous history course; and teacher/school counselor recommendation

Course Outline **Unit 1: Foundations of U.S. History (1492–1763)**

Students practice critical thinking, identify historians' biases, and read original documents critically. They look at European nations in the late 15th century and their struggle for power in the Americas, the development of the English colonies in North America, and the effects of those colonies on native people. They look at the colonies' assertion of their own right to self-governance. The content in this unit maps to the following sections of the College Board's AP topic outline: Transatlantic Encounters and Colonial Beginnings; Colonial North America; The American Revolutionary Era.

- Introducing AP U.S. History
- Colonial Development
- Governing the Colonies

CHAT



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Course Details

Subject History
Course Name HST510: AP® U.S. GOVERNMENT AND POLITICS



Course Description

This course is the equivalent of an introductory college-level course. Students explore the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students gain the analytical perspective necessary to evaluate political data, hypotheses, concepts, opinions, and processes and learn how to gather data about political behavior and develop their own theoretical analysis of American politics. Students also build the skills they need to examine general propositions about government and politics, and to analyze specific relationships between political, social, and economic institutions. Students prepare for the AP Exam and for further study in political science, law, education, business, and history.

Course Length One Semester

Prerequisite HST304: Honors U.S. History (or equivalent); and teacher/school counselor recommendation

Course Outline **Unit 1: Foundations of American Government**

This unit introduces the study of American politics, presents three important ways of looking at the American political system, and examines the constitutional foundations and federal framework of American politics. Students see how the political institutions that make up our system (interest groups, political parties, and Congress) are shaped. In the College Board's topic outline, the content in this unit maps to Constitutional Underpinnings of United States Government (Considerations that influenced the formulation and adoption of the Constitution; Separation of powers; Federalism; Theories of democratic government).

- Politics in a Democracy
- Constitutional Foundations

CHAT



(/cont

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Course Details

Subject History
Course Name HST520 AP® MACROECONOMICS



Course Description

This course is the equivalent of an introductory college-level course. Students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. Students also examine how individuals and institutions are influenced by employment rates, government spending, inflation, taxes, and production. Students prepare for the AP Exam and for further study in business, political science, and history.

Course Length One Semester

Prerequisite MTH309: Summit Algebra 2 Honors (or equivalent); and teacher/school counselor recommendation

Course Outline

- Ten Principles of Economics
- Thinking Like an Economist
- Interdependence and the Gains from Trade
- The Market Forces of Supply and Demand
- Earnings and Discrimination
- Measuring a Nation's Income
- Measuring the Cost of Living
- Production and Growth

CHAT



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Course Details

Subject History
Course Name HST530 AP® MICROECONOMICS



Course Description

This course is the equivalent of an introductory college-level course. Students explore the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students learn why the same product can cost different amounts at different stores, in different cities, and at different times. Students also learn to spot patterns in economic behavior and learn how to use those patterns to explain buyer and seller behavior under various conditions. Lessons promote an understanding of the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in the economy. Students prepare for the AP Exam and for further study in business, history, and political science.

Course Length One Semester

Prerequisite MTH309: Summit Algebra 2 Honors (or equivalent); and teacher/school counselor recommendation

Course Outline

- Ten Principles of Economics
- Thinking Like an Economist
- Interdependence and the Gains from Trade
- The Market Forces of Supply and Demand
- Elasticity and Its Application
- Supply Demand and Government Policies
- Consumers Producers and the Efficiency of Markets

CHAT



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Course Details

Subject History

Course Name HST540 AP® PSYCHOLOGY

Course Description This course is the equivalent of an introductory college-level course. Students receive an overview of current psychological research methods and theories. They explore the therapies used by professional counselors and clinical psychologists, and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They study core psychological concepts, such as the brain and sensory functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Students prepare for the AP Exam and for further studies in psychology and life sciences.

Course Length One Semester

Prerequisite Success in SCI204: Summit Biology Honors(or equivalent); and teacher/school counselor recommendation

CHAT



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Course Details

Subject History
Course Name HST560 AP® WORLD HISTORY



Course Description

This course spans the Neolithic Age to the present in a rigorous academic format organized by chronological periods and viewed through fundamental concepts and course themes. Students analyze the causes and processes of continuity and change across historical periods. Themes include human-environment interaction, cultures, expansion and conflict, political and social structures, and economic systems. In addition to mastering historical content, students cultivate historical thinking skills that involve crafting arguments based on evidence, identifying causation, comparing and supplying context for events and phenomenon, and developing historical interpretation. Students prepare for the AP® World History exam.

Course Length Two Semesters

Prerequisite Success in previous history course; and teacher/school counselor recommendation

CHAT



(/cont



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name LAW050-DYN PRINCIPLES OF PUBLIC SERVICE: TO SERVE & PROTECT



Course Description

Have you ever wondered who decides where to put roads? Or makes sure that someone answers the phone when you call 911? Or determines that a new drug is safe for the public? These tasks and many more are part of public service, a field that focuses on building healthy societies. Public service includes many different types of careers, but they all have in common the goal of working for others. This course will explore some of the most common career paths in public service. Working for the public also comes with a very specific set of expectations since protecting society is such an important mission. So if you want to work for the greater good, there is probably a public service career for you!

Course Length

One Semester

Course Outline

What Is Public Service?

- Analyze economic, political, and social trends likely to affect an agency or department.
- Discuss the need to infuse understanding of vision, missions, and goals into all departmental activities.
- Define the concept of risk management.
- Learn how to seek a variety of input from all stakeholders.
- Assess the effect of probable changes on the public.

The Business of Government

- Maintain financial records.
- Prepare and administer budgets.

CHAT



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Course Details

Subject Career Readiness Education (CRE) Electives

Course Name MFG220-PBL MANUFACTURING SYSTEMS



Course Description

This course is a Project Based Learning course (PBL). In this course, students will develop skills in automated systems; developing basic robot programs; CAM (Computer Aided Manufacturing w/SpectraCAM Milling), and the CAD/CAM process of developing CNC milling programs. Students will work virtually with fluid power (pneumatics), as used in manufacturing systems; hand tools; and be introduced to QC (quality control) and skills measurement.

Course Length One Semester

Prerequisite None

CHAT



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Course Details

Subject Math
Course Name MTH001: MATH FOUNDATIONS I (REMEDIATION)



Course Description

Students build and reinforce foundational math skills typically found in third through fifth grade for which they have not achieved mastery. They progress through carefully paced, guided instruction and engaging interactive practice. If needed, students can move on to Math Foundations II (addressing skills typically found in sixth through eighth grade) to further develop the computational skills and conceptual understanding needed to undertake high school math courses with confidence.

Course Length Two Semesters

Prerequisite Teacher/school counselor recommendation

Course Outline SEMESTER ONE

Unit 1: Understanding Numbers

Students begin with a diagnostic to find out what they know. Then they learn about basic odd and even numbers, including solving by grouping, regrouping, word problems, identifying un-needed information, skip counting, and mental math.

- Addition and Subtraction With Regrouping
- Understanding Numbers
- Ordering Numbers
- Fact Families
- Using Mental Math
- Choosing the Operation
- Adding Numbers Horizontally

CHAT



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Course Details

Subject Math

Course Name MTH011 MATH FOUNDATIONS II (REMEDIATION)



Course Description

Students build and reinforce foundational math skills typically found in sixth through eighth grade, achieving the computational skills and conceptual understanding needed to undertake high school math courses with confidence. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. This course is appropriate for use as remediation at the high school level or as a bridge to high school.

Course Length Two Semesters

Prerequisite Teacher/school counselor recommendation; MTH001: Math Foundations I is not required

Course Outline SEMESTER ONE

Unit 1: Numbers and Operations

Students begin with a diagnostic to find out what they know. Then they learn about rounding numbers, order of operations, square numbers and square roots, five step thinking plan to solving word problems, multiplication properties, division, factoring, comparing fractions, addition/subtraction of fractions, and multiplication/division of fractions.

- Number Sense: Rounding, Estimating, and Range
- Number Operations
- Number Sense: Squares and Square Root
- Problem Solving: The 5-Step Plan
- Problem Solving: Application
- Multiplication: Properties

CHAT



(/cont

HIGH SCHOOL COURSES (9-12)

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Course Details

Subject Math
Course Name MTH107 SUMMIT DEVELOPMENTAL ALGEBRA



Course Description

This is the first course in a two-year algebra sequence that concludes with Continuing Algebra. In this course, students begin to explore the tools and principles of algebra. Students learn to identify the structure and properties of the real number system; complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; and solve systems of linear equations. Sophisticated virtual manipulatives and online graphing tools help students visualize algebraic relationships. Developmental Algebra covers fewer topics than a one-year algebra course, providing students with more time to learn and practice key concepts and skills. After completing Developmental Algebra, students will be prepared to take Continuing Algebra.

Course Length Two Semesters

Prerequisite MTH113: Pre-Algebra (or equivalent)

Course Outline SEMESTER 1

Unit 1: Algebra Basics, Part 1

The English word algebra and the Spanish word algebrista both come from the Arabic word al-jabr, which means “restoration.” A barber in medieval times often called himself an algebrista. The algebrista also was a bonesetter who restored or fixed bones. Mathematicians today use algebra to solve problems.

- Semester Introduction
- Foundations
- Foundations Wrap-Up

CHAT



(/cont

HIGH SCHOOL COURSES (9-12)

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Course Details

Subject Math
Course Name MTH113 PRE-ALGEBRA



Course Description

In this course, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. Lessons provide demonstrations of key concepts as well as interactive problems with contextual feedback. A textbook supplements the online material.

Course Length Two Semesters

Prerequisite Middle School Fundamentals of Geometry and Algebra (or equivalent)

Note Students who have already succeeded in Middle School PreAlgebra or Intermediate Mathematics C should not enroll in this course.

Course Outline SEMESTER ONE

Unit 1: The Basics

Let's start at the very beginning; it's a very good place to start. Just as you need to know basic grammar and vocabulary as you begin to learn any language, you need to know some basic building blocks as you begin to learn algebra.

- Semester Introduction
- Order of Operations
- Variable Expressions
- Writing Expressions for Word Phrases

CHAT



(/cont

HIGH SCHOOL COURSES (9-12)

[Elementary Courses \(k-5\) \(/elementary-school-courses.html\)](#)

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Course Details

Subject Math
Course Name MTH126 SUMMIT ALGEBRA I (CREDIT RECOVERY)



Course Description

The Algebra 1 Credit Recovery course leads students from their proficiency and understanding of numbers and operations into the mathematics of algebraic thinking. Building on pre-algebra skills developed in middle school, students deepen their understanding of linear expressions and equations, linear inequalities, and coordinate graphing. They then explore and learn about the function concept, radical expressions, exponential expressions and functions, quadratic functions, systems of equations, factoring and roots of equations, and basic statistical analysis.

Course Length Two Semesters

Prerequisite Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline

SEMESTER 1

- Unit 1: Expressions and Problem Solving
- Unit 2: One-Variable Linear Equations
- Unit 3: One-Variable Linear Inequalities
- Unit 4: Two-Variable Linear Equations
- Unit 5: Two-Variable Linear Inequalities
- Unit 6: Introduction to Functions
- Unit 7: Special Functions
- Unit 8: Radical Expressions
- Unit 9: Exponential Equations
- Unit 10: Exponential Functions
- Unit 11: Sequences

SEMESTER 2

CHAT



(/cont

HIGH SCHOOL COURSES (9-12)

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Course Details

Subject Math
Course Name MTH128 SUMMIT ALGEBRA 1



Course Description

The Summit Algebra 1 course is intended to formalize and extend the mathematics that students learned in the middle grades. Because it is built to follow revised middle school math courses, the course covers slightly different ground than previous versions of algebra. In this course, students deepen their understanding of linear and exponential relationships by contrasting them with each other. Students also apply linear models to data that exhibit a linear trend. The course also covers analyzing, solving, and using quadratic functions.

Course Length Two Semesters

Course Outline

SEMESTER 1

- Unit 1: Expressions and Problem Solving
- Unit 2: 1-Variable Linear Equations and Inequalities
- Unit 3: 2-Variable Linear Equations and Inequalities
- Unit 4: Working with Functions
- Unit 5: Radicals and Exponents
- Unit 6: Exponential Functions
- Unit 7: Sequences and Modeling with Functions

SEMESTER 2

- Unit 1: Systems of Equations
- Unit 2: Polynomials
- Unit 3: Quadratic Equations

CHAT



(/cont

HIGH SCHOOL COURSES (9-12)

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Course Details

Subject Math
Course Name MTH129 BRIDGE TO ALGEBRA 1



Course Description

Success in Algebra 1 depends on a student's proficiency in concepts presented in prior courses, and the ability to integrate new concepts with that prior knowledge. The Bridge to Algebra 1 course incorporates all the necessary prerequisite skills required for student success. The course assesses students on these prerequisite skills before presenting related Algebra 1 concepts. Success on these assessments indicates preparedness for the next step in algebraic conceptual thinking. Lack of success on these assessments initiates a review of prerequisite concepts. These carefully planned reviews are "bridges" to Algebra 1. By design, only those bridges determined to be appropriate for the individual student are released within the student's course sequence, providing a personalized path. Each Algebra 1 unit includes two or three bridges of prerequisite concepts and skills. Each bridge strings together two levels of prerequisite content. The first level draws from concepts addressed in grades 7 and 8, and the second level digs even further back into foundational skills to draw from grades 7 and 6 content. Upon completion of a bridge, the associated new Algebra 1 concepts are presented. The bridges provide students with an opportunity to improve skills and increase the likelihood of success in Algebra 1. They aid in solidifying the connections that complete the puzzle of how mathematical topics are related.

The Bridge to Algebra 1 course offers the same instructional content as K12's Algebra 1 course offers, helping students to formalize and extend the mathematics they have learned in the middle grades and revisited in bridges content. Students deepen their understanding of linear and exponential relationships by contrasting them with each other. Students also apply linear models to data that exhibit a linear trend. The course also covers analyzing, solving, and using quadratic functions.

Course Length Two Semesters
Prerequisite School recommendation; Suggested that students have taken Summit Math Grade 8 or equivalent

[CHAT](#)



(/cont

HIGH SCHOOL COURSES (9-12)

[Elementary Courses \(k-5\)](#) (/elementary-school-courses.html).

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Course Details

Subject Math
Course Name MTH129 SUMMIT ALGEBRA 1 HONORS



Course Description

K12's Summit Algebra 1 course is intended to formalize and extend the mathematics that students learned in the middle grades. Because it is built to follow revised middle school math courses, the course covers slightly different ground than previous versions of Algebra. In this course, students deepen their understanding of linear and exponential relationships by contrasting them with each other. Students also apply linear models to data that exhibit a linear trend. The course also covers analyzing, solving, and using quadratic functions.

Course Length Two Semesters

Course Outline

SEMESTER 1

- Unit 1: Expressions and Problem Solving
- Unit 2: 1-Variable Linear Equations and Inequalities
- Unit 3: 2-Variable Linear Equations and Inequalities
- Unit 4: Working with Functions
- Unit 5: Radicals and Exponents
- Unit 6: Exponential Functions
- Unit 7: Sequences and Modeling with Functions
- Unit 8: Honors Project: Car Depreciation

SEMESTER 2

- Unit 1: Systems of Equations
- Unit 2: Polynomials

CHAT



(/cont

HIGH SCHOOL COURSES (9-12)

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Course Details

Subject Math

Course Name MTH146 SUMMIT INTEGRATED MATHEMATICS I (CREDIT RECOVERY)



Course Description

This first-year credit recovery high school integrated math course focuses on linear and simple exponential models. The course contrasts linear behavior with exponential behavior, and uses both linear and simple exponential equations as models. Students learn about and work extensively with functions—analyzing function properties and behavior, creating and transforming functions, and applying functions to various continuous and discrete situations. The statistics in the course cover both univariate and bivariate data. For univariate data, students learn about measures of center and spread. For bivariate data, they learn about correlation and fitting data to a line. The topics in geometry include transformations, reasoning, congruence, construction, and analytic geometry. Students take diagnostic tests at regular intervals to assess their current knowledge of fundamental content.

Course Length Two Semesters

Prerequisite Student previously took MTH148: Summit Integrated Mathematics I or its equivalent but did not receive credit; teacher/school counselor recommendation

Course Outline SEMESTER 1

Unit 1: Expressions and Problem Solving

This unit focuses on variables and algebraic expressions. Students practice translating real-world situations into mathematical expressions and equations, and use units to understand problems. In addition, students learn how the structure of a mathematical expression explains the relationships between the quantities in the real-world context it models.

- Semester 1 Introduction
- Foundations for Unit 1

CHAT



(/cont

HIGH SCHOOL COURSES (9-12)

[Elementary Courses \(k-5\) \(/elementary-school-courses.html\)](#)

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Course Details

Subject Math
Course Name MTH148 SUMMIT INTEGRATED MATHEMATICS I



Course Description

This first-year high school integrated math course focuses on linear and simple exponential models. The course contrasts linear behavior with exponential behavior and uses both linear and simple exponential equations as models. Students learn about and work extensively with functions—analyzing function properties and behavior, creating and transforming functions, and applying functions to various continuous and discrete situations. The statistics in the course cover both univariate and bivariate data. For univariate data, students learn about measures of center and spread. For bivariate data, they learn about correlation and fitting data to a line. The topics in geometry include transformations, reasoning, congruence, construction, and analytic geometry.

Course Length Two Semesters

Prerequisite K12 Intermediate Mathematics C or MTH113: Pre-Algebra (or equivalent)

Course Outline

SEMESTER ONE

Unit 1: Expressions and Problem Solving

This unit focuses on variables and measurement. Students practice translating real-world situations into mathematical expressions and equations, and they use units to understand problems. In addition, students look at what the structure of a mathematical expression can say about the relationships between quantities in a real-world context it models.

- Semester 1 Introduction
- Foundations for Unit 1
- Expressions

CHAT



(/cont

HIGH SCHOOL COURSES (9-12)

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Course Details

Subject Math
Course Name MTH206 SUMMIT GEOMETRY CREDIT RECOVERY



Course Description

The Geometry course combines mathematical reasoning and proof with an extension of students' algebraic development in geometric contexts. The course focuses primarily on two-dimensional shapes in the Euclidean plane. Starting with segments and angles, students develop understanding of and work through problems and proofs involving congruence, similarity, parallel and perpendicular lines, quadrilaterals, and circles. Toward the end of the course, time is also spent extending the treatment of triangles into basic trigonometry concepts and providing students with a detailed taste of analytic geometry by developing and using the equation of a circle in the coordinate plane.

Course Length Two Semesters

Prerequisite Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline

- SEMESTER 1**
- Unit 1: Basic Tools
 - Unit 2: Transformations
 - Unit 3: Reasoning and Proof
 - Unit 4: Vertical Angles and Corresponding Parts
 - Unit 5: Congruent Figures
 - Unit 6: Perimeter and Area
 - Unit 7: Equations of Parallel and Perpendicular Lines
 - Unit 8: Parallel Line and Triangle Properties
 - Unit 9: Triangle and Quadrilateral Properties
 - Unit 10: Similarity

[CHAT](#)



[\(/cont](#)

HIGH SCHOOL COURSES (9-12)

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Course Details

Subject Math
Course Name MTH207 SUMMIT CONTINUING ALGEBRA



Course Description

This is the second course in a two-year algebra sequence. In this course, students build on what they learned in Developmental Algebra to complete their knowledge of all topics associated with a deep understanding of Algebra I. They learn about relations and functions, radicals and radical expressions, polynomials and their graphs, factoring expressions and using factoring to solve equations, solving quadratics, rational expressions, and logic and reasoning.

Course Length

Two Semesters

Prerequisite

MTH107: Developmental Algebra (or equivalent)

Course Outline

SEMESTER 1

Unit 1: Relations and Functions, Part 1

A solar cell is a little machine that takes in solar energy and puts out electricity. A mathematical function is a machine that takes in a number as an input and produces another number as an output. There are many kinds of functions. Some have graphs that look like lines, while others have graphs that curve like a parabola. Functions can take other forms as well. Not every function has a graph that looks like a line or a parabola. Not every function has an equation. The important thing to remember is that if you put any valid input into a function, you will get a single result out of it.

- Semester Introduction
- Foundations
- Foundations Wrap-Up
- Relations
- Relations Wrap-Up

CHAT



(/cont

HIGH SCHOOL COURSES (9-12)

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Course Details

Subject Math
Course Name MTH208 SUMMIT GEOMETRY



Course Description

This Summit Geometry course builds on the geometry covered in middle school to explore more complex geometric situations and deepen students' ability to explain geometric relationships, moving toward formal mathematical arguments. Specific topics include similarity and congruence, analytic geometry, circles, the Pythagorean theorem, right triangle trigonometry, analysis of three-dimensional objects, conic sections, and geometric modeling.

Course Length Two Semesters

Prerequisite Algebra 1 (or equivalent)

Course Outline

SEMESTER 1

- Unit 1: Basic Tools and Transformations
- Unit 2: Reasoning and Proof
- Unit 3: Congruence and Constructions
- Unit 4: Analytic Geometry
- Unit 5: Line and Triangle Relationships
- Unit 6: Similarity

SEMESTER 2

- Unit 1: Triangle Similarity
- Unit 2: Area and Volume
- Unit 3: Circles
- Unit 4: Right Triangle Trigonometry

CHAT



(/cont

HIGH SCHOOL COURSES (9-12)

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Course Details

Subject Math
Course Name MTH209 BRIDGE TO GEOMETRY



Course Description

Success in Geometry depends on a student's proficiency in concepts presented in prior courses, and the ability to integrate new concepts with that prior knowledge. The Bridge to Geometry course incorporates all the necessary prerequisite skills required for student success. The course assesses students on these prerequisite skills before presenting related Geometry concepts. Success on these assessments indicates preparedness for the next step in algebraic conceptual thinking. Lack of success on these assessments initiates a review of prerequisite concepts. These carefully planned reviews are "bridges" to Geometry. By design, only those bridges determined to be appropriate for the individual student are released within the student's course sequence, providing a personalized path. Each Geometry unit includes two or three bridges of prerequisite concepts and skills. Each bridge strings together two levels of prerequisite content. The first level draws from concepts addressed in grades 7 and 8, and the second level digs even further back into foundational skills to draw from grades 7 and 6 content. Upon completion of a bridge, the associated new Geometry concepts are presented. The bridges provide students with an opportunity to improve skills and increase the likelihood of success in Geometry. They aid in solidifying the connections that complete the puzzle of how mathematical topics are related.

The Bridge to Geometry course offers the same instructional content as K12's Geometry course offers. This course builds on the geometry covered in middle school to explore more complex geometric situations and deepen students' ability to explain geometric relationships, moving toward formal mathematical arguments. Specific topics include similarity and congruence, analytic geometry, circles, the Pythagorean theorem, right triangle trigonometry, analysis of three-dimensional objects, conic sections, and geometric modeling.

Course Length Two Semesters

CHAT



(/cont

HIGH SCHOOL COURSES (9-12)

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Course Details

Subject Math
Course Name MTH209 SUMMIT GEOMETRY HONORS



Course Description

This Summit Geometry Honors course builds on the geometry covered in middle school to explore more complex geometric situations and deepen students' ability to explain geometric relationships, moving toward formal mathematical arguments. Specific topics include similarity and congruence, analytic geometry, circles, the Pythagorean theorem, right triangle trigonometry, analysis of three-dimensional objects, conic sections, and geometric modeling. This course includes all the topics in MTH208 as well as several extension activities. Each semester also includes an independent honors project.

Course Length Two Semesters

Prerequisite Algebra 1 (or equivalent)

Course Outline

SEMESTER 1

- Unit 1: Basic Tools and Transformations
- Unit 2: Reasoning and Proof
- Unit 3: Congruence and Constructions
- Unit 4: Analytic Geometry
- Unit 5: Line and Triangle Relationships
- Unit 6: Similarity
- Unit 7: Honors Project: Tessellation Project

SEMESTER 2

- Unit 1: Triangle Similarity

CHAT



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Course Details

Subject Math

Course Name MTH246 SUMMIT INTEGRATED MATHEMATICS II (CREDIT RECOVERY)



Course Description

This credit recovery math course focuses on extending the number system to include irrational and complex numbers as well as computation with quadratic polynomials. The course continues with quadratic expressions, equations, and functions, including making comparisons to their linear and exponential counterparts, covered in MTH148: Integrated Mathematics I. The course also introduces conditional probability as a way to make better decisions when given limited information. Geometry topics include similarity, right triangle trigonometry, and volume. Students use the tools of analytic geometry, synthesizing algebra and geometry concepts, to describe circles and parabolas in the coordinate plane. Because the course is designed specifically for credit recovery, the content is appropriately grouped into smaller topics to increase retention and expand opportunities for assessment. Students take diagnostic tests at regular intervals to assess their current knowledge of fundamental content.

Course Length Two Semesters

Prerequisite MTH148: Summit Integrated Mathematics I and student previously took MTH248: Summit Integrated Mathematics II or its equivalent but did not receive credit; teacher/school counselor recommendation

Course Outline SEMESTER 1

Unit 1: Polynomials

As with real numbers, operations can be performed on polynomials. In this unit, students learn how to perform operations on polynomials and explore the closure of polynomials before learning several methods for factoring polynomials. Lastly, students use factoring to find roots of a polynomial equation.

CHAT



(/cont

HIGH SCHOOL COURSES (9-12)

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Course Details

Subject Math
Course Name MTH248 SUMMIT INTEGRATED MATHEMATICS II



Course Description

Integrated Mathematics II, a second-year high school math course, introduces students to polynomials, including the factoring of polynomials, before moving onto quadratics equations and quadratic functions. Students expand on their knowledge of sequences in learning about series. The course also covers probability, including conditional probability. There are many geometry topics in the course, including transversals, quadrilaterals, similarity, volume, and circles. Students solve problems using right triangle trigonometry and special right triangles, and use the tools of analytic geometry to describe circles and parabolas in the coordinate plane.

Course Length Two Semesters

Prerequisite MTH148: Summit Integrated Mathematics I (or equivalent)

Course Outline SEMESTER 1

Unit 1: Polynomials

As with real numbers, operations can be performed on polynomials. In this unit, students learn how to perform operations on polynomials and explore the closure of polynomials before learning several methods for factoring polynomials. Lastly, students use factoring to find roots of a polynomial equation.

- Semester 1 Introduction
- Foundations for Unit 1
- Overview of Polynomials

CHAT



(/cont

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Course Details

Subject Math
Course Name MTH306 SUMMIT ALGEBRA 2 (CREDIT RECOVERY)



Course Description

The Algebra 2 course builds on the mathematical proficiency and reasoning skills developed in Algebra 1 and Geometry to lead students into advanced algebraic work. The course emphasizes the concept of functions throughout. Sandwiched between short forays into probability and statistics is a thorough treatment of linear, quadratic, higher-degree polynomial, exponential, logarithmic, and trigonometric functions, with emphasis on analysis, problem solving, and graphing. Toward the end of the course, an introduction to sequences and series is presented in preparation for future work in mathematics.

Course Length Two Semesters

Prerequisite Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline

SEMESTER 1

- Unit 1: Probability Distributions
- Unit 2: Data Gathering and Analysis
- Unit 3: Systems of Linear Equations
- Unit 4: Systems of Linear Inequalities
- Unit 5: Radical Expressions
- Unit 6: Complex Numbers
- Unit 7: Polynomials and Factoring
- Unit 8: Solving Polynomial Equations
- Unit 9: Polynomial Functions
- Unit 10: Rational Expressions

SEMESTER 2

CHAT



(/cont