

September 30, 2019

Division of Charter Schools  
Pennsylvania Department of Education  
333 Market Street, 3<sup>rd</sup> Floor  
Harrisburg, PA 17101

Division of Charter School:

Pennsylvania Distance Learning Charter School's approach to education is at all times guided by our mission to "blend proven classroom teaching techniques with education technologies to promote academic growth for all students". From the annual budget to the five (5) year strategic planning process to its governance and financial controls the school is committed to keeping students' needs at the center of all decisions.

The Board of Trustees and school's administration take the stewardship of public tax dollars very seriously. Through the day-to-day operations as Chief Executive Officer, I work closely with the school's Business Manager to ensure adherence to financial regulations and accountability. As evident in the audit documentation included in the renewal application, the school has experienced no findings in the annual independent audits, Federal Programs Monitoring and the Auditor General's school performance audit of 2015. Trustees participated in the Act 55 training provided online by PDE. In addition, the school administrative staff held an in-house review of school operations for board members. Trustees are committed to real-time teaching instruction for our students utilizing technology and proven classroom pedagogy. The commitment to learning is evident in the budget as 60% of the funds are dedicated for instruction.

As the school's enrollment increased over the charter period, so too did the number of special education students enrolling already identified. Our special education population went from 14% in 2011-12 to 26% today, a growth of 85%. At the same time, the number of students enrolling with qualifying as economically disadvantaged. Cut scores for students historically underserved are still not on target for accountability, but students enrolled in our school with this distinction are outperforming our all students group in all three content areas. The 2017-18 Future Ready Index data indicates 68.77% of students with disabilities and economically disadvantaged students are reaching academic goals, and growth goals; while only 63.1% of the all students group are meeting these gains. Considering the school exceeds the allowable 1% of students eligible for PASA distinction the growth gains of our students indicate the school has the ability to meet the needs of students in Pennsylvania.

In 2018-19, the school moved from a targeted assisted Title I program to schoolwide. This move allowed more students to receive supports as now, every teacher is responsible for carrying out tiered interventions. Expanding the Title team to four dedicated teachers, all with 3-11 years of experience, all certified in special education, and two (2) with reading specialist certifications will enhance the learning of not only our students, but also our staff. Effective use of tiered interventions was identified during the CSI process as an area of need for our teachers. Evidence indicated teachers were jumping from Tier 1, whole group instruction to Tier 3, individualized instruction without documenting the interventions used through differentiation within the classroom, and small group instruction in areas of need. The teachers received a half-day of professional development on MTSS-RTII at the start of school. Department and individual professional learning plan goals of teachers will be supported through participation in professional development provided by the Allegheny Intermediate Unit, PaTTAN, and other experts. Title teachers will be providing two (2) research-based strategies in the areas of math and reading for teachers to use in the classroom. Supported by our Technology and Instruction Coaches it is anticipated that individual annual student growth will be gained as evidenced on the benchmark assessment, Scantron, and summative assessments of PSSA and Keystones.



As part of the school's commitment to continuous improvement, fiscal transparency and accountability, the school included each stakeholder group – students, families, teachers/staff, administrators, and board of trustees – in the planning, development, review and input processes of both the annual budget and the strategic plan. Whether through survey focus group, online “Town Hall” conversation or otherwise – community input is solicited regularly. In similar fashion, all of the school's financial documents (budget, audit, 990, and meeting minutes) are all publicly available on the PA Distance website. For the period of 2019-24, the School has identified five (5) such Priority Areas: Student Achievement, Student Retention, Family Engagement, Communication Systems (Internal & External) and a Culture of Growth. In order to achieve the goals outlined in its Strategic Plan, the School has adapted its 5-year budget supplemented by the Board-approved release of Restricted Funds, to include a number of strategic expenditures (to be incurred at various points along the 5-year window): 1). Creation of Teacher-Led Teams to help drive organizational improvement (Instructional Leadership Team, Family Engagement Team, External Communications Team).; 2). Development of a Future Tech R&D Program to diversify the School's STEM offerings and bolster both core academic and enrichment offerings; 3). Social & Emotional Curriculum development to ensure that students develop the competencies and skills to be successful in college, career and beyond; 4). Family Coaches to work directly with students and families around the state – particularly those most in need of intervention and support. This will also include a Mobile Classroom in summer months and 5). HR Audit to review the organizational chart, conduct focus groups and surveys with staff, review policies, and inform the School's efforts to attract, retain and empower its professional staff. Additionally, Furniture and Moving Costs related to the planned relocation of the School's administrative and teacher offices were allocated through the use of the school's fund balance.

Pennsylvania needs school choice through public cyber charter schools for students, such as those attending Pennsylvania Distance Learning Charter School. Students historically underserved do not have the options available to more affluent families. Our school does not avoid facing deficiencies. Quite the contrary, we run toward the opportunities to learn for the betterment of our students. There is a comprehensive approach to all goal setting and implementation across all grade levels and with all staff. I am confident our personalized blended learning model will evolve over time, but rest assure the focus on real-time teaching of students using technology to realize academic growth will be at the center of all decisions.

Sincerely,

*Patricia Rossetti*

Patricia Rossetti  
Chief Executive Officer

PA Distance Learning Charter School Renewal Application

Required Attachments

<b>Section</b>	<b>Attachment</b>	<b>Attached (Y/N)</b>	<b>If Not Attached, Explain</b>
Instructions	Cover Letter from CEO	Y	
Application Fact Sheet	Enrollment Charts by Grade	N	Not requesting increase in number of grades served
Application Fact Sheet	Current and Projected Student Enrollment Chart	Y – Application Fact Sheet	
Application Fact Sheet	Current and Projected Professional Staff Levels	Y- Application Fact Sheet	
Student Achievement/ Progress Toward Initial Goals and Objectives	List of Formative and Summative Assessments	Y – Attachment 2	
Student Achievement/ Progress Toward Initial Goals and Objectives	Assessment Calendar	Y – Attachment 3	
Student Achievement/ Educational Programs	Keystone and PSSA Report for Previous Years	Y – Table 1	
Student Achievement/ Educational Programs	Hours of Instruction, Teacher Availability for Assistance and Method of Instructional Delivery	Y – Attachment 1	
Student Achievement/ Educational Programs	School Calendar	Y – Attachment 2	
Student Achievement/ Educational Programs	School Improvement Plan	Y – Attachment 3	
Student Achievement/ Educational Programs	Curriculum Framework/ Maps and/or Scope and Sequence	Y – Attachment 4	
Student Achievement/ Educational Programs	Course Offerings, Course Descriptions and Objectives	Y – Attachment 5	
Student Achievement/ Future Goals and Objectives	Measurable Outcomes and Goals Chart	Y – Table 2	
School Operations and Management/Teacher Evaluation & Professional Development	Teacher Induction Plan	Y – Attachments 1a-h	
School Operations and Management/Teacher Evaluation &	Professional Staff Retention and Turnover Chart	Y – Application Fact Sheet	

Professional Development			
School Operations and Management/Teacher Evaluation & Professional Development	Teacher Evaluation Protocol	Y – Application Fact Sheet Hyperlink	
School Operations and Management/Teacher Evaluation & Professional Development	Act 48 Plan	Y – Attachment 4	
School Operations and Management/Teacher Evaluation & Professional Development	Certification Level Chart Addendum A PDE 414	Y – Attachment 5 and Addendum A	
School Operations and Management/Teacher Evaluation & Professional Development	Professional Development Calendar	Y – Attachment 5	
School Operations and Management/Teacher Evaluation & Professional Development	Union Contracts with Professional Employees	N	NA
School Operations and Management/Financial Solvency	Annual Audits for Each Year of Charter	Y – Attachments 1a-1e and Addendum B	
School Operations and Management/Financial Solvency	Most Recent Financial Statements	Y – Attachment 2	
School Operations and Management/Financial Solvency	Current Insurance Policies	Y – Attachments 3a-3f	
School Operations and Management/Financial Solvency	Management Contract and benefits package	Y – Attachments 4a-4b	
School Operations and Management/Financial Solvency	Leases, Deeds or Real Estate Agreements not previously submitted to the Department	Y- Attachment 5	
School Operations and Management/Financial Solvency	Lease agreements and invoices/statements for equipment and services	Y – Attachments 6a-6d	
School Operations and Management/Financial Solvency	Investments Chart	Y – Application Fact Sheet	
School Operations and	Student Services Table	Y – Attachment 1	



Management/Student Services	Addendum C		
School Operations and Management/Student Services	Policy and procedure manual regarding instruction provided to students with IEPs	Y – Attachment 2	
School Operations and Management/Student Services	Most recent program evaluation	Y – Attachment 3a-3b	
School Operations and Management/Student Services	Agendas & records of staff & parent special education trainings	Y – Attachment 4	
School Operations and Management/Student Services	Special Education Teacher Certifications	Y – Attachment 5	
School Operations and Management/Student Services	Special education caseloads	Y – Attachment 6	
School Operations and Management/Student Services	Total numbers of students receiving special services & services received	Y – Attachment 7	
School Operations and Management/Student Services	Federal child counting sample	Y – Attachments 8a-8d	
School Operations and Management/Student Services	Existing statewide services providers under contract	Y – Attachment 9	
School Operations and Management/Student Services	Anticipated or tentative services providers to support enrollment increases	N	
School Operations and Management/Student Services	Policy and procedures manuals regarding English Language Learners (ELL) instruction/programming	Y – Attachment 10	
School Operations and Management/Student Services	Most recent English Language Learners program evaluation	N	Handled by IU
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 – Attachment 1	
School Operations and Management/School Governance	Board meeting calendar, agenda and board minutes for all board meetings held within the last year; Board policies	Y – Attachments 2a-2d	

	and procedures		
School Operations and Management/School Governance	Staff Organizational Chart	Y	
School Operations and Management/School Governance	Signed Ethics Forms for each Board member currently serving	Y – Attachment 4	
School Operations and Management/School Governance	Evaluations of the External Management Organization, if applicable	N	NA
School Operations and Management/School Governance	Explanations and evidence that the Board of Trustees complied with regulations of a governing entity	Y- Application Fact Sheet	
School Operations and Management/School Governance	Sample Sunshine Notice for public meeting(s)	Y – Attachment 7	
Overall School Design/ Communications to Parents & Community	Examples of Communications, Outreach and Marketing to the Community and Parents	Y – Attachments 1a-1c	
Overall School Design/ Communications to Parents & Community	Satisfaction surveys from stakeholders	Y – Attachment 3	
Overall School Design/ Communications to Parents & Community	Dates, times and agendas for parent meetings and sign-in sheets	Y – Attachment 4	
Overall School Design/ Communications to Parents and Community	Examples of formal parental and/or community complaints and resolutions	Y – Attachment 5	
Overall School Design/ Student Enrollment	Enrollment Chart	Y – Application Fact Sheet	
Overall School Design/ Student Enrollment	Waiting list data for each year	N	NA
Overall School Design/ Policies and Procedures/Technology and Support	Technology Plan	Y – Attachment 1	
Overall School Design/ Policies and Procedures/Technology and Support	Children Internet Protection Act (CIPA) Policy	Y – Attachment 2	
Overall School Design/ Policies and Procedures/Technology	Policies and procedures concerning appropriate use curriculum and	Y – Attachment 3	

and Support	training materials		
Overall School Design/ Policies and Procedures/Technology and Support	Three months of help desk reports	Y – Attachment 4a-4c	
Overall School Design/ Policies and Procedures/Technology and Support	Cyber Bullying Policy	Y – Attachment 3	
Overall School Design/ Policies and Procedures/ School Safety	School Safety Plan	Y – Attachment 1	
Overall School Design/ Policies and Procedures/ School Safety	Staff clearance protocols, Act 4, Act 126, Act 168, Act 82, and Act 24	Y-Attachment 2	
Overall School Design/ Policies and Procedures/ School Safety	Suicide Awareness and Prevention Policy	Y – Attachment 4	
Overall School Design/ Policies and Procedures/ School Safety	Annual Safe Schools Report	Y – Attachments 5a-5c	

## Application Fact Sheet

Cyber Charter School Name: Pennsylvania Distance Learning Charter School

School Address: 2100 Corporate Drive, Suite 500, Wexford, PA 15090

County: Allegheny

Intermediate Unit: Allegheny Intermediate Unit #3

Charter Start Date: July 1, 2015

Date Current Charter Expires: June 30, 2020

Federal Employer Identification Number: 20-1331146

AUN#: 115220003

Vendor Identification Number: 0000197884

### Chief Executive Officer:

First: Patricia

Middle: R

Last: Rossetti

Address: 2100 Corporate Drive, Suite 500, Wexford

State: Pennsylvania

Zip Code: 15090

Telephone: 888.997.3352 x114

Fax Number: 866.977.3527

Email: [Patricia.Rossetti@padistance.org](mailto:Patricia.Rossetti@padistance.org)

### Grade and Age Ranges

Group	Grade/Age Range
Elementary	K-6
Middle	7-8
Secondary	9-12
Grades Educated	xK x1 x2 x3 x4 x5 x6 x7 x8 x9 x10 x11 x12

### Current and Projected School Enrollment:

Year	Enrollment
2019-2020	900
2020-2021	925
2021-2022	950
2022-2023	975
2023-2024	1,000

**Current and Projected Teaching Staff:**

<b>Year</b>	<b>Number of Professional Staff</b>
2019-2020	85
2020-2021	87
2021-2022	89
2022-2023	91
2023-2024	93

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

*No*

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

The school offers two retirement plans, PSERS and a 403b retirement plan. For employees who are active participants in PSERS without a break in service, the staff member has the option of continuing to be an active participant in PSERS or join the school’s 403b plan. New staff members who are not active members of PSERS upon employment commencing with our school become participants in the school’s 403b plan.

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

***(PDLCS Charter Renewal October 2019/Application Fact Sheet/Staff by Title and Certification)***

**I. Student Achievement**

a. Progress toward Initial Goals and Objectives

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

The first goal of the current charter application was to become independent from the school’s Education Management Organization at the end of the 2012-13 school year. PA Distance followed the Request for Proposal (RFP) process for an enrollment/student information system, technical support, and business management services. The RFP Committee made recommendations to the Board of Trustees for the services based on an evaluation rubric. Other services outlined in the charter renewal plans for the future section were assigned to school employees. Over the course of the current charter, changes in the enrollment/student information system, and technical support took place in 2013-14 without disruption to students with the hiring of Cloudcast Computing.

The change in technical support and enrollment/student information systems has allowed for onsite technical support services for our students and staff. The previous provider was not familiar with PIMS reporting needs, resulting in additional manual reporting work for school personnel. Cloudcast Computing has software engineers on staff. The software engineers make system reporting changes in

their system to accommodate PIMS, and Office of Civil Rights reporting without charging the school additional fees. The relationship with Cloudcast Computing has evolved over time with monthly planning meetings, and quarterly development scheduling meetings.

The second goal addressed in the 2011 charter renewal was to grow enrollment. After taking over marketing responsibilities from our previous Education Management Organization, the school worked to refine our message, build a public website, and sought to use the most cost effective marketing channels.

<b>Enrollment Goals from 2011</b>	<b>Current (10-11)</b>	<b>Year 1 (11-12)</b>	<b>Year 2 (12-13)</b>	<b>Year 3 (13-14)</b>	<b>Year 4 (14-15)</b>	<b>Year 5 (15-16)</b>
Total Projected Enrollment	350	425	550	625	700	775
Average Daily Membership Actuals	315	353	486	519	500	600

The following illustrations show the actual monthly Average Daily Membership total for each school year from FY2011-12 to the current year. Includes FY2019-20 Estimate of ADM 900.

	<b>2011-12 (ADM 315)</b>	<b>2012-13 (ADM 353)</b>	<b>2013-14 (ADM 486)</b>	<b>2014-15 (ADM 519)</b>	<b>2015-16 (ADM 500)</b>	<b>2016-17 (ADM 646)</b>
September	281	359	456	519	438	601
October	331	404	501	549	500	684
November	336	393	497	558	499	659
December	337	371	495	557	508	643
January	325	355	497	530	518	641
February	324	360	496	534	527	663
March	319	336	483	518	517	659

The public relations budget between for FY2019-20 is 2.5% of the school’s overall budget which includes public family involvement; public relations travel for the Family Outreach Coordinator, public relation contracted services, and public website controls. While it took until year three (3) of the renewal period, PA Distance was successful in surpassing the goals set in growing enrollment while relying primarily on online marketing which is a cost effective marketing channel.

The third goal outlined in the previous charter renewal was to create a school Outreach Advisory Panel to increase stakeholder involvement and channel feedback. PA Distance is devoted not simply to the success of its current students, but to long-term health and solvency such that future generations of cyber students will flourish. The CEO, Board, and Strategic Planning Committee engaged in a thorough process of organizational review, analysis, planning and long-range forecasting around a key set of priorities and strategic goals. For the period of 2019-24, the School has identified five (5) such Priority Areas: Student Achievement, Student Retention, Family Engagement, Communication Systems (Internal & External) and a Culture of Growth. In order to achieve the goals outlined in its Strategic Plan, the School has adapted its 5-year budget – supplemented by the Board-approved release of Restricted Funds, to include a number of strategic expenditures (to be incurred at various points along the 5-year window):

- **Creation of Teacher-Led Teams** to help drive organizational improvement (Instructional Leadership Team, Family Engagement Team, External Communications Team).
- **Development of a Future Tech R&D Program** to diversify the School’s STEM offerings and bolster both core academic and enrichment offerings.
- **Social & Emotional Curriculum** development to ensure that students develop the competencies and skills to be successful in college, career and beyond.
- **Family Engagement Coordinator and Coaches** to work directly with students and families around the state – particularly those most in need of intervention and support. This will also include a **Mobile Classroom** in summer months.
- **HR Audit** to review the organizational chart, conduct focus groups and surveys with staff, review policies, and inform the School’s efforts to attract, retain and empower its professional staff.
- **Furniture and Moving Costs** related to the planned relocation of the School’s administrative and teacher offices.

As part of its organizational commitment to fiscal transparency and accountability, PA Distance also included each stakeholder group – students, families, teachers/staff, administrators, and board of trustees – in the planning, development, review and input processes of both the annual budget and the strategic plan. Whether through survey, focus group, online “Town Hall” conversation or otherwise – community input was and will continue to be solicited regularly. In similar fashion, all of the School’s financial documents (budget, audit, 990, 5-year model and the strategic plan itself) are all publicly available on the PA Distance website.

While the name of the group changed from Outreach Advisory Panel in the 2011 charter renewal to Family Engagement Team in the 2020 renewal application, the goals are similar in nature. The Family Engagement Team is comprised of a coordinator and coaches with varying backgrounds, skills, and knowledge to support the needs of our families in their communities. In addition to the Family Engagement Team, the school has dedicated a school counselor and special education teacher to the school’s Career Education Work (CEW) Team. The CEW Team provides online and in-person opportunities for students to explore post-secondary opportunities. Working collaboratively with the school’s Comprehensive, CSI, and Strategic Planning Committees, the Family Engagement Team, CEW Team, provide stakeholder input on schoolwide initiatives and program evaluation.

PA Distance met the goal outlined in the previous charter renewal application. The school continues to engage parents via parent/teacher conferences, orientation, open house, field trips, online assemblies, and parent training sessions. The Family Engagement Team will provide community-based supports in five (5) regions.

Over the course of the charter, the measurement matrix for student achievement has changed from School Performance Profile (SPP) to Future Ready PA Index. SPP evolved year after year with a change in the matrix measurements. The school scores as measured on SPP are as follows:

2013: 54.7  
 2014: 50.9  
 2015: 49.2  
 2016: 54.1  
 2017: 39.4  
 2018: 43.3

An increase in enrollment occurred in 2017 resulting in more than 40% of staff being new to the school. Improvement occurred in 2018 after one-year of experience in the online teaching environment. The school's 2017-2018 Future Ready PA Index data indicates that students historically underserved are meeting or exceeding academic goals of all student groups.

English Language Arts/Literature	
- All Student Group:	70.3%
- Students with Disabilities:	71.5%
- Economically Disadvantaged:	73.8%

Mathematics/Algebra	
- All Student Group:	50.0%
- Students with Disabilities:	56.5%
- Economically Disadvantaged:	59.3%

Science/Biology	
- All Student Group:	69.0%
- Students with Disabilities:	77.5%
- Economically Disadvantaged:	74.0%

The school's 2017-2018 Future Ready PA Index data indicate that students historically underserved are meeting or exceeding academic growth goals of all student groups.

English Language Arts/Literature	
- All Student Group:	70.3%
- Students with Disabilities:	73.8%
- Economically Disadvantaged:	71.5%

Mathematics/Algebra	
- All Student Group:	50.0%
- Students with Disabilities:	56.5%
- Economically Disadvantaged:	59.3%

Science/Biology	
- All Student Group:	69.0%
- Students with Disabilities:	77.5%
- Economically Disadvantaged:	74.0%

- ii. 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.

Pennsylvania Distance Learning Charter School is working closely with a PDE CSI facilitator, and two CMTs focusing on two primary areas, effective implementation of research-based tiered interventions and parent involvement. The school successfully engaged in timely and meaningful consultation with a broad range of stakeholders and examined relevant data to understand the most overarching needs of our students and staff. The steering committee examined the potential root cause of those needs through a



variety of data sources. Surveys, focus groups, and a critical look at programs such as Title I (students), Title II (teachers), and MTSS-RtII, along with a review of data collected for a 5-year strategic plan approved in April 2019, helped us hone in on our strengths and challenges. The committee also utilized the continued re-evaluation of the Comprehensive and School Level Plans to guide our decision-making. The CSI process, with its Pennsylvania Essential Practices rubric, also help the committee gain specific information to guide us along the way. From this data analysis, we determined our specific strengths and explicit needs in the areas of parent engagement and staff knowledge, and practice in raising student achievement for all.

Moving forward, Pennsylvania Distance Learning Charter School will monitor the parent engagement and student achievement data through quarterly steering committee meetings and also monthly grade level data team meetings with academic team members. Monthly administrative meetings that include the Directors of Special Education, Technology and Student Services, Principals, Family Engagement Coordinator and the Chief Executive Officer who will also be a vehicle in ensuring fidelity to the plan goals and its execution. Through these meetings we will be able to make adjustments based on data to ensure that we are meeting the plan expectations and providing a vehicle for parent engagement and student achievement for all.

Priority #1 – Measurable Goal #1: Pennsylvania Distance Learning Charter School will implement parent engagement strategies - For each 2019-20 start date, parents will participate in a live online and/or recorded parent orientation sessions; parents will be educated on monitoring student progress and student achievement strategies with an average annual parent participation of 30% by June 30, 2020.

Priority #1 – Measurable Goal #2: Pennsylvania Distance Learning Charter School will implement parent engagement strategies -By June 30, 2020, the school will have identified 5 specific regions within the state that serve as strategic areas of focus for family engagement planning. For each area there will be a needs assessment and a coordinated action plan that identifies allied local resources, opportunities for partnership with the school and specific actions that will increase family and parental involvement with the school.

Priority #2 – Measurable Goal #1: Pennsylvania Distance Learning Charter School will implement a successful Multi-Tiered Sytem of Support / Reponse to Instruction and Intervention.- Following teacher professional development on tiered interventions and data analysis, students who complete the English Language Arts and Mathematics Scantron exam in the Fall and Spring will meet his or her individual annual gains target between the assessment periods due to being placed in the appropriate tier. By June 30, 2020 teachers will execute MTSS-RtII with fidelity to support student academic growth analysis professional development resulting in 80% of teachers implementing MTSS-RTII with fidelity.

Action steps are outlined in the Comprehensive School Improvement Plan (CSI) pages 13-21.

***(PDLCS Charter Renewal October 2019/1. Student Achievement/1A. Progress Toward Initial Goals and Obj/Comprehensive School Improvement Plan (CSI))***

- iii. 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.

The school has a student population of approximately 26% special education and 40% economically disadvantaged, requiring our academic teams to prioritize meeting the needs of all students in the classroom. The school’s MTSS-RTII program is aided by the academic team’s use of the school’s data warehouse, LinkIt! which houses historical and current year academic achievement data. LinkIt! is available to academic teams who may use the data for planning. A universal screener, Renaissance Star 360 is administered to all students in K-12 grades during student orientation. Star 360 is an early warning system that helps to identify students who may be at risk of failure. Benchmark assessments, Scantron Achievement Series for grades 3-12, and Children’s Progress Academic Assessment for students in grades K-2 are given three times a year to allow teachers to further adapt instruction to the needs of students. Curriculum maps provided a roadmap for upcoming unit objectives allowing teachers group students, and add enrichment, remediation and support opportunities as a result of data team monthly reviews. Collaboration and data review time is set aside monthly to allow academic teams, which include school counselors, special education, and Title teachers to plan lessons together across content areas. Dedicating time for academic team meetings and having our staff in one location is an advantage resulting in academic achievement for our historically disadvantaged students.

The school’s 2017-2018 Future Ready PA Index data indicates that students historically underserved are meeting or exceeding academic goals of all student groups.

English Language Arts/Literature	
- All Student Group:	70.3%
- Students with Disabilities:	71.5%
- Economically Disadvantaged:	73.8%
Mathematics/Algebra	
- All Student Group:	50.0%
- Students with Disabilities:	56.5%
- Economically Disadvantaged:	59.3%
Science/Biology	
- All Student Group:	69.0%
- Students with Disabilities:	77.5%
- Economically Disadvantaged:	74.0%
Graduation Rate 4-year	
- All Student Group:	69.7%
- Students with Disabilities:	76.2%
- Economically Disadvantaged:	73.3%

School Performance Profile from 2016-17

**Indicators of Closing the Achievement Gap - All Students**

Mathematics/Algebra I - Percent of Required Gap Closure Met	NA
ELA/Literature - Percent of Required Gap Closure Met	NA
Science/Biology - Percent of Required Gap Closure Met	NA

**Indicators of Closing the Achievement Gap - Historically Underperforming Students**

Mathematics/Algebra I - Percent of Required Gap Closure Met	NA
---	----

- iv. 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.

Insufficient data groups exist for many subgroups and in most grade levels across the charter period. Analyzing the data across All Students and Historically Underperforming indicate students are achieving at approximately the same rate on growth and achievement cut scores. As stated above in the Historically Underperforming section, students with these distinctions are outperforming the All Students group. Utilizing the 2030 goals set forth in the CSI school specific incremental growth, the school is working with the PDE CSI Facilitator and CMTs to meet the Pennsylvania Accountability System growth measures.

***(PDLCS Charter Renewal October 2019/1. Student Achievement/1A. Progress Toward Initial Goals and Obj/Attachment 1a-b)***

- 1. List of formative and summative assessments

***(PDLCS Charter Renewal October 2019/1. Student Achievement/1A. Progress Toward Initial Goals and Obj/Attachment 2)***

- 2. Attach Assessment Calendar

***(PDLCS Charter Renewal October 2019/1. Student Achievement/1A. Progress Toward Initial Goals and Obj/ Attachment 3)***

- 3. Describe systems for collecting and analyzing data and how the data is used to inform instruction and planning.
  - a. Provide a high-level summary of achievement and other outcomes to include trend information and results by student group.

Gains analysis reports are available in Scantron. The results are measured from the first testing period to the last with 61% of students making annual growth targets in reading of 50.6% in math, and 36.5% in science. CPAA results indicate the majority of students, 70% are at expectations for age, and grade level as the test adapts with the students time spent in the classroom. The school does not create sub-groups for

students in the benchmark assessment systems. Teachers use the data to provide supports and enrichment to small groups and individual students.

- b. What do these data suggest in terms of the school's short-and long-term goals?
- c. How do these goals relate to the school improvement plan, if any?

The data indicates that in order to meet short-and long-term goals fidelity in implementing the school's MTSS-RTII tiered interventions is needed. As part of the school's CSI plan teachers will receive additional whole group training. Teachers will participate in training provided by the Allegheny Intermediate Unit and PaTTAN offices as available. Title I teachers will provide training on research-based strategies in the areas of math and reading twice per quarter. Through the Student Learning Objective process, teachers will be assessed on alignment and growth of standard-based goals. The elementary teachers have a goal of alignment of live learning with asynchronous lessons as it has been identified as an area of need. Middle school teachers are focus efforts on increasing writing stamina and TDAs aligned to the PSSA rubric. Special education teachers have a goal to triangulate data prior to writing IEP goals and offering SDIs. All of these efforts target the 2030 goals set in our CSI school level incremental growth chart.

- b. Educational Programs
  - i. 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.)

Pennsylvania Distance Learning Charter School continuously reviews our curriculum identifying content areas with over emphasis and under representation. The school utilizes a curriculum mapping software product to maintain curriculum maps. In 2017-18, the school moved to new core product requiring in 2018-19, a thorough review of curriculum maps.

Curriculum Maps are available for:

Arts & Humanities  
Career Education Work  
Civics & Government  
Economics  
English Language Arts  
Family and Consumer Science  
Geography  
Health Safety and Physical Education  
History and Social Studies Reading  
History and Social Studies Writing  
Math Core  
Science and Technology  
School Counselors National Standards  
School Counselors Mindsets & Behaviors  
SCT Reading Core  
SCT Writing Core  
Social Studies  
World Language  
School Counselors National Standards and Mindsets & Behaviors

Review of our curriculum mapping enabled the administration and content areas to uncover instructional gaps and create cross curricular instructional opportunities. Throughout the summer of 2019, teachers developed new classes and revised class lesson plans within our course delivery system to address areas of need in our curriculum map. In addition, teachers are provided time for curriculum mapping revisions. In 2019-20, two reflection days are built into the schedule for each department to allow for thoughtful planning.

Daily online lessons are supplemented with an array of curricula easily tailored to meet the unique needs of online learners at all grade and ability levels. All curriculum offerings allow for evaluation and feedback through assignments and progress monitoring efforts that align with the Pennsylvania Department of Education content area standards, anchors and eligible content as available.

The school utilizes a variety of online programs to facilitate instruction as well as supplemental instruction for enrichment and remediation. These programs include, but are not limited to Acellus, Study Island, GetMoreMath, Dreambox, Language Live, eDynamics, Edmentum Courseware, Pearson, Legends of Learning, Learning World Book, Reading A-Z, Without Tears, IXL Learning, Scholastic, Edutyping, World Book, and Gizmos. The primary online content provider, Acellus is a fully asynchronous, mastery based program that provides asynchronous instruction of the four core content areas, and some electives that students can access 24 hours a day, 7 days a week.

***(PDLCS Charter Renewal October 2019/1. Student Achievement/ 1B. Education Programs Attachments 1-5c)***

- ii. 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.

***(PDLCS Charter Renewal October 2019/1. Student Achievement/ 1B. Progress Towards Initial Goals and Obj/Attachment 1)***

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

All students in grades K-12 are administered the universal screener, Renaissance Star 360 for reading and math during student orientation. Star 360 is an early warning system that helps to identify students who may be at risk of failure. Benchmark assessments, Scantron Achievement Series for grades 3-12, and Children's Progress Academic Assessment for students in grades K-2 are given three times a year to allow teachers to further adapt instruction to the needs of students. Star 360, Children's Progress Academic Assessment (CPAA), and Scantron Achievement Series are given online. Teachers proctor one-on-one the CPAA exams in real-time.

PSSA are administered as summative assessment in grades 3-8 and Keystone exams at the end of the semester of the student's Algebra, Biology, and Literature courses. PSSA and Keystone exams are administered following testing protocols distributed by the Pennsylvania Department of Education. Students are tested in-person using a hotel conference room setup in classroom style seating. Academic

teams evaluate student results and upcoming lesson objectives outlined in course curriculum maps to make adjustments to daily lessons. In some cases, review materials and remediation opportunities are added for all or some students depending on data trends. Leveled reading materials can be assigned and enrichment opportunities for students with high levels of prior knowledge.

Course pre-tests are administered along with learning style and interest surveys to allow teachers to provide enrichment and supports as appropriate. Informal failure without fear opportunities occur in live learning sessions and through the course delivery system where students can retake assessments, or redo lesson practice problems. Teachers allow time for students to read aloud, and demonstrate ability to independently complete lesson objectives in live class. Timely feedback is provided to students through the multi-sensory online curriculum which is instant and teacher graded content within 72 hours.

Teachers vary classroom assessments in an effort to address learning styles. Gaining authentic assessment is essential in an online environment. When discourse is evident or triangulation of data not evident, the teacher will work with the student one-on-one to gain real-time data. Interventions are put into place by teachers through differentiated instruction techniques. When applicable as indicated by data collection and analyzation dictates, a referral for a team meeting for possible Tier II consideration will be made.

Students, parents, and academic teams began using Student Annual Goal sheets in 2019-20. The goal sheets allow for ownership of academic and behavior goals to come from the student with guidance of the student's homeroom coach. The goal sheets are available to the students, parents, and academic team members for use throughout the year. As data relevant to the goals is available, students will enter and track goal progress.

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

***(PDLCS Charter Renewal October 2019/1. Student Achievement/ 1B. Progress Towards Initial Goals and Obj/ Sample PD Opportunities)***

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

***(PDLCS Charter Renewal October 2019/1. Student Achievement/ 1B. Progress Towards Initial Goals and Obj/ 2018-19 and 2019-20 Academic Calendars)***

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

***(PDLCS Charter Renewal October 2019/1. Student Achievement/ 1B. Progress Towards Initial Goals and Obj/Comprehensive School Improvement (CSI) Plan)***

- vii. 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.

All staff at the school participate in assessment training as conducted by the school's Testing Coordinated, provided by PDE, and outlined in the testing administration manuals.

*(PDLCS Charter Renewal October 2019/1. Student Achievement/ 1B. Progress Towards Initial Goals and Obj/Staff Testing Training- PSSA and Keystone-Spring 2019)*

The school has not experienced complaints or corrections regarding compliance with PSSA, PASA, and/or Keystone Exams under the current Testing Coordinator.

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

*(PDLCS Charter Renewal October 2019/1. Student Achievement/ 1B. Education Programs/Attachment 4)*

- ix. Attach descriptions and objectives for all courses.

*(PDLCS Charter Renewal October 2019/1. Student Achievement/ 1B. Progress Towards Initial Goals and Obj/Attachment 5a-c)*

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

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

Insufficient data groups exist for many subgroups and in most grade levels across the charter period. Analyzing the data across All Students and Historically Underperforming indicate students are achieving at approximately the same rate on growth and achievement cut scores. As stated above in the Historically Underperforming section, students with these distinctions are outperforming the All Students group. Utilizing the 2030 goals set forth in the CSI school specific incremental growth, the school is working with the PDE CSI Facilitator and CMTs to meet the Pennsylvania Accountability System growth measures.

*(PDLCS Charter Renewal October 2019/1. Student Achievement/Education Programs/ Table 1a-b)*

**c. Future Goals and Objectives**

- i. 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 the school improvement plan.

In addition to the CSI, and Comprehensive Plan goals, the school will be implementing the 5-year Strategic Plan.

*(PDLCS Charter Renewal October 2019/1. Student Achievement/Future Goals and Objectives/ PA Distance Strategic Plan v4)*

## **Table 2: Goals for Future Planning**

*(PDLCS Charter Renewal October 2019/1. Student Achievement/Education Programs/ Table 2)*

### **II. School Operations and Management**

#### **a. Teacher Evaluation and Professional Development**

- i. 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.

All staff (professional and non-professional) members receive two formal observations per school year using the PDE-82. A formal rubric utilizing the Educator Effectiveness Model has been created and is utilized for all professional staff members. The school employs two Technology Coaches to assist staff members with utilizing technology in the classroom. In 2018-19, a Curriculum and Instruction Coach was added to support onboarding and ongoing curriculum and instructional support. Departments develop professional development plans to ensure that staff members are building professional development into annual plans

At the beginning of the charter, the school developed its own observation rubrics following the Danielson Model for positions not available through PDE. Self-reflections were built into the process, student learning objectives added, and use of the PDE 82 forms implemented across all positions. The process was further refined during the 2018-2019 school year to reflect additional raise criteria. All staff members create professional learning plans and goals at the beginning of each school year. While the PDE-82 constitutes a large part of the overall evaluation score, accomplishment of individual goals and schoolwide goals also play a pivotal role in the staff member's overall evaluation (and final salary raise criteria).

Direct supervisors develop professional learning plan goals for Year 1 and Year 2 staff members based on the individual needs of the staff member. Beginning in Year 3, staff members, in conjunction, with their supervisor (and department goals) develop yearly personal and professional goals using the SMART process.

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

All non-professional staff members are observed twice per school year using the PDE-82 Form. Rubrics aligned to job descriptions and responsibilities follow the Educator Effectiveness Model for non-professional staff. Professional learning plans, and raise criteria also apply to non-professional staff.

- iii. 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.



All teachers employed by the school meet the formerly known highly qualified status requiring certification areas alignment to teaching assignment. The school uses the Certification Staffing Policy Guidelines as part of the teaching assignment process. There are currently, 40% of teachers with Level II certifications and 60% with Level I certificates. It is the expectation of the school that all teachers become Level II certified within six (6) years. Teachers have an average of 7 years teaching experience, and 4 years average employment at the school. The annual PDE Teacher and Principal Evaluation Surveys reflect that all certified staff and principals were rated as Proficient. The school follows the guidelines on the PDE website for [PDE Educator Effectiveness](#).

The school has developed a multi-system of support for our staff. There is a comprehensive Teacher Induction Program which lasts one calendar year. All new teachers are assigned a specific Mentor and the program is led by the Curriculum and Instruction Coach. Mentors are provided with annual training. Specific milestones are defined throughout the course of the year. Teachers may self-refer or be referred by an administrator for targeted assistance from the Technology and Instructional Coaches.

***(PDLCS Charter Renewal October 2019/School Operations and Management/Teacher Evaluation and Professional Development/Staff MTSS)***

- iv. Using the table 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. Report table for non-professional staff.

The overall retention rate of staff for the last five (5) years has been approximately 98%. Exit interviews of departing staff members have revealed that there is an overall positive attitude with regards to the school, its mission and administrative team. Staff members have left for a variety of reasons and there is not one central theme to the reason for departure. Reasons have ranged from personal, movement out of the local area, departure from education completely, returning to brick and mortar schools and transferring to other cyber schools (which may allow for a work from home option).

**Table 3: Professional Staff Retention and Turnover: Data for “This Year” as of 8/16/2019**

<b>Professional Staff</b>	<b>Year 2 (16/17)</b>	<b>Year 3 (17/18)</b>	<b>Year 4 (18/19)</b>	<b>This Year</b>
Total number of professional staff	<b>60</b>	<b>73</b>	<b>79</b>	<b>85</b>
Number of professional staff employed in September returning from end of previous year	<b>61</b>	<b>78</b>	<b>90</b>	<b>74</b>
Number of professional staff employed in June who completed a full school year of employment	<b>40</b>	<b>69</b>	<b>69</b>	<b>NA</b>

<b>Non-Professional Staff</b>	<b>Year 2 (16/17)</b>	<b>Year 3 (17/18)</b>	<b>Year 4 (18/19)</b>	<b>This Year</b>
Total number of non-professional staff	<b>11</b>	<b>15</b>	<b>14</b>	<b>12</b>
Number of non-professional staff	<b>8</b>	<b>12</b>	<b>12</b>	<b>12</b>

employed in September returning from end of previous year				
Number of non-professional staff employed in June who completed a full school year of employment	<b>8</b>	<b>9</b>	<b>12</b>	<b>NA</b>

- v. Complete Addendum A: PDE 414  
*(PDLCS Charter Renewal October 2019/Addendum A)*
- vi. 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.

The school uses the Certified Staffing and Professional Guidelines to align Pennsylvania certifications to course teaching assignments to ensure credential alignment. As a small school, there are limited opportunities to compare effectiveness across teachers as typically, only one teacher is assigned to a specific grade level and content area. In 2018-19, positions opened in Title I for reading specialists, and math interventions. After conducting a hiring process, three teachers were awarded positions allowing them to move from Special Education to Title I. The reading specialists have data from working with our special education population to indicate they can support classroom teachers, and students in achieving higher levels of achievement. A Title I math interventionist was moved mid-year after a teacher resigned from his Title position to regular education as an Algebra teacher based on the effectiveness of his small group instruction in Title I.

Algebra Gains from Scantron 2018-19

Evaluation Criteria Fall to Spring Gains by Grade Level	Number of Students	Gains
8th	3	68
9th - 12th	48	95.5
Total	51	90

*(PDLCS Charter Renewal October 2019/Application Fact Sheet/Staff by Title and Certification)*

- vii. Submit documentation and discuss evidence that teachers and other staff have the training and resources they need to perform effectively.
  - 1. Attach a copy of teacher induction plans; include record of inductees’ mentoring experiences, records of entering/uploading Act 48 credits and a list of current mentors.

*(PDLCS Charter Renewal October 2019/2.School Operations and Management/2A. Teacher Evaluation and Professional Development/Attachments 1a-1h)*

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

***(PDLCS Charter Renewal October 2019/2.School Operations and Management/2A. Teacher Evaluation and Professional Development/Attachments 5)***

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

Professional development begins with the year-long Induction Program. Continues with the annual back-to-school training, and is provided ongoing through schoolwide, department, and individual professional development. While some professional development is required, it is the desire of the school to meet the needs of the staff. The school provides quite a bit of choice for the staff as we support a culture of growth. It is important for staff members to stay on top of changing regulations, and pedagogy as they develop knowledge and skills to address the needs of our students.

Supported by the Technology and Instruction Coaches, as well as the school's online Standard Operating Procedures, and Professional Development site, teachers are provided varied opportunities to learn and improve instruction. Teaching online is not the same as teaching in a physical classroom. There are unique skills and knowledge necessary to support students beyond content knowledge when physical proximity is not available. Staff members who actively engage in developing professional development for colleagues through EdCamps and sharing best practices are positioned to see higher levels of success in students. The school allows staff to participate in professional development outside of the school supportive of annual goals.

Schoolwide goals from the Comprehensive, CSI, and Strategic Plans are shared with the entire staff. Supervisors work within their departments to develop annual department goals supporting the mission, vision and student outcomes addressed in schoolwide goals. From there, individuals with support from department supervisors develop annual Professional Learning Plans supportive of department, and schoolwide goals. By making goal setting part of the culture of the school, professional development becomes more purposeful. Department supervisors propose yearly professional development proposals supporting goals set by the school, department or individual. The administrative team analyzes the proposals to determine how resources and funds will be allocated for the upcoming school year within the approved budget.

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

PDLCS does not have any collective bargaining agreements with any employees.

**b. Financial Solvency**

- i. How frequently are the school budget and financial records reviewed by the Board of Trustees? Describe the review process.

The Board of Trustees has five regularly scheduled meetings per school year in addition to any special meetings. At each regularly scheduled meeting, the financial records and school budget is reviewed and a motion is made to approve the financial report. In addition, the school board receives monthly financial reports prepared by Charter Choices, reviewed and approved by the Chief Executive Officer. The monthly financial reporting includes the following monthly reports:

- Comparative Balance Sheet with dates as of the last fiscal year end and the most recent month end
  - Budget versus Actual for the month period ending as of the most recent month end
  - End of year projection versus the annual budget
  - Accounts Receivable as of the most recent month end.
- ii. Who is responsible for review of contracts, invoices and receivables? Who has signature authority?

Contracts, invoices and receivables are reviewed by the Chief Executive Officer. The Chief Executive Officer, Business Manager, and Board President have signatory authority. Two signatures are required for accounts payable.

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

The financial procedures of the Pennsylvania Distance Learning Charter School ("PA Distance" or "School") complies with Section 1725-A of the state's charter school legislation. The goal of these procedures is to provide flexibility while maintaining adequate controls and oversight. The Board of Trustees approves a budget annually and reviews and updates its financial procedures on a regular basis. PA Distance has engaged an independent Business Manager, Charter Choices, Inc., to provide the School with "back office" and fiscal management services. Charter Choices, an established and well-regarded service provider to the Pennsylvania charter school sector since 2005, oversees the School's financial system and ensures that budgets are itemized according to the Board's requirements.

The administration of PA Distance is authorized to spend up to \$5,000 for any single transaction. Expenditures above \$5,000 are permitted only when allocated funds are available in the relevant budget category. Any expenditure over \$5,000 that is not allocated in the Board approved budget requires Board approval. The Board Treasurer checks to ensure that competitive bids have been entertained where appropriate. The Business Manager or School administration reports on the financial status to the Board of Trustees at each meeting of the Board. The Board develops additional procedures as the need arises.

### **Cash Management**

Charter Choices or the leadership of PA Distance deposits the funds belonging to the School in a commercial depository approved by the board and, at the end of each month, makes a report to the charter school board of the amount of funds received and disbursed during the preceding month. All deposits of School funds by the treasurer are made in the name of PA Distance. The Board of Trustees of a charter school invests charter school funds consistent with sound business practices.

Per charter school law, authorized types of investments include:

- United States Treasury bills
- Short-term obligations of the United States Government or its agencies or instrumentalities
- Deposits in savings accounts, time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. \* 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.

Note: All Investments are subject to the standards set forth in PA 24 PS 4-440.1 of the Pennsylvania School Code.

The Business Manager settles accounts annually with the Board of Trustees for each school year, prepares monthly balance sheets, income statements and offers a full accounting of activity (check detail, accounts payable aging, etc.) as required (see details below).

An annual school audit is conducted according to the requirements of Article 24 of the School Code of 1949. PA Distance's Boards of Trustees follows requirements set forth for school boards in this section.

### **Budgets**

No later than 90 days prior to the beginning of each fiscal year (July 1), Charter Choices and the administration of PA Distance prepare and submit together to the Board of Trustees a proposed budget for the operation of the school during the ensuing school year. Each Proposed Operating Budget sets forth all of the revenues that the school anticipates receiving, a proposed schedule of fees and charges for services, and all of the expenditures anticipated to be necessary for the operation of the school, both (1) during the ensuing school year and (2) during the succeeding two school years. Each Proposed Operating Budget further sets forth each category of expense, the sources and uses of funds, fund accounting income statement, cash flow, capital expenditures, and any other appropriate items, for the ensuing year and for the succeeding two years. Each Proposed Operating Budget reflects the school administration and Business Manager's view of the most economical, reasonable methods of operating and maintaining the School during the years to which that Proposed Operating Budget relates.

The Board of Trustees, after reviewing and analyzing the Proposed Operating Budget, communicates to the Business Manager and the school administration any changes, additions, or deletions it believes should be made in such Proposed Operating Budget. After making such changes, the Board of Trustees then approves the Proposed Operating Budget.

It is understood, however, that each operating budget is an estimate only and that unforeseen circumstances such as, but not limited to, the costs of labor, material, services and supplies, casualty, operation of law, or economic and market conditions may make adherence to the operating budget impracticable, and departures, therefore, may be required due to causes of the foregoing nature or for other business reasons. Accordingly, if revenues of the School for any year are less than budget or if the school will require any expense category to exceed the corresponding amount in the budget in any year, then the Board of Trustees, school administration, and the Business Manager meet promptly to determine if an adjustment to the operating budget is necessary.

### **Financial Statements**

Charter Choices reports to the School's Board of Trustees in writing monthly, for the preceding month, with monthly balance sheets, statements of income and sources and uses of funds with respect to the school for such month and cumulatively for the fiscal year-to-date, as well as any recommended changes to the then-current approved operating budget that the Business Manager or school administration considers necessary or appropriate. The Board of Trustees and the administrators examine the monthly financial statements to ensure that the School is meeting the annual approved budget for the fiscal year. The financial statements are used as a tool to assist the Board of Trustees and school administration in making decisions that ensure the School's financial viability while achieving its mission.

### **Audit**

The Board, in consultation with the Business Manager and School administrators, engages an accounting firm or other appropriate third party to perform an annual audit of the books and records maintained for the School in accordance with applicable regulations. This appointment must be approved by the Board of Trustees. The audit is completed and an initial report is typically furnished within 90 days after the end of the school's fiscal year (June 30), with final submission to the State of Pennsylvania by December 31. The annual school audit is conducted according to the requirements of Article 24 of the School Code of 1949, using the requirements set forth for school boards.

### **Operating Account**

The Business Manager establishes, on an agency basis for the School, one or more bank accounts, with mutually acceptable financial institutions. The Business Manager causes all gross revenues to be deposited into the Operating Accounts, and causes all operating expenses (including, without limitation, payments of operating expenses, payroll, and payroll taxes) to be paid out of the Operating Accounts for and on behalf of the School. The Operating Accounts are used exclusively in connection with the operation of the School.

### **Working Capital**

The Business Manager's personnel provide assistance to the School to seek a line of credit with a financial institution to be utilized to fund seasonal or other cash flow deficiencies.

### **Payroll**

The Business Manager provide "back office" accounting services for the school, including the following:

- Payroll services, including processing all payroll payments to employees, issuing W-2 statements and maintaining payroll records, payment of all Federal, State, and local payroll taxes, and all employee benefit expenditures
- Accounts payable services (including, but not limited to, the processing thereof)
- Accounts receivable services
- Maintaining accounting system records and reports
- Tracking of expenditures for furniture, fixtures, and equipment

The School employs appropriate on-site record keepers as necessary to provide the Business Manager with operational data.

- iv. Attach copies of the annual audits for each year of the current renewal period. –

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2B Financial Solvency/Attachments 1a-1e)*

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

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2B Financial Solvency/Attachment 2)*

- vi. Attach copies of all current insurance policies.

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2B Financial Solvency/Attachment 3a-f)*

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

The Board of Trustees does not have an education management organization. Business services are contracted with Charter Choices, Inc. The Board of Trustees does not extend an annual contract to the CEO of the school. All other school administrators receive an annual contract. School benefits such as medical and dental insurance are extended to all full time employees.

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2B Financial Solvency/Attachment 4a)*

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2B Financial Solvency/Attachment 4b PA Distance Benefits Packet 01012019)*

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

The school has one bank, PNC Bank.  
500 First Avenue – 2<sup>nd</sup> Floor  
Pittsburgh, PA 15210

Account Manager: Brandon Barg  
Vice President and Relationship Manager  
PNC Commercial Banking  
PNC Financial Services Group  
1340 Freedom Road  
Cranberry Township, PA 16066  
[brandon.barg@pnc.com](mailto:brandon.barg@pnc.com)  
724.742.1252 (Phone)  
855.205.1233 (Fax)

Accounts:

PNC Investment: 005-145452

PNC Money Market: 10-3915-4984

PNC Operating: 10-3123-8569

PNC Line of Credit: Loan#23792

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

The General Fund Balance committed as of June 2019 is \$3,100,000

- \$908,900 committed for implementation of the Strategic Plan. This includes \$750,000 for furniture, equipment, and moving expenses in FY20.
- \$1,173,902 is committed to future costs associated with the increasing PSERS retirement program. This balance covers the net Deferred Outflows and Deferred Inflows of Resources liability and is approximately 20% of the total GASB 68 pension liability reported on the June 30, 2018 audit report.
- \$1,017,198 is committed as collateral for the letter-of-credit required under the new facility lease.

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

The school did not have any findings during its April 30, 2015 Department of Auditor General report to resolve.

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2B Financial Solvency/Attachment 5)*

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

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2B Financial Solvency/Attachment 6a-d)*



- xii. 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.

Pennsylvania Distance Learning Charter School’s (“PA Distance” or “School”) approach to resource allocation is at all times guided by its mission to “blend proven classroom teaching techniques with educational technologies to promote academic growth for all students”. From its annual budget development, to its three-to-five year strategic planning process, to its governance and financial control systems, PA Distance is committed to “putting its money where its mission is” and keeping students’ needs at the center of all financial decisions.

❖ ***Budget Philosophy***

- As outlined in previous responses, the Board, School CEO and Business Manager work in concert to develop a budget that prioritizes and aligns with the School’s Instructional Core – that is, the interaction between teacher, student and content. As such, the School’s budgeted expenses almost exclusively reflect these three domains:
  - **Teachers:** PA Distance commits roughly 60% of its overall resources to ensuring that it attracts and retains an exceptionally qualified professional staff that is compensated at a regionally competitive level. Every staff member receives a comprehensive benefits package that is comparable to those offered to other public educators across the Commonwealth. In addition, PA Distance allocates significant figures for Professional Development (\$75,000 in FY20), Instructional Supplies (\$142,300), and Staff Tuition Reimbursement (\$14,200).
  - **Students:** The School also invests heavily in the growth and success of students – including (and perhaps especially) those in greatest need of intervention and support. Each year, the administration budgets for Contracted Services for a variety of needs that align closely with its academic growth goals (\$1.1M for Special Education, \$60,000 for Regular Education, \$48,600 for a School Nurse, \$24,200 for Academic Intervention, \$154,000 to provide annual assessment in locations that are convenient for families, and \$80,700 to provide internet to students’ homes, in addition to all of its Titled Fund allocations).
  - **Curriculum:** PA Distance is similarly committed to providing state-of-the-art technology, core instruction and enrichment to all of its students, and prioritizes its resources accordingly. In its FY20 budget, the School has allocated \$469,500 for Instructional Software, \$516,400 for Technology, \$114,800 for Student Activities, and \$16,200 for ESL programming.

❖ ***Strategic Planning***

- PA Distance is furthermore devoted not simply to the success of its current students, but to long-term health and solvency such that future generations of cyber students will flourish. Every 3-5 years, the CEO and Board engage in a thorough process of organizational review, analysis, planning and long-range forecasting around a key set of priorities and strategic goals. For the period of 2019-24, the School has identified five (5) such Priority Areas: Student Achievement, Student Retention, Family Engagement, Communication Systems (Internal & External) and a Culture of Growth. In order to achieve the goals outlined in its Strategic Plan, the School has adapted its 5-year budget –

supplemented by the Board-approved release of Restricted Funds, to include a number of strategic expenditures (to be incurred at various points along the 5-year window):

- **Creation of Teacher-Led Teams** to help drive organizational improvement (Instructional Leadership Team, Family Engagement Team, External Communications Team).
  - **Development of a Future Tech R&D Program** to diversify the School’s STEM offerings and bolster both core academic and enrichment offerings.
  - **Social & Emotional Curriculum** development to ensure that students develop the competencies and skills to be successful in college, career and beyond.
  - **Family Coaches** to work directly with students and families around the state – particularly those most in need of intervention and support. This will also include a **Mobile Classroom** in summer months.
  - **HR Audit** to review the organizational chart, conduct focus groups and surveys with staff, review policies, and inform the School’s efforts to attract, retain and empower its professional staff.
  - **Furniture and Moving Costs** related to the planned relocation of the School’s administrative and teacher offices.
- As part of its organizational commitment to fiscal transparency and accountability, PA Distance also includes each stakeholder group – students, families, teachers/staff, administrators, and board of trustees – in the planning, development, review and input processes of both the annual budget and the strategic plan. Whether through survey focus group, online “Town Hall” conversation or otherwise – community input is solicited regularly. In similar fashion, all of the School’s financial documents (budget, audit, 990, 5-year model and the strategic plan itself) are all publicly available on the PA Distance website.

**xiii.** 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**

<b>Investment Area</b>	<b>Year 1 15/16</b>	<b>Year 2 16/17</b>	<b>Year 3 17/18</b>	<b>Year 4 18/19</b>	<b>This Year 19/20</b>
Professional Development	\$26,226	\$38,000	\$55,918	\$59,389	\$84,200
Books and Resources	\$132,597	\$209,912	\$220,085	\$204,870	\$262,200
Technology	\$635,576	\$1,241,247	\$1,467,110	\$1,467,294	\$1,407,600
Other: Instruction	\$3,548,079	\$4,890,148	\$7,238,988	\$8,351,699	TBD

Pennsylvania Distance Learning Charter believes in a culture of growth for students and students. Increasing the professional development budget supports the goal of Personalized Learning for staff members outlined in Year 1 of the school’s Comprehensive Plan implemented in 2018-19. In 2019-20, each department supervisor proposed a professional development plan for their team based on schoolwide goals, data reviews, Professional Learning Plans, and previous year’s observations and evaluations. Ownership of learning for staff has shifted from something that happens to someone, to something purposeful and meaningful for the adult learner. By modeling personalized learning for staff in Year 1,

the school has provided staff an opportunity to experience what is expected in Year 2 of the Comprehensive Plan, Student Annual Goals. With support from the school's Technology and Instructional Coaches, supervisors, and ongoing professional development opportunities, teachers are more likely to achieve implementation success with our students.

Technology investments, along with books and resources support the schools mission of blended learning. Making teachers more efficient through the use of data-rich and mastery-based programs with alert systems is essential in an online learning environment. Students must have the ability to work on real-world situations such as those their parents experience each day in the workplace. More and more work-from-home opportunities are available thanks to the advancement of technology. Preparing our students for post-secondary career education and work opportunities with embedded classroom simulations, labs, while utilizing safe collaboration tools will serve our future graduates for years to come. Self-advocacy skills are improved as students seek support when technology is not working as anticipated. Analyzation and evaluation skills as students see in real-time the results of their efforts through technology. Students develop problem solving and critical thinking skills through technological investments made by the school.

Our Board of Trustees and administration value instruction of students by appropriately certified teachers. While technology, books, and teaching strategies often change overtime, the value of a teacher in the life of student is priceless. A primary area of focus during budgeting discussions is providing instructional staff with reasonable teaching loads and providing salary and benefits supportive of the value added by our teachers. Investments in instructional costs have allowed for the expansion of the school's Graduation Recovery Program, course offerings in high school, and live learning with the teacher and peers in all elective courses.

- xiv.** 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.

The school previously employed non-certified staff members as academic advisors. Academic advisors were the primary contact for parents, handled attendance and led team meetings. Over the past six (6) years, the school has transitioned away from academic advisors to employment of seven (7) certified school counselors and an Attendance Officer. The school counselors have rosters much lower than typical school district counselors with approximately 125 students. The Comprehensive School Counseling Plan and homerooms conducted by the school counselors are integrated into the school's curriculum maps. School counselors participate in classrooms, lead parent and student training session, and are considered integral members of the academic team. Students and parents in all grade levels have the opportunity to build strong relationships with school counselors in advance of trauma filled needs arising. The hiring of an Attendance Officer has freed the school counselors of focusing only on coming to school. Now, they can focus on the whole student achieving success with support from the attendance office. This change has shifted the dynamics and opened the lines of communication between home and school.

- xv.** Provide information on School Facilities:
  - 1.** Provide addresses of all facilities, the ownership of each facility and the purpose of each facility.

Pennsylvania Distance Learning Charter School (PDLCS) leases one location at 2100 Corporate Drive, Wexford, PA 15090. All staff members of PDLCS work from this facility. The owner of the facility is Brandt School Associates.

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

Due to the enrollment size of the school and the necessary staff requirements coupled with the capacity size of the current building, and inability to implement safe school protocols in a shared building, the school will move to a new location in June 2020 and require an amendment.

**c. Student Services**

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

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2C Student Services/Attachment 1)*

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2C Student Services/Attachment 2)*

- Program Evaluation  
*(PDLCS Charter Renewal October 2019/2.School Operations and Management/2C. Student Services/Attachment 3a-b)*
- Redacted samples of agendas and records of staff and parent special education trainings

*(PDLCS Charter Renewal October 2019/2.School Operations and Management/2C. Student Services/Attachment 4)*

- Copies of special education teacher certifications for current employees

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2C. Student Services/Attachment 5)*

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

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2C. Student Services/Attachment 6)*

- For each year of the charter term:
  - Total number of students receiving services
  - Services received by disability type

*(PDLCS Charter Renewal October 2019/School Operations and Management/Student Services/Attachment 7)*

- Copy of federal child count sample

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2C. Student Services/Attachment 8a-8d)*

- List of all existing statewide service providers currently under contract

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2C. Student Services/Attachment 9)*

- List and description of current, anticipated or tentative services providers that may be needed

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2C. Student Services/Attachment 9)*

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

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2C. Student Services/Attachment 10)*

- Document translation policy

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2C. Student Services/Requesting Written Translation 2018v1.0)*

- Most recent program evaluation: NA

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2C. Student Services/2019-20 AIU Title III Consortium MOU)*

- A description of the Language Instruction Educational Program (LIEP)

Pennsylvania Distance Learning Charter School is a member of the Allegheny Intermediate Unit #3 (AIU) Title III Consortium. The school's ESL Liaison and ESL Coordinator work with the Allegheny Intermediate Unit ESL Program Supervisor, and K-12 ESL Program Director to facilitate the identification, testing, course work, direct instruction, accommodations, and monitoring needed for students.

ESL curriculum is provided by AIU as a contracted service provider for English Learners based on the individual student's proficiency level. In order to meet the PA English Language Proficiency Standards and the PA Core Standards, the AIU implements use of the National Geographic, "REACH", "INSIDE", and "EDGE" textbooks and resources. This series not only meets the ELP and core standards, but is based on scientifically based research which mandates that language instruction must incorporate all four domains: reading, writing, listening, and speaking within the context of academic language.

The model used by PA Distance Learning is synchronous online English as a Second Language instruction in place of or in addition to Language Arts until the student reaches proficiency is dependent on the students' proficiency level.

Upon identification of ESL services being a need for a student, the ESL Coordinator meets with the student's academic team, including the ESL instructor to discuss proficiency levels, accommodations needed in the academic content areas, and any other applicable information to guide the student in

successful language acquisition and achievement. The academic content teachers, ESL instructor and ESL Coordinator discuss the student's progress on a regular basis with formal observations, monitoring and reporting occurring quarterly throughout the school year by all members of the academic team. ESL courses provided by AIU are year-long for elementary, middle, and high school students with high school students.

Elementary: National Geographic Online: Reach Series, Levels A-F Provides a comprehensive approach to English Language Learning. Materials focus on learning content and academic vocabulary through reading across genres. Students are able to actively engage and improve skills and knowledge in the four language domains of Reading, Writing, Listening, and Speaking. Students are placed in the appropriate level of the series based on grade level, prior instructional data if available, and the scores of W-APT and/or ACCESS.

Middle School: National Geographic Online: INSIDE, Levels A-E provides a comprehensive approach to English Language Learning. The series provides both beginning and advanced learners the ability to build skills in phonemic awareness, phonics, decoding, spelling, and honing of reading comprehension and writing through information texts and literature. Advanced learners begin to develop stronger skills in comprehension, literary analysis, and writing.

High School: National Geographic Online: Fundamentals, Levels A-C provides a comprehensive approach to English Language Learning. The series prepares English Language Learners for college and career success. Throughout the series students engage in high-quality informational texts and literature which will assist in college and career readiness preparations. Students are able to connect what is read in short writing activities and in-depth writing projects.

Students identified in need of ESL services are enrolled in 1 course however, the results from the W-APT, ACCESS for ELL, and/or program data from previous placement will be used to determine the exact hours of direct language instruction for a student. With consultation from the AIU, live learning sessions are typically held via the computer for direct instruction from an AIU certified ESL instructor with the student as follows:

- Entering (level 1)/Beginning (level2): 2 hours per day
- Developing (level 3): 1-2 hours per day
- Expanding (level 4): 1 hour per day
- Bridging (level 5): up to 1 hour per day or support according to need

The school's ESL Coordinator provides logistical coordination of ACCESS for ELL testing, based upon the ESL instructor's recommendation. Orders are placed through Metritech. The ESL Coordinator schedules the assessment dates with the student's family. Accommodations are determined based on student need as supported by the data and allowable accommodations outlined in test administration manuals. ELL students are required to participate in PSSA and Keystone testing with accommodations as appropriate following the guidelines provided by the Pennsylvania Department of Education on a yearly basis. Students considered to be in their first year in a United States of America school are not required to participate in the PSSA English Language Arts exam. The ESL Coordinator also works the school's PSSA and Keystone Testing Coordinator on accommodations needed for ELL students and translated communication materials for parent/guardians.

The school's ESL Coordinator and ESL Liaison participated in the ACCESS for ELLs 2.0: An Overview of the New Summative Assessment training held in May 2015. Revisions to the school's ESL Policy and

Program will be ongoing as PDE rolls out changes, such as the Exit Criteria changes in 2017 and the Parent Refusal of English Development services also in 2017.

**d. School Governance**

- Organizational chart  
*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2D. School Governance/Attachment 3)*

- List of Board Members who have served since the last renewal, the dates they served and in what capacity.

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2D. School Governance/Attachment 1)*

- Copies of executed ethics form for each board member

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2D. School Governance/Attachment 4)*

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

Mr. Bill DiBenedetto served as a long term member of the Board of Trustees until his death in late 2017. Mr. Greg Dolan was appointed to the Board in 2018. In SY2017-2018, Kelly Crooks, Curriculum Coordinator was assumed the role of Middle/High School Principal due to increasing enrollment numbers and the need for added supports at the professional and administrative levels. In support of the school's 5-Year Strategic Plan, for the SY2019-2020, Dr. Darla Posney, Elementary Principal, was moved to the role of Family Engagement Coordinator. Ms. Aubrey Ploesch was hired as Elementary Principal and Ms. Tara Webber was hired as Middle School Principal.

- Provide policies governing the election or appointment of board members?

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2D. School Governance/Bylaws)*

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2D. School Governance/Board Meeting Minute 07172018)*

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

*(PDLCS Charter Renewal October 2019/2. School Operations and Management/2D. School Governance/Attachments 2a-c)*

- Include copies of all current board policies and procedures.

*(PDLCS Charter School Renewal October 2019/2. School Operations and Management/2D. School Governance/Attachment 2d)*

- 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 the board meetings.

Public notices are sent to the local newspaper with publication at least two days prior to the board meeting. Notices of the board meeting are placed in the school on the 5<sup>th</sup> floor and agendas are posted to the school's public website to inform parents and students of upcoming meetings.

***(PDLCS Charter Renewal October 2019/2. School Operations and Management/2D. Governance/Attachment 7)***

- 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.
  - Describe how the board has held the external management organization accountable for measureable results
  - Discuss evaluations of the management organization conducted by the board any relevant reports from the management organization to the board (include)

The school does not utilize an external management organization.

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

The Pennsylvania budget impasse of 2015 and new building landlord vetting process are challenges successfully overcome by our Board of Trustees.

When the Pennsylvania budget impasse occurred, there were no funds flowing to public schools or Department of Education for basic education from July through December 2015. School districts that historically issued direct payments to our school were unable to do so, and PDE was unable to issue unipay requests as there were not any district funds to redirect. This event required the school to use portions of the fund balance to sustain the daily operations ensuring the education and services of students enrolled were not disrupted. Payroll, health benefits for staff, lease payments, student materials and services for our school needed to continue despite of the five (5) month impasse. Trustees worked with the school's Chief Executive Officer, and Business Manager to request delayed payments to the school's largest business partners, Charter Choices and Cloudcast Computing. By negotiating the delay of payments, and releasing money from the fund balance to support personnel, student, and operation costs, Trustees were successful in keeping the school financially viable during the 2015 budget impasse.

In 2018-19, the school began the process of exploring lease renewal, and other building options with assistance from a real estate broker. A building committee conducted a review of building options received through the broker which included making changes to the current lease location and two other new building options. The initial building option recommended to the Board of Trustees was eventually terminated as the financial solvency of the builder came into question. Through collaboration with the



school's law firm, Buchanan Ingersoll & Rooney, PC, Business Manager, and CEO, it came to light that the builder was personally financing the development of the potential building. As stewards of taxpayer funds, the Board determined the risks of doing business with a self-employed builder using personal capital for the building outweighed the possible location benefits of the new building. The Board ended negotiations with the first building landlord and pursued the second option. The Board went through the same financial and legal vetting process with second builder, and ultimately signed a 10-year lease agreement to begin in June 2020.

### **III. Overall School Design**

#### **a. Communications to Parents and Community**

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

*The school's Student/Parent Handbook details a specific policy and procedure for parental complaints on page 42.*

***(PDLCS Charter Renewal October 2019/3. Overall School Design/3A. Communication to Parents and Community/2019-2020 Parent Student Handbook)***

- 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.

***(PDLCS Charter Renewal October 2019/3. Overall School Design/3A. Communication to Parents and Community/Attachment 1a-c and 4)***

#### **b. Student Enrollment**

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

Churn rate is the Number of Enrollments divided by the Number of Withdrawals (# of Enrollments/#of Withdrawals). The average churn rate since the last renewal is 3.095.

2015-16 was 2.25; 2016-17 was 3.44; 2017-18 was 3.50; and 2018-19 was 3.19.

Student turnover occurs most in the grade levels with the highest enrollments, 9-10. These students are often out of their graduation cohort, enrolling after repeating grade levels, previously dropping out of school, or earning insufficient credit to move to the next grade level result in their higher withdrawal rates.

**Table 6: Student Enrollment**

<b>Student Enrollment</b>	<b>Year 1 2015-16</b>	<b>Year 2 2016-17</b>	<b>Year 3 2017-18</b>	<b>Year 4 2018-19</b>	<b>This Year 2019-20</b>
Total student enrollment at the end of the school year	<b>532</b>	<b>539</b>	<b>722</b>	<b>785</b>	<b>806</b>
Number of students enrolled in June who were enrolled for the full school year (September)	<b>437</b>	<b>400</b>	<b>611</b>	<b>694</b>	<b>707</b>
Number of current students, excluding graduates who were enrolled at the end of last school year	<b>214</b>	<b>224</b>	<b>256</b>	<b>356</b>	<b>408</b>

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

The school's Enrollment department provides the completed Enrollment Notification Form to the Records department when a new student enrolls in the school. Through the enrollment process, students are added to the school's student information system. The Records Department notifies the home school district within 15 days of the student's enrollment via the completion and distribution of the Enrollment Notification Form and the student's proof of residency. The department will also send a Request for Records to the last school attended by the student. A spreadsheet is maintained to track receipt of records and additional requests are sent when records are not received within the specified time frame. Records are maintained in both hardcopy and virtual forms.

When a student is withdrawing from the school, the school's Family Engagement Coordinator is informed and makes contact with the student and/or family in order to provide further assistance and supports which may keep the student enrolled in the school. If the parent completes the withdrawal form, the Records department will initiate the withdrawal procedure and will notify the school district within 15 days of the student's withdrawal. In addition, if the school is notified by the gaining school district of a student's enrollment, confirmation is made and withdrawal procedures initiated. Notification is also sent to the school's technology department (remove access to the school's systems), the materials department (for retrieval of computers) and the student is removed from the school's information system. Records are moved from an active to a withdrawn status.

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

All K-12 grade students receive a start of school kit containing the following items.

BULK Copy Paper, 20 lb, 8.5" x 11", 500/Pk, White
Pencil, #2, Unsharpened, All Wood, Each
Sharpener, Pencil & Crayon, Dbl Barrel, Canister
Pen, Stick, Medium Point, Black
Pen, Stick, Medium Point, Blue
Pen, Stick, Medium Point, Red

Folder, 2 Pocket, 11 Pt., Asst. Colors
Glue Stick, Wash, Wht, .26 oz
Highlighter, Chisel Tip, Yellow
Highlighter, Chisel Tip, Orange
Index Cards, 3" x 5", Ruled, 100/Pk, White
Markers, Washable, Wide Tip, 8/Set
Notebook, Spiral, 1 Sub, Wide, Perf, 70 Ct
Stick On Notes, 3" x 3", Yellow, 100 Sht/Pd
Erasers, Pencil Cap, 12 per pack
Crayons - 8 Count
Stick On Notes, 1.5" x 2", Yellow, 100 Sht/Pad
Ruler, 12", Plastic, Inch & Cm, Center Holes, Asst.
Graph Paper, 4 Sq/In, 10.5"x 8", 100/Pk, 3 Hole
Set-up and Assembly
Letter, PDLC66942, Box & Packing List
Letter, PDLC66942, Destination
Mailer 12X12X4, Red

Grade level and content area materials outlined on the school’s bill of materials are tracked and shipped by the school’s Materials Coordinator. Individual requests for materials, such as ink can be made by the student, parent, or academic team. In the case of specifically designed instructional materials, the Director of Student Services receives a request for materials; the request is approved by the Director of Special Education, and Chief Executive Officer and shipped to the individual student’s home. Online materials are made available per the bill of materials approved curriculum, and supplemental materials process by grade level, or content area. Many resources have a videos, and audio component allowing for accessibility.

The school’s public website is Office of Civil Rights compliant and has the capability for the viewer to use Google translation for potential English Learners, or parents requiring translation. The school employees the use of Language Line for families requiring translation services of documents, telephone conversations, and facilitation of other school resources available to students and parents. The school posts a contact list of all staff members on the homepage of the school’s student information system to provide access to school personnel.

The school complies with Title IX equity of access regulations with inclusive classrooms. The school’s scheduling system randomly registers students for courses without regard to gender, socio-economic status or ability levels. School counselors review individual student schedules for adherence to Individualized Education Plans, or other circumstances that may fall outside of the unbiased auto-generated grade level scheduling conducted by the system.

- 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.

The school has not needed to maintain a waiting list for students. Enrollment has been granted to eligible school-aged students with the required documentation.

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

The 2017-18 school year brought a higher than anticipated enrollment increase of nearly 30%. Over the course of the charter period 2011-2019, the school's special education population grew from 14.69% to 26%, and 11.31% increase. Students are rarely identified for the first time for special education services by Pennsylvania Distance Learning Charter School. The school has been successful in hiring sufficient teaching staff to accommodate the increase in student population. No direct correlation can be made for the increased enrollment as the marketing budget has remained fairly consistent over the 5-year charter period. It is believed the real-time in-house staff working in our school offices allow for the building of trusting relationships with prospective and current families. Since the 2017-18 increase, enrollment has remained steady.

- 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?

In past school years, the Principal would contact each parent who was withdrawing a student to determine the reason for the withdrawal and to provide support and assistance in keeping the student enrolled in our school. Ranges for withdrawal are wide ranging from moving out of state, parent return to the workforce, returning to a brick and mortar school, etc. Exit interviews indicate a small portion of students desire to graduate with peers. In 2019-20, the school created a Family Engagement Team as a part of our CSI and Strategic Plans. It is the intent and goal of this team to put adequate community-based supports in place that will keep students enrolled in our school year after year.

**c. Policies and Procedures**

- Technology and Support
  - How is technology used to deliver and support curriculum and instruction?  
Include a copy of the technology plan

Students and staff are provided with all necessary hardware and software to support access to all of the school's online programs. The school utilizes a personalized blended learning model. Detailed explanations of the provided technology, support efforts, internet reimbursement plans, and more can be found within the school's Technology Plan.

Personalized Learning is the focus of the school's 2018-21 Comprehensive Plan.

*Personalized Learning at Pennsylvania Distance Learning Charter School is defined as collaborating with each student, family, and staff member to create attainable annual and long-term goals.*

The goals are documented as the 2-3 individual staff goals outlined in the staff member's Professional Learning Plan implemented in 2018-19. For students, it is the Student Annual Goal Sheets implemented in 2019-20. For everyone, staff and student the long-term goals have continuous reflection and revision (annually at a minimum) beginning in 2020-21 and on-going.

Blended Learning for our school begins with our mission statement; *Pennsylvania Distance Learning Charter School blends proven classroom teaching techniques with educational technologies to promote academic growth for all students.*

Our definition of blended learning in terms of implementation is, our students spending approximately 50% of their school day with our teachers and their peers in a real-time virtual classroom learning online together. The remainder of the school day is spent completing asynchronous, i.e., online computer-based lessons facilitated by a parent.

What would be traditional face-to-face time in a traditional brick and mortar classroom is implemented through our personalized blended learning model using proven classroom techniques as stated in our mission statement. It is our real-time live whole group, small group, or individual online classroom where we do everything students and teacher can do in a traditional classroom except touch each other. The educational technologies referenced are the platforms, online curriculum, and programs students use to achieve meeting or exceeding state-standards with the parent acting as the facilitator. The parent is responsible for making sure his or her student completes the 5 or 5.5 hours of daily lessons on a student's school calendar. This is outlined in our Parent/Student Handbook under attendance.

***(PDLCS Charter Renewal October 2019/3. Overall School Design/3A. Communication to Parents and Community/Attachment 1)***

- 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 chapter?

Pennsylvania Distance Learning Charter School supports student learning through the effective use of online apps and programs that support student learning in both a synchronous and an asynchronous environment.

Through the implementation of OnSync by Digital Samba, teachers meet with students regularly in an online classroom to provide synchronous whole group, small group, and individual instructional opportunities. Depending on the grade level, students meet with their classroom teachers between 2 to 5 times per week in the live sessions. Students spend an average of 40-60% of the school week in synchronous classrooms.

The school utilizes a variety of online programs to facilitate asynchronous online instruction as well as supplemental instruction for enrichment and remediation. These programs include, but are not limited to Acellus, Study Island, GetMoreMath, Dreambox, Language Live, eDynamics, Edmentum Courseware, Pearson, Legends of Learning, Learning Without Tears, IXL Learning, Scholastic, Edutyping, World Book, and Gizmos. The primary online content provider, Acellus is a fully asynchronous, mastery based program that provides asynchronous instruction of the four core content areas, and some electives that students can access 24 hours a day, 7 days a week.

As Technology progresses and evolves, the school employs annual procedures to review current curriculum resources, and investigate the inclusion of new programs and technologies. Planned enhancements for the upcoming charter period include the following:

- Transition from Google Classroom to a fully functional Learning Management System.
- Upgrade the current Student Information System.
- Increased offerings for students in Coding and Computer Science and Career Pathways

- Exploration of emerging technologies such as Artificial Intelligence and Virtual Reality for the purposeful integration to support student learning and family engagement within the school community.

Upgrades to School, Staff, and Student hardware and software as needed

- o Attach a copy of the Children’s Internet Protection Act policy

***(PDLCS Charter Renewal October 2019/3. Overall School Design/ 3C. Policies and Procedures/Technology and Support/Attachment 2)***

- o Attach copies of policies and procedures concerning appropriate use of curriculum and training materials.

***(PDLCS Charter Renewal October 2019/3. Overall School Design/ 3C. Policies and Procedures/Technology and Support/Attachment 3)***

- o Provide most recent three months of help desk reports showing the number of tickets and average time to close ticket. What are the most common help desk questions?

***(PDLCS Charter Renewal October 2019/3. Overall School Design/ 3C. Policies and Procedures/Technology and Support/Attachments 4a-c)***

- o How is technical support provided to students and parents?

Technical support is available 24/7 via an online ticket system, and on all calendar days school staff members are required to report to the office from 7:30 AM to 4:00 PM. Students and parents are provided support via telephone, Gmail, Gchat, Google Hangout/Meet, and an online ticketing system. When help desk staff work with students or parents, they also have the capability to use remote control software such as Google Chrome Remote Desktop to view what the students are having trouble with and to not only solve the issue but to instruct them on what steps they can do to prevent this from occurring again. Google Chrome Remote Desktop requires the end user to accept the remote access. We encourage students and parents to contact the help desk with any questions or concerns regarding technology. Our goal is to make sure any technology issues will not prohibit their education.

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

Every student is provided with a Chromebook (current model is Lenovo N42), external monitor (current model HPV244h), mouse, printer (current model HP Laserjet Pro MFP M227fdw), and headphones. External keyboards are shipped upon request by students or parents.

The Internet connection is not provided to the students by the school. Parents are required to contact their local ISP and setup the necessary hardware to connect to the Internet. Although the school does not provide the Internet connection, our help desk team does assist on troubleshooting possible issues families may have that prevent the students from accessing the necessary educational resources needed. Students eligible under McKinney-Vento, Foster Care, or in a crisis situation with a need for internet services are provided a hotspot to use for school purposes. Internet reimbursement is paid in full if the only service on

an invoice, or split cost evenly if unable to distinguish internet services from a multiple service invoice. Students receiving school issued hotspots are not eligible for internet reimbursement. Parents submit internet reimbursement forms with copies of ISP vendor invoices on a quarterly basis to receive full service reimbursement. Internet reimbursements are provided by the school for the months of a student's enrollment, including summer months for continuity of access to our school.

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

The students use a Chromebook which are very secure and not susceptible to any known viruses. This is possible because each web page and Chrome app runs inside its own virtual "sandbox," meaning other aspects of the computer cannot be compromised by a single infected page.

Chromebooks come with built-in malware and virus protection, with multiple layers of security. Again, no need for Chromebook antivirus software as the computers come with built in protections.

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

Student work is submitted for review by the school's academic team of fully certified teachers that work to ensure the authenticity of the student's submissions. Many online programs used by the school timestamp or track access allowing for monitoring. Handwritten work is graded manually by the teacher and compared to other work samples. The Google Suite tracks the access and changes made to its apps again, allowing for timestamp and access tracking. Students are asked to replicate ability of performance standards in live learning classrooms (synchronous) providing another opportunity for authentication of work completed independently or under the parent's supervision.

Exams are administered through the Learning Management System, from within the online programs, or through the use of online assessment programs such as Renaissance Star360, Scantron Achievement Series, and Children's Progress Academic Assessment. These exams can be proctored via Google Meet, the Live Learning Platform, or through other screen sharing programs when necessary. Academic teams have the ability to see timestamped time on task, testing spoiling, and results compared to other testing periods. In addition, the school employs a data warehouse, LinkIt!, which houses student achievement data across summative, and benchmark assessments affording academic teams the opportunity to review trends and unexpected anomaly. In 2019-20, the school will be adding attendance and quarterly grades to the data warehouse to allow for comparison against classroom data.

- Describe the system for maintaining school records and disseminating information as required under FERPA.

The records policy and annual FERPA notification is found on pages 44-47 of the Parent/Student Handbook.

***(PDLCS Charter Renewal October 2019/3. Overall School Design/Policies and Procedures/Technology and Support/Attachment 3)***

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

The school’s policy on cyber bullying is contained in the annual Parent/Student Handbook which every family receives upon enrollment and annually thereafter.

***(PDLCS Charter Renewal October 2019/3. Overall School Design/Policies and Procedures/Technology and Support/Attachment 3)***

- **Truancy Policies**

- How is the “school day” defined? How is student attendance for the day monitored and audited? How are students held accountable for attendance? How are parents held accountable for student attendance?

The school day is defined as outlined below:

Kindergarten: 5.0 per day hours

(25 hours per week, completing a minimum of 900 hours per year)

Grades 1-6: 5.0 hours per day

(25 hours per week, completing a minimum of 900 hours per year)

Grades 7-12: 5.5 hours per day

(27.5 hours per week, completing a minimum of 990 hours per year)

As outlined in our Parent/Student Handbook, parents are required to supervise daily school attendance to avoid truancy issues. Under the supervision of their parent, students must log into the SIS (Student Information System) daily (this is the school homepage), complete and submit assignments as outlined in the student’s course calendar. Parents are responsible for providing PDLCS with written verification of the reason for an absence within three (3) days of such absence. A partial day of absence is considered a day of absence from school requiring documentation to be submitted by the parent to PDLCS. A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days require an excuse from a physician.

Parents are notified of full-day absences through an automated system, and by the Attendance Officer via telephone, letters, and email communication. Parents are responsible for providing PDLCS with written verification of the reason for each absence within three (3) days of such absence. Legal excused absences constitute valid excuses for absence of a student from PDLCS, provided satisfactory evidence or documentation is submitted to PDLCS Administration within 3 days of such absence.

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

***(PDLCS Charter Renewal October 2019/3. Overall School Design/ 3C. Policies and Procedures/Truancy Policies/Attendance, Truancy and Withdrawal)***



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

*(PDLCS Charter Renewal October 2019/3. Overall School Design/ 3C. Policies and Procedures/Truancy Policies/Truancy Communications)*

- 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.

*(PDLCS Charter Renewal October 2019/3. Overall School Design/ 3C. Policies and Procedures/Truancy Policies/Truancy Communications)*

- **Extracurricular Activities**

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

The school does not have any agreements with school districts for extracurricular activities. As permitted under charter school regulations, students enrolled in our public cyber charter school may participate and cannot be denied participation in local school district extracurricular activities, as long as the student fulfills the requirements of participation the activity and our school does not provide the same extracurricular activity. In the event of a student wishes to participate in a local school district program, PDLCS will regularly inform the district of information required for ongoing participation.

Pennsylvania Distance Learning Charter School offers a variety of extracurricular activities, including Student Leadership, clubs, yearbook, and summer camps. These opportunities and materials needed to participate are provided to students at no cost to the family. Live learning sessions are held to allow participants high level of engagement and social interactions. Activities are sponsored and supervised by school personnel.

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

The school hosts a number of schoolwide events each school year. Annually in October, we hold an Open House at our primary location in Wexford, winter and Spring Concerts, and Graduation. For Open House, families travel from throughout the state to meet and greet our staff members’ in-person. This event is also held virtually to allow families to participate in an interactive Open House. Monthly family involvement activities are hosted by school departments on a rotating schedule to engage our parents in student-based learning opportunities outside of the classroom. Activities vary, some examples are the annual Title I meeting, naming the school mascot, March Arts, Music, Movement, and Madness, and building a cultural cookbook. Through our Field Trip committee, many onsite community-based and virtual field trips are conducted each school year. Our Career Education Work (CEW) team, host many secondary school visits both, in person and virtually throughout the school year. The CEW team also hosts two online career fairs with guest speakers for students in K-12 grades. With the creation of a Family Engagement Team, on-site community based parent information sessions are being held at various locations and online. The goal in future years is to deploy Family Engagement Coaches to meet

with families to share community-based resources, academic, technical, and family supports, as well as to have families meet with one another.

- **School Safety**

- Attach a copy of your School Safety Plan.

***(PDLCS Charter Renewal October 2019/3. Overall School Design/3C. Policies and Procedures/School Safety/School Safety Plan)***

- 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.

The mission of the Student Assistance Program at Pennsylvania Distance Learning Charter School is to support students and their families, promote healthy coping skills, and to increase school success. Students' health, safety, and welfare are always of the utmost importance to us. Students can be referred to SAP by parents/guardians, school personnel, peers, or through self-referral. The SAP team is comprised of specially trained teachers, administrators, and school counselors. Our goal is to work with families to offer support and recommendations for students. Where barriers are beyond the scope of the school, the team can provide guidance and information so that families may access community resources.

***(PDLCS Charter Renewal October 2019/3. Overall School Design/3C. Policies and Procedures/School Safety/SAP Referral 2019v1.0)***

- 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 for due process for the students.

The school has a code of conduct that outlines expectations of student behavior and explains due process for students. The discipline code is published in our Parent/Student Handbook which parents and student are provided for signature on an annual basis. The handbook is reviewed annual by the Board of Trustees, with parents during new student enrollment, and continuing enrollment, during start of school orientation, and is available online.

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

***(PDLCS Charter Renewal October 2019/3. Overall School Design/ 3C. Policies and Procedures/School Safety/Attachment 2)***

- 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.

There have been neither suspensions, nor expulsions from the school in the past three years. Copies of the Annual Safe School Report are provided as reference.

The school maintains a lower than average student/school counselor ratio allowing for high levels of communication between home and school. Each student has a grade level homeroom coach (a certified teacher or counselor) in addition to his or her academic team members. The academic teams hold monthly data review meetings, and bi-weekly progress monitoring is conducted. Parents have school issued accounts that allow them to view student progress in real-time. Students attending school from home reduces greatly the opportunity for physical proximity behavior issues typically experienced in traditional settings.

***(PDLCS Charter Renewal October 2019)/3. Overall School Design/3C. Policies and Procedures/School Safety/Annual Safe School Report)***

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

***(PDLCS Charter Renewal October 2019/3. Overall School Design/3C. Policies and Procedures/School Safety/Attachment 3)***

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

Suicide Awareness and Prevention is part of the school's Induction Program, School Counseling Plan, Safe2Say Something and Student Assistant Program (SAP). Staff members receive annual mandatory SAP training that outlines Act 71 requirements and crisis plan procedures. The school's suicide policy and crisis plan are in the Parent/Student Handbook. New staff members are required to complete online training provided by Eduplanet21 prior to receiving access to students and every 3 years thereafter. School counselors provide training to parents and students, and the Safe2Say Something team also provides training annually. Staff members participated in the More Than Sad training provided by Emily Shimko, Education Chair, Western PA Chapter, American Foundation for Suicide Prevention during the back-to-school staff training for 2019-20.

***(PDLCS Charter Renewal October 2019/3. Overall School Design/3C. Policies and Procedures/School Safety/Attachment 4a-c)***

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

***(PDLCS Charter Renewal October 2019)/3. Overall School Design/3C. Policies and Procedures/School Safety/Annual Safe School Report/Attachment 5a-c)***

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

***(PDLCS Charter Renewal October 2019/3. Overall School Design/ 3C. Policies and Procedures/School Safety/Board Approved Wellness Policy)***

**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.

*Thomas R. Rossette* 9/25/19  
Chief Executive Officer Date

John Marous *John Marous* 9/25/2019  
President, Board of Trustees Date

*William J. Senabue* 9-25-19  
Secretary, Board of Trustees Date

Attachment: Student Achievement/Progress Toward Initial Goals and Objectives

### **List of Formative and Summative Assessments**

**Universal Screener: Renaissance Star 360:** Administered to students upon enrollment

**Benchmark Assessment: Scantron:** Administered three times a year (Fall, Winter, Spring) – Grades 3-12

**Benchmark Assessment: Children’s Progress Academic Assessment (CPAA):** Administered three times a year (Fall, Winter, Spring) – Grades K-2

**Standardized Assessment: Pennsylvania System of School Assessment (PSSA) –** Administered annually

**Standardized Assessment: Keystone Exams –** Administered in December and May annually

Attachment: Student Achievement/Progress Toward Initial Goals and Objectives

### **Assessment Calendar**

**Universal Screener: Star 360: Administered during Student/Family Orientation**

**Benchmark Assessment: Scantron – Grades 3-12**

- Fall – September 23-27, 2019
  - Reading and Science: September 23, 2019
  - Math and Language Arts: September 24, 2019
  - Make Up Days: September 25-27, 2019
- Winter – February 3-7, 2020
  - Math and Language Arts: February 3, 2020
  - Reading and Science: February 4, 2020
  - Make Up Days: February 5-7, 2020
- Spring – May 18-22, 2020
  - Reading and Science: May 18, 2020
  - Math and Language Arts: May 19, 2020
  - Make Up Days: May 20-22, 2020

**Benchmark Assessment: Children’s Progress Academic Achievement (CPAA) – K-2**

- Fall – September 9 – September 27, 2019
- Winter – January 27-February 21, 2020
- Spring – May 4-25, 2020

**Standardized Assessment: Pennsylvania System of School Assessment**

- Testing Window: April 20 – May 8, 2020

**Standardized Assessment: Keystone Exams**

- Testing Window: December 3-13, 2019
- Testing Window: May 11 -22, 2020

Year	Subject	Group	Grade level	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
2015	English Language Arts	All Students	3	11	0.0	18.2	27.3	54.5
2015	English Language Arts	Historically Underperforming	3	5				
2015	Math	All Students	3	12	0.0	8.3	8.3	83.3
2015	Math	Historically Underperforming	3	5				
2015	English Language Arts	All Students	4	10				
2015	English Language Arts	Historically Underperforming	4	3				
2015	Math	All Students	4	10				
2015	Math	Historically Underperforming	4	3				
2015	Science	All Students	4	10				
2015	Science	Historically Underperforming	4	3				
2015	English Language Arts	All Students	5	15	6.7	33.3	53.3	6.7
2015	English Language Arts	Historically Underperforming	5	5				
2015	Math	All Students	5	15	0.0	6.7	40.0	53.3
2015	Math	Historically Underperforming	5	5				
2015	English Language Arts	All Students	6	27	11.1	11.1	48.1	29.6
2015	English Language Arts	Historically Underperforming	6	10				
2015	Math	All Students	6	25	0.0	12.0	8.0	80.0
2015	Math	Historically Underperforming	6	9				
2015	English Language Arts	All Students	7	27	11.1	11.1	59.3	18.5
2015	English Language Arts	Historically Underperforming	7	9				
2015	Math	All Students	7	28	0.0	3.6	10.7	85.7
2015	Math	Historically Underperforming	7	10				
2015	English Language Arts	All Students	8	46	4.3	23.9	54.3	17.4
2015	English Language Arts	Historically Underperforming	8	16	0.0	12.5	56.3	31.3
2015	Math	All Students	8	46	0.0	2.2	19.6	78.3
2015	Math	Historically Underperforming	8	16	0.0	0.0	12.5	87.5
2015	Science	All Students	8	46	10.9	28.3	21.7	39.1
2015	Science	Historically Underperforming	8	16	0.0	18.8	37.5	43.8
2015	E	All Students	11	43	2.33	44.19	41.86	11.63
2015	E	Historically Underperforming	11	11	0	27.27	45.45	27.27
2015	M	All Students	11	44	2.27	22.73	45.45	29.55
2015	M	Historically Underperforming	11	11	9.09	0	45.45	45.45
2015	S	All Students	11	44	6.82	29.55	31.82	31.82
2015	S	Historically Underperforming	11	11	9.09	0	54.55	36.36
2015	English Language Arts	All Students	School Total	136	7.4	19.1	50.0	23.5
2015	English Language Arts	Historically Underperforming	School Total	48	6.3	12.5	45.8	35.4
2015	Math	All Students	School Total	136	0.7	5.9	16.2	77.2
2015	Math	Historically Underperforming	School Total	48	0.0	4.2	6.3	89.6
2015	Science	All Students	School Total	56	12.5	28.6	21.4	37.5
2015	Science	Historically Underperforming	School Total	19	5.3	21.1	31.6	42.1
2015	E	All Students	Total	43	2.33	44.19	41.86	11.63
2015	E	Historically Underperforming	Total	11	0	27.27	45.45	27.27
2015	M	All Students	Total	44	2.27	22.73	45.45	29.55
2015	M	Historically Underperforming	Total	11	9.09	0	45.45	45.45
2015	S	All Students	Total	44	6.82	29.55	31.82	31.82
2015	S	Historically Underperforming	Total	11	9.09	0	54.55	36.36
2016	English Language Arts	All Students	3	21	0.0	19.0	38.1	42.9
2016	English Language Arts	Historically Underperforming	3	8				
2016	Math	All Students	3	21	4.8	4.8	14.3	76.2
2016	Math	Historically Underperforming	3	8				
2016	English Language Arts	All Students	4	18	0.0	27.8	27.8	44.4
2016	English Language Arts	Historically Underperforming	4	9				
2016	Math	All Students	4	18	0.0	11.1	22.2	66.7
2016	Math	Historically Underperforming	4	9				
2016	Science	All Students	4	18	22.2	16.7	27.8	33.3
2016	Science	Historically Underperforming	4	9				
2016	English Language Arts	All Students	5	10				
2016	English Language Arts	Historically Underperforming	5	6				
2016	Math	All Students	5	10				
2016	Math	Historically Underperforming	5	6				
2016	English Language Arts	All Students	6	21	0.0	28.6	52.4	19.0

Year	Subject	Group	Grade level	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
2016	English Language Arts	Historically Underperforming	6	8				
2016	Math	All Students	6	21	0.0	14.3	19.0	66.7
2016	Math	Historically Underperforming	6	8				
2016	English Language Arts	All Students	7	30	3.3	33.3	53.3	10.0
2016	English Language Arts	Historically Underperforming	7	14	0.0	28.6	50.0	21.4
2016	Math	All Students	7	29	0.0	6.9	13.8	79.3
2016	Math	Historically Underperforming	7	14	0.0	0.0	0.0	100.0
2016	English Language Arts	All Students	8	35	5.7	42.9	34.3	17.1
2016	English Language Arts	Historically Underperforming	8	14	7.1	35.7	42.9	14.3
2016	Math	All Students	8	35	2.9	2.9	20.0	74.3
2016	Math	Historically Underperforming	8	14	0.0	7.1	14.3	78.6
2016	Science	All Students	8	35	11.4	28.6	25.7	34.3
2016	Science	Historically Underperforming	8	14	7.1	35.7	14.3	42.9
2016	Algebra I	All Students	11	35	2.9	28.6	51.4	17.1
2016	Algebra I	Historically Underperforming	11	13	0.0	7.7	69.2	23.1
2016	Biology	All Students	11	35	11.4	37.1	25.7	25.7
2016	Biology	Historically Underperforming	11	13	7.7	15.4	23.1	53.8
2016	Literature	All Students	11	35	2.9	57.1	31.4	8.6
2016	Literature	Historically Underperforming	11	13	0.0	30.8	53.8	15.4
2016	English Language Arts	All Students	School Total	135	3.0	30.4	40.0	26.7
2016	English Language Arts	Historically Underperforming	School Total	59	3.4	22.0	44.1	30.5
2016	Math	All Students	School Total	134	2.2	7.5	17.2	73.1
2016	Math	Historically Underperforming	School Total	59	1.7	5.1	8.5	84.7
2016	Science	All Students	School Total	53	15.1	24.5	26.4	34.0
2016	Science	Historically Underperforming	School Total	23	8.7	26.1	26.1	39.1
2017	English Language Arts	All Students	3	24	0.0	12.5	25.0	62.5
2017	English Language Arts	Historically Underperforming	3	11	0.0	9.1	0.0	90.9
2017	Math	All Students	3	25	0.0	4.0	8.0	88.0
2017	Math	Historically Underperforming	3	12	0.0	0.0	8.3	91.7
2017	English Language Arts	All Students	4	25	8.0	4.0	40.0	48.0
2017	English Language Arts	Historically Underperforming	4	13	0.0	0.0	30.8	69.2
2017	Math	All Students	4	26	3.8	7.7	15.4	73.1
2017	Math	Historically Underperforming	4	13	0.0	0.0	7.7	92.3
2017	Science	All Students	4	27	14.8	22.2	44.4	18.5
2017	Science	Historically Underperforming	4	14	0.0	14.3	64.3	21.4
2017	English Language Arts	All Students	5	30	3.3	6.7	33.3	56.7
2017	English Language Arts	Historically Underperforming	5	20	0.0	10.0	20.0	70.0
2017	Math	All Students	5	30	0.0	6.7	13.3	80.0
2017	Math	Historically Underperforming	5	20	0.0	5.0	10.0	85.0
2017	English Language Arts	All Students	6	39	2.6	28.2	35.9	33.3
2017	English Language Arts	Historically Underperforming	6	15	6.7	20.0	46.7	26.7
2017	Math	All Students	6	39	2.6	5.1	0.0	92.3
2017	Math	Historically Underperforming	6	15	6.7	6.7	0.0	86.7
2017	English Language Arts	All Students	7	50	4.0	24.0	66.0	6.0
2017	English Language Arts	Historically Underperforming	7	25	0.0	16.0	72.0	12.0
2017	Math	All Students	7	50	0.0	0.0	22.0	78.0
2017	Math	Historically Underperforming	7	25	0.0	0.0	12.0	88.0
2017	English Language Arts	All Students	8	50	2.0	18.0	56.0	24.0
2017	English Language Arts	Historically Underperforming	8	30	0.0	20.0	50.0	30.0
2017	Math	All Students	8	50	0.0	4.0	6.0	90.0
2017	Math	Historically Underperforming	8	30	0.0	3.3	3.3	93.3
2017	Science	All Students	8	50	6.0	18.0	30.0	46.0
2017	Science	Historically Underperforming	8	30	3.3	16.7	30.0	50.0
2017	Algebra I	All Students	11	51	7.8	17.6	41.2	33.3
2017	Algebra I	Historically Underperforming	11	20	0.0	10.0	35.0	55.0
2017	Biology	All Students	11	51	5.9	25.5	37.3	31.4
2017	Biology	Historically Underperforming	11	20	0.0	10.0	50.0	40.0
2017	Literature	All Students	11	51	3.9	54.9	21.6	19.6
2017	Literature	Historically Underperforming	11	20	0.0	45.0	20.0	35.0
2017	English Language Arts	All Students	Total	218	3.2	17.4	46.3	33.0
2017	English Language Arts	Historically Underperforming	Total	114	0.9	14.0	42.1	43.0



Year	Subject	Group	Grade level	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
2017	Math	All Students	Total	220	0.9	4.1	10.9	84.1
2017	Math	Historically Underperforming	Total	115	0.9	2.6	7.0	89.6
2017	Science	All Students	Total	77	9.1	19.5	35.1	36.4
2017	Science	Historically Underperforming	Total	44	2.3	15.9	40.9	40.9
2018	English Language Arts	All Students	3	27	3.7	14.8	44.4	37.0
2018	English Language Arts	Historically Underperforming	3	15	0.0	13.3	40.0	46.7
2018	Math	All Students	3	26	3.8	0.0	11.5	84.6
2018	Math	Historically Underperforming	3	15	0.0	0.0	6.7	93.3
2018	English Language Arts	All Students	4	43	2.3	9.3	53.5	34.9
2018	English Language Arts	Historically Underperforming	4	23	0.0	0.0	47.8	52.2
2018	Math	All Students	4	43	0.0	4.7	9.3	86.0
2018	Math	Historically Underperforming	4	23	0.0	0.0	4.3	95.7
2018	Science	All Students	4	43	11.6	16.3	53.5	18.6
2018	Science	Historically Underperforming	4	23	4.3	13.0	52.2	30.4
2018	English Language Arts	All Students	5	42	0.0	21.4	52.4	26.2
2018	English Language Arts	Historically Underperforming	5	23	0.0	17.4	56.5	26.1
2018	Math	All Students	5	42	4.8	4.8	11.9	78.6
2018	Math	Historically Underperforming	5	22	0.0	4.5	9.1	86.4
2018	English Language Arts	All Students	6	46	0.0	15.2	67.4	17.4
2018	English Language Arts	Historically Underperforming	6	28	0.0	10.7	64.3	25.0
2018	Math	All Students	6	46	0.0	0.0	13.0	87.0
2018	Math	Historically Underperforming	6	28	0.0	0.0	7.1	92.9
2018	English Language Arts	All Students	7	57	3.5	29.8	63.2	3.5
2018	English Language Arts	Historically Underperforming	7	23	0.0	30.4	65.2	4.3
2018	Math	All Students	7	56	3.6	5.4	12.5	78.6
2018	Math	Historically Underperforming	7	22	4.5	0.0	9.1	86.4
2018	English Language Arts	All Students	8	97	5.2	25.8	51.5	17.5
2018	English Language Arts	Historically Underperforming	8	45	4.4	17.8	53.3	24.4
2018	Math	All Students	8	97	1.0	1.0	11.3	86.6
2018	Math	Historically Underperforming	8	45	0.0	0.0	11.1	88.9
2018	Science	All Students	8	95	8.4	22.1	31.6	37.9
2018	Science	Historically Underperforming	8	44	4.5	20.5	34.1	40.9
2018	Algebra I	All Students	11	48	4.2	25.0	43.8	27.1
2018	Algebra I	Historically Underperforming	11	16	6.3	18.8	43.8	31.3
2018	Biology	All Students	11	47	0.0	36.2	25.5	38.3
2018	Biology	Historically Underperforming	11	15	0.0	33.3	20.0	46.7
2018	Literature	All Students	11	46	0.0	56.5	28.3	15.2
2018	Literature	Historically Underperforming	11	15	0.0	53.3	40.0	6.7
2018	English Language Arts	All Students	Total	312	2.9	21.2	55.8	20.2
2018	English Language Arts	Historically Underperforming	Total	157	1.3	15.3	55.4	28.0
2018	Math	All Students	Total	310	1.9	2.6	11.6	83.9
2018	Math	Historically Underperforming	Total	155	0.6	0.6	8.4	90.3
2018	Science	All Students	Total	138	9.4	20.3	38.4	31.9
2018	Science	Historically Underperforming	Total	67	4.5	17.9	40.3	37.3

<b>Kindergarten 2019-20 Live Learning Schedule</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings: Teachers will have specific time usage instructions in August				
8:15					
9:00	Kdg. Health & Wellness Hughes, Kevin		Kdg. Health & Wellness Hughes, Kevin		Kdg. Homeroom Marinzel & Hughes Payne (1 x per month)
9:45	Morning Meeting <b>Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	Morning Meeting <b>Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	Morning Meeting <b>Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	Morning Meeting <b>Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	Morning Meeting <b>Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up
10:30					
11:15					
12:00					
12:30		Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	
1:15	K-3 Resource Room, Brenner, Kelsey	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	K-3 Reading Group, Brenner, Kelsey
		K-3 Reading Group, Brenner, Kelsey	K-3 Resource Room, Brenner, Kelsey	K-3 Reading Group, Brenner, Kelsey	
2:00	K-3 Math Group, Brenner, Kelsey	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Brenner K-3 Math Group
			Brenner K-3 Math Group		
2:45	K-2 Spanish, Berger, Angie	Office Hours, Brenner, Kelsey	K-2 Spanish, Berger, Angie	Office Hours, Brenner, Kelsey	Office Hours Marinzel, Gina
	Office Hours Marinzel, Gina	Office Hours Marinzel, Gina	Office Hours Marinzel, Gina	Office Hours Marinzel, Gina	

**First Grade  
2019-20 Live Learning Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings. Teachers will have specific time usage instructions in August				
8:15					
9:00	1st Grade Health & Wellness Pickering, Stephanie		1st Grade Health & Wellness Pickering, Stephanie		1st Grade Homeroom Cope & Barko (Payne 1 x per month)
9:45	Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up
10:30					
11:15					
12:00					
12:30		Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	
1:15	K-3 Resource Room, Brenner, Kelsey	Tier 2 and 3 Interventions  K-3 Reading Group, Brenner, Kelsey	Tier 2 and 3 Interventions  K-3 Resource Room, Brenner, Kelsey	Tier 2 and 3 Interventions  K-3 Reading Group, Brenner, Kelsey	K-3 Reading Group, Brenner, Kelsey
2:00	K-3 Math Group, Brenner, Kelsey	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions  Brenner K-3 Math Group	Tier 2 and 3 Interventions	Brenner K-3 Math Group
2:45	K-2 Spanish, Berger, Angie  Office Hours, Cope, Tessa	Office Hours, Brenner, Kelsey  Office Hours, Cope, Tessa	K-2 Spanish, Berger, Angie  Office Hours, Cope, Tessa	Office Hours, Brenner, Kelsey  Office Hours, Cope, Tessa	Office Hours, Cope, Tessa

Second Grade 2019-20 Live Learning Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings. Teachers will have specific time usage instructions in August				
8:15					
9:00	2nd Grade Music, Carpenter, Elisa	2nd Grade Health & Wellness Pickering, Stephanie	2nd Grade Music, Carpenter, Elisa	2nd Grade Health & Wellness Pickering, Stephanie	2nd Grade Homeroom Perry & Koliscak & Brenner, (Payne 1 X per month)
9:45	Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up
10:30					
11:15					
12:00					
12:30		Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	
1:15	K-3 Resource Room, Brenner, Kelsey	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	K-3 Reading Group, Brenner, Kelsey
		K-3 Reading Group, Brenner, Kelsey	K-3 Resource Room, Brenner, Kelsey	K-3 Reading Group, Brenner, Kelsey	
2:00	K-3 Math Group, Brenner, Kelsey	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Brenner K-3 Math Group
			Brenner K-3 Math Group		
2:45	K-2 Spanish, Berger, Angie	Office Hours, Brenner, Kelsey	K-2 Spanish, Berger, Angie	Office Hours, Brenner, Kelsey	Office Hours, Perry, Katherine
	Office Hours, Perry, Katherine	Office Hours, Perry, Katherine	Office Hours, Perry, Katherine	Office Hours, Perry, Katherine	

**Third Grade  
2019-20 Live Learning Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings Teachers will have specific time usage instructions in August				
8:15					
9:00	<b>Morning Meeting Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	<b>Morning Meeting Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	<b>Morning Meeting Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	<b>Morning Meeting Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	<b>Morning Meeting Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up
9:45					
10:30	3rd Grade Art, Belville, Renee	3rd Grade Health & Wellness Reda, Tony	3rd Grade Art, Belville, Renee	3rd Grade Health & Wellness Reda, Tony	3rd Grade Homeroom, Thornton, Amy & Annis, Bailey (Payne, Brandon 1Xper month)
11:15	Continue Teacher Determined Use, Thornton, Amy	Continue Teacher Determined Use, Thornton, Amy	Continue Teacher Determined Use, Thornton, Amy	Continue Teacher Determined Use, Thornton, Amy	Continue Teacher Determined Use, Thornton, Amy
12:00					
		Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	
1:15	K-3 Resource Room, Brenner, Kelsey	Tier 2 and 3 Interventions  K-3 Reading Group, Brenner, Kelsey	Tier 2 and 3 Interventions  K-3 Resource Room, Brenner, Kelsey	Tier 2 and 3 Interventions  K-3 Reading Group, Brenner, Kelsey	K-3 Reading Group, Brenner, Kelsey
2:00	K-3 Math Group, Brenner, Kelsey	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions  Brenner K-3 Math Group	Tier 2 and 3 Interventions	Brenner K-3 Math Group
2:45		3-5 Spanish, Berger, Angela		3-5 Spanish, Berger, Angela	
	Office Hours, Thornton, Amy	Office Hours, Thornton, Amy	Office Hours, Thornton, Amy	Office Hours, Thornton, Amy	Office Hours, Thornton, Amy
	Office Hours, Blose, Sarah	Office Hours, Blose, Sarah	Office Hours, Blose, Sarah	Office Hours, Blose, Sarah	Office Hours, Blose, Sarah

**Fourth Grade  
2019-20 Live Learning Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings! Teachers will have specific time usage instructions in August				
8:15					
9:00	<b>Morning Meeting Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	<b>Morning Meeting Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	<b>Morning Meeting Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	<b>Morning Meeting Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up	<b>Morning Meeting Teacher determined use for ELA, MA, SC, and SS</b> *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up
9:45					
10:30	4th Grade Homeroom , Hanavan & Swanter & Bevington (Protho 1 x per month)	4th Grade Health & Wellness, Hughes, Kevin	4th Grade Music, Carpenter, Elisa	4th Grade Health & Wellness, Hughes, Kevin	4th Grade Music, Carpenter, Elisa
11:15	Continue Teacher Determined Use, Hanavan & Swanter	Continue Teacher Determined Use, Hanavan & Swanter	Continue Teacher Determined Use, Hanavan & Swanter	Continue Teacher Determined Use, Hanavan & Swanter	Continue Teacher Determined Use, Hanavan & Swanter
12:00					
12:30		Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	
1:15	4th Grade Resource Room, Bevington, Hannah	4th Grade Reading Group, Bevington, Hannah	4th Grade Resource Room, Bevington, Hannah	4th Grade Reading Group, Bevington, Hannah	4th Grade Reading Group, Bevington, Hannah
		Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	
2:00	4th Grade Math Group, Bevington, Hannah	Tier 2 and 3 Interventions	4th Grade Math Group, Bevington, Hannah	Tier 2 and 3 Interventions	4th Grade Math Group, Bevington, Hannah
			Tier 2 and 3 Interventions		
2:45	Office Hours, Hanavan & Swanter	3-5 Spanish, Berger, Angela	Office Hours, Hanavan & Swanter	3-5 Spanish, Berger, Angela	Office Hours, Hanavan & Swanter
	Office Hours, Bevington, Hannah	Office Hours, Hanavan & Swanter	Office Hours, Bevington, Hannah	Office Hours, Hanavan & Swanter	Office Hours, Bevington, Hannah
		Office Hours, Bevington, Hannah		Office Hours, Bevington, Hannah	

**Fifth Grade**  
**2019-20 Live Learning Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings Teachers will have specific time usage instructions in August				
8:15					
9:00	<p>Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up</p>	<p>Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up</p>	<p>Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up</p>	<p>Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up</p>	<p>Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up</p>
11:15	5th Grade Art, Belville, Renee	5th Grade Health & Wellness, Hughes, Kevin	5th Grade Homeroom, Belville & Mudd & Scotto & Monnich (Edwards 1 X per month)	5th Grade Health & Wellness, Hughes, Kevin	5th Grade Art, Belville, Renee
12:00					
12:30	5th Grade Resource Room, Monnich, Amanda	5th Grade Reading Group, Monnich, Amanda	5th Grade Resource Room, Monnich, Amanda	5th Grade Reading Group, Monnich, Amanda	5th Grade Reading Group, Monnich, Amanda
		Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	
1:15	5th Grade Math Group, Monnich, Amanda	Tier 2 and 3 Interventions	5th Grade Math Group, Monnich, Amanda	Tier 2 and 3 Interventions	5th Grade Math Group, Monnich, Amanda
			Tier 2 and 3 Interventions		
2:00		Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	
2:45	Office Hours, Scotto & Mudd	3-5 Spanish, Berger, Angela	Office Hours, Scotto & Mudd	3-5 Spanish, Berger, Angela	Office Hours, Scotto & Mudd
	Office Hours, Monnich, Amanda	Office Hours, Scotto & Mudd	Office Hours, Monnich, Amanda	Office Hours, Scotto & Mudd	Office Hours, Monnich, Amanda
		Office Hours, Monnich, Amanda		Office Hours, Monnich, Amanda	

**Sixth Grade  
2019-20 Live Learning Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings Teachers will have specific time usage instructions in August				
8:15					
9:00	<p align="center">Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up</p>	<p align="center">Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up</p>	<p align="center">Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up</p>	<p align="center">Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up</p>	<p align="center">Morning Meeting Teacher determined use for ELA, MA, SC, and SS *Training, implementation and communication plans to follow (think along the lines of a weekly lesson plan that allows for more and less time on a content area as dictated by the needs of the students-Title and SE teachers will flow in and out as necessary) Wrap-up</p>
11:15	6th Grade Health& Wellness, Sabol, Stephanie	6th Grade Music, Carpenter, Elisa	6th Grade Homeroom, Wisniewski & Naugle & Carpenter & Sabol	6th Grade Music, Carpenter, Elisa	6th Grade Health& Wellness, Sabol, Stephanie
12:00					
12:30		Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	
1:15	6th Grade Resource Room, Teare, Emily	6th Grade Reading Group, Teare, Emily	4th Grade Resource Room, Teare, Emily	6th Grade Reading Group, Teare, Emily	6th Grade Reading Group, Teare, Emily
		Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	Tier 2 and 3 Interventions	
2:00	6th Grade Math Group, Teare, Emily	Tier 2 and 3 Interventions	6th Grade Math Group, Teare, Emily	Tier 2 and 3 Interventions	6th Grade Math Group, Teare, Emily
			Tier 2 and 3 Interventions		
2:45	Office Hours, Wisniewski & Nagule	Office Hours, Wisniewski & Nagule	Office Hours, Wisniewski & Nagule	Office Hours, Wisniewski & Nagule	Office Hours, Wisniewski & Nagule
	Office Hours, Teare	Office Hours, Teare	Office Hours, Teare	Office Hours, Teare	Office Hours, Teare



7th Grade					
2019-20 Live Learning Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings				
8:15	Teaching will have specific time usage: 1st-4th on 1st August				
9:00	Hockman Home room (#5)	7th G ade A 1 Sec. 1 Belv. Is. Renee	7th G ade Health & We Iness Sec. 1 Reda, Tony	7th G ade A 1 Sec. 1 Belv. Is. Renee	7th G ade Health & We Iness Sec. 1 Reda, Tony
		7th G ade Engl sh Lang. A ts Sec. 2 T udeau, Ch st ne	7th G ade Sc ence Sec. 2 B ennen, Coleen	7th G ade Engl sh Lang. A ts Sec. 2 T udeau, Ch st ne	7th G ade Sc ence Sec. 2 B ennen, Coleen
		7th G ade Soc al Stud es Sec. 3 Come on, Lyd a	7th G ade Mathemat cs Sec. 3 Ko be, Jeff	7th G ade Soc al Stud es Sec. 3 Come on, Lyd a	7th G ade Mathemat cs Sec. 3 Ko be, Jeff
		7th G ade Sec. 4 - No LLS	7th G ade Sec. 4 - No LLS	7th G ade Sec. 4 - No LLS	7th G ade Sec. 4 - No LLS
9:45	Came on Home room (#4)	7th G ade Engl sh Lang. A ts Sec. 1 T udeau, Ch st ne	7th G ade Sc ence Sec. 1 B ennen, Coleen	7th G ade Engl sh Lang. A ts Sec. 1 T udeau, Ch st ne	7th G ade Sc ence Sec. 1 B ennen, Coleen
		7th G ade A 1 Sec. 2 Belv. Is. Renee	7th G ade Health & We Iness Sec. 2 Reda, Tony	7th G ade A 1 Sec. 2 Belv. Is. Renee	7th G ade Health & We Iness Sec. 2 Reda, Tony
		7th G ade Sec. 3- No LLS	7th G ade Sec. 3- No LLS	7th G ade Sec. 3- No LLS	7th G ade Sec. 3- No LLS
		7th G ade Soc al Stud es Sec. 4 Come on, Lyd a	7th G ade Mathemat cs Sec. 4 Ko be, Jeff	7th G ade Soc al Stud es Sec. 4 Come on, Lyd a	7th G ade Mathemat cs Sec. 4 Ko be, Jeff
10:30	T udeau Home room (#3)	7th G ade Sec. 1 - No LLS	7th G ade Sec. 1 - No LLS	7th G ade Sec. 1 - No LLS	7th G ade Sec. 1 - No LLS
		7th G ade Soc al Stud es Sec. 2 Come on, Lyd a	7th G ade Mathemat cs Sec. 2 Ko be, Jeff	7th G ade Soc al Stud es Sec. 2 Come on, Lyd a	7th G ade Mathemat cs Sec. 2 Ko be, Jeff
		7th G ade A 1 Sec. 3 Belv. Is. Renee	7th G ade Health & We Iness Sec. 3 Reda, Tony	7th G ade A 1 Sec. 3 Belv. Is. Renee	7th G ade Health & We Iness Sec. 3 Reda, Tony
		7th G ade Engl sh Lang. A ts Sec. 4 T udeau, Ch st ne	7th G ade Sc ence Sec. 4 B ennen, Coleen	7th G ade Engl sh Lang. A ts Sec. 4 T udeau, Ch st ne	7th G ade Sc ence Sec. 4 B ennen, Coleen
11:15	B ennen Home room (#2)	7th G ade Soc al Stud es Sec. 1 Come on, Lyd a	7th G ade Mathemat cs Sec. 1 Ko be, Jeff	7th G ade Soc al Stud es Sec. 1 Come on, Lyd a	7th G ade Mathemat cs Sec. 1 Ko be, Jeff
		7th G ade Sec. 2 - No LLS	7th G ade Sec. 2 - No LLS	7th G ade Sec. 2 - No LLS	7th G ade Sec. 2 - No LLS
		7th G ade Engl sh Lang. A ts Sec. 3 T udeau, Ch st ne	7th G ade Sc ence Sec. 3 B ennen, Coleen	7th G ade Engl sh Lang. A ts Sec. 3 T udeau, Ch st ne	7th G ade Sc ence Sec. 3 B ennen, Coleen
		7th G ade A 1 Sec. 4 Belv. Is. Renee	7th G ade Health & We Iness Sec. 4 Reda, Tony	7th G ade A 1 Sec. 4 Belv. Is. Renee	7th G ade Health & We Iness Sec. 4 Reda, Tony
12:00					
12:30	Ko be Home room (#1)	7th G ade Mathemat cs Sec. 2 Ko be, Jeff	7th G ade Engl sh Lang. A ts Sec. 3 T udeau, Ch st ne	7th G ade Sc ence Sec. 4 B ennen, Coleen	Int odution to Cod ng Sec. 1 Matt
	7th G ade Soc al Stud es Sec. 1 Come on, Lyd a		Int odution to Cod ng Sec. 1 Gaten, Matt		
1:15	7th G ade Soc al Stud es Sec. 2 Come on, Lyd a	7th G ade Mathemat cs Sec. 3 Ko be, Jeff	7th G ade Engl sh Lang. A ts Sec. 4 T udeau, Ch st ne	7th G ade Sc ence Sec. 1 B ennen, Coleen	WIN Time for Tier II Groups / Tier III
	WIN Time for Tier I Groups / Tier I	WIN Time for Tier II Groups / Tier II	WIN Time for Tier II Groups / Tier III	WIN Time for Tier II Groups / Tier III	
2:00	Read ng G oup - Hockmann	7th G ade Mathemat cs Sec. 4 Ko be, Jeff	Read ng G oup - Hockmann	7th G ade Sc ence Sec. 2 B ennen, Coleen	Read ng G oup - Hockmann
	7th G ade Soc al Stud es Sec. 3 Come on, Lyd a		7th G ade Engl sh Lang. A ts Sec. 1 T udeau, Ch st ne		
2:45	7th G ade Soc al Stud es Sec. 4 Come on, Lyd a	7th G ade Mathemat cs Sec. 1 Ko be, Jeff	7th G ade Engl sh Lang. A ts Sec. 2 T udeau, Ch st ne	7th G ade Sc ence Sec. 3 B ennen, Coleen	Off ce Hou s - Came on
	Off ce Hou s - Ko be	Resource Room - Hockmann	Off ce Hou s - Came on	Resource Room - Hockmann	Off ce Hou s - Ko be
	Off ce Hou s - B ennen	Off ce Hou s - B ennen	Off ce Hou s - Ko be	Off ce Hou s - Ko be	Off ce Hou s - B ennen
	Off ce Hou s - T udeau	Off ce Hou s - T udeau	Off ce Hou s - B ennen	Off ce Hou s - T udeau	Off ce Hou s - Belv. Is.
	Off ce Hou s - Belv. Is.	Off ce Hou s - Belv. Is.	Off ce Hou s - Belv. Is.	Off ce Hou s - Belv. Is.	Off ce Hou s - Reda
	Off ce Hou s - Reda	Off ce Hou s - Reda	Off ce Hou s - Reda	Off ce Hou s - Reda	Off ce Hou s - T udeau
	Off ce Hou s - Hockmann	Off ce Hou s - Came on	Off ce Hou s - Hockmann	Off ce Hou s - Came on	Off ce Hou s - Hockmann
7:8 Ernst onal Supp 1					

Note: Korber Homeroom #1 CANNOT be anyone in Section 1

Note: Hockmann Reading Group CANNOT be anyone in Section 3 or 1

Note: Introduction to Coding cannot be anyone in Section 3

Note: Jeff is possibly teaching AP Stat on M & W @ 2

Emotional Support cannot be Section 4

8th Grade 2019-20 Live Learning Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings				
8:15	Teaching staff have specific time usage - not active in August				
9:00	Blaise Home room (B6)	8th G ade Sec. 1 - No LLS	8th G ade Health & Wellness Sec. 1 Sm th, Stephanie	8th G ade Sec. 1 - No LLS	8th G ade Health & Wellness Sec. 1 Sm th, Stephanie
		8th G ade Engh Lang. A to Sec. 2 Glase, And ew	8th G ade Sc ence Sec. 2 Coll ms, Ke ly	8th G ade Engh Lang. A to Sec. 2 Glase, Matt	8th G ade Sc ence Sec. 2 Coll ms, Ke ly
		8th G ade Soc al Stud es Sec. 3 G ul an, Ryan	8th G ade Mathemat cs Sec. 3 B ble, Da cy	8th G ade Soc al Stud es Sec. 3 G ul an, Ryan	8th G ade Mathemat cs Sec. 3 B ble, Da cy
		8th G ade Sec. 4 - No LLS	8th G ade Sec. 4 - No LLS	8th G ade Sec. 4 - No LLS	8th G ade Sec. 4 - No LLS
9:45	G ul an Home room (B5)	8th G ade Engh Lang. A to Sec. 1 Glase, And ew	8th G ade Sc ence Sec. 1 Coll ms, Ke ly	8th G ade Engh Lang. A to Sec. 1 Glase, And ew	8th G ade Sc ence Sec. 1 Coll ms, Ke ly
		8th G ade Sec. 2 - No LLS	8th G ade Health & Wellness Sec. 2 Sm th, Stephanie	8th G ade Sec. 2 - No LLS	8th G ade Health & Wellness Sec. 2 Sm th, Stephanie
		8th G ade Sec. 3 - No LLS	8th G ade Sec. 3 - No LLS	8th G ade Sec. 3 - No LLS	8th G ade Sec. 3 - No LLS
		8th G ade Soc al Stud es Sec. 4 G ul an, Ryan	8th G ade Mathemat cs Sec. 4 B ble, Da cy	8th G ade Soc al Stud es Sec. 4 G ul an, Ryan	8th G ade Mathemat cs Sec. 4 B ble, Da cy
10:30	Glase Home room (B4)	8th G ade Sec. 1 - No LLS	8th G ade Sec. 1 - No LLS	8th G ade Sec. 1 - No LLS	8th G ade Sec. 1 - No LLS
		8th G ade Soc al Stud es Sec. 2 G ul an, Ryan	8th G ade Mathemat cs Sec. 2 B ble, Da cy	8th G ade Soc al Stud es Sec. 2 G ul an, Ryan	8th G ade Mathemat cs Sec. 2 B ble, Da cy
		8th G ade Sec. 3 - No LLS	8th G ade Health & Wellness Sec. 3 Sm th, Stephanie	8th G ade Sec. 3 - No LLS	8th G ade Health & Wellness Sec. 3 Sm th, Stephanie
		8th G ade Engh Lang. A to Sec. 4 Glase, And ew	8th G ade Sc ence Sec. 4 Coll ms, Ke ly	8th G ade Engh Lang. A to Sec. 4 Glase, And ew	8th G ade Sc ence Sec. 4 Coll ms, Ke ly
11:15	Coll ms Home room (B3)	8th G ade Soc al Stud es Sec. 1 G ul an, Ryan	8th G ade Mathemat cs Sec. 1 B ble, Da cy	8th G ade Soc al Stud es Sec. 1 G ul an, Ryan	8th G ade Mathemat cs Sec. 1 B ble, Da cy
		8th G ade Sec. 2 - No LLS	8th G ade Sec. 2 - No LLS	8th G ade Sec. 2 - No LLS	8th G ade Sec. 2 - No LLS
		8th G ade Engh Lang. A to Sec. 3 Glase, And ew	8th G ade Sc ence Sec. 3 Coll ms, Ke ly	8th G ade Engh Lang. A to Sec. 3 Glase, And ew	8th G ade Sc ence Sec. 3 Coll ms, Ke ly
		8th G ade Sec. 4 - No LLS	8th G ade Health & Wellness Sec. 4 Sm th, Stephanie	8th G ade Sec. 4 - No LLS	8th G ade Health & Wellness Sec. 4 Sm th, Stephanie
12:00	B ble Home room (B2)				
12:30	8th G ade Soc al Stud es Sec. 1 G ul an, Ryan	8th G ade Mathemat cs Sec. 2 B ble, Da cy	8th G ade Engh Lang. A to Sec. 3 Glase, And ew	8th G ade Sc ence Sec. 4 Coll ms, Ke ly	Int oduct on to Cod ng Sec. 1 Gates, Matt
			Int oduct on to Cod ng Sec. 1, Gates, Matt		
1:15	8th G ade Soc al Stud es Sec. 2 G ul an, Ryan	8th G ade Mathemat cs Sec. 3 B ble, Da cy	8th G ade Engh Lang. A to Sec. 4 Glase, And ew	8th G ade Sc ence Sec. 1 Coll ms, Ke ly	WIN Time for Tier I Groups / Tier III
		WIN Time for Tier I Groups / Tier III	WIN Time for Tier I Groups / Tier III	WIN Time for Tier II Groups / Tier I	
2:00	Sm th Home room (B1)	8th G ade Mathemat cs Sec. 4 B ble, Da cy	8th G ade Engh Lang. A to Sec. 1 Glase, And ew	8th G ade Sc ence Sec. 2 Coll ms, Ke ly	Math G oup - F schett
			Math G oup - F schett		
			8th G ade Soc al Stud es Sec. 3 G ul an, Ryan		
2:45	8th G ade Soc al Stud es Sec. 4 G ul an, Ryan	8th G ade Mathemat cs Sec. 1 B ble, Da cy	8th G ade Engh Lang. A to Sec. 2 Glase, And ew	8th G ade Sc ence Sec. 3 Coll ms, Ke ly	Off ce Hou s - G ul an
		Resource Room - F schetti, K	Off ce Hou s - G ul an	Resource Room - Fschetti, K	Off ce Hou s - B ble
		Off ce Hou s - Coll ms	Off ce Hou s - B ble	Off ce Hou s - B ble	Off ce Hou s - Coll ms
		Off ce Hou s - F schetti, K	Off ce Hou s - F schetti, K	Off ce Hou s - G ul an	Off ce Hou s - F schetti, K
		Off ce Hou s - Glase	Off ce Hou s - Coll ms	Off ce Hou s - Glase	Off ce Hou s - Glase
Off ce Hou s - Sm th	Off ce Hou s - Sm th	Off ce Hou s - Sm th	Off ce Hou s - Sm th		

Note: B ble Homeroom #2 CANNOT be anyone is Section 1

Note: Smith Homeroom #1 CANNOT be anyone is Section 3

Introduction coding students cannot be in Section 3 OR Bible Homeroom

Note: Fischetti Reading Group CANNOT be anyone in SMITH Homeroom #1 or Section 1 or 3

12:00					
12:30		Communications Sec. 1 Donofrio, Lauren	Honors English IA Donofrio, Lauren	Communications Sec. 1 Donofrio, Lauren	Honors English IA Donofrio, Lauren
		AP Language & Composition A Sec. 1 Dayka, Matt	Honors English IIA Dietrich, Maggie	AP Language & Composition A Sec. 1 Dayka, Matt	Honors English IIA Dietrich, Maggie
			Honors English IIIA Johnston, Maggie	Heiles & DeRoner Homeroom (10th)	Honors English IIIA Johnston, Maggie
			Honors English IVA Gates, Clare		Honors English IVA Gates, Clare
1:15		English IB Donfrio, Lauren	Keystone Literature Essentials Dayka, Matt	English IB Donfrio, Lauren	Keystone Literature Essentials Dayka, Matt
		English IIB Dietrich, Maggie		English IIB Dietrich, Maggie	
		English IIIB Johntson, Maggie		English IIIB Johntson, Maggie	
2:00					
2:45	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers

Algebra IB Sec. 1 Mayle, Andrew	Hedderman & Fanning Homeroom (10th)	Algebra IB Sec. 1 Mayle, Andrew	Mysels & Lee Homeroom (11th)	
Geometry B Sec. 1 Fanning, Lindsey	Keystone Algebra Sec 1. Kleifgen, Michelle	Geometry B Sec. 1 Fanning, Lindsey	Keystone Algebra Sec 1. Kleifgen, Michelle	
Math Strategies B Sec. 1 Kleifgen, Michelle		Math Strategies B Sec. 1 Kleifgen, Michelle		
Algebra I A Sec. 5 Lee, Claudia		Algebra I A Sec. 5 Lee, Claudia		Algebra I A Sec. 5 Lee, Claudia
Math Strategies A Sec. 5 Kleifgen, Michelle		Math Strategies A Sec. 5 Kleifgen, Michelle		Math Strategies A Sec. 5 Kleifgen, Michelle
		Mayle and Sorce Homeroom (9th)		
Algebra I A Sec. 6 Lee, Claudia		Algebra I A Sec. 6 Lee, Claudia		Algebra I A Sec. 6 Lee, Claudia
AP Statistics, Sec. 1 Korber, Jeff	Kleifgen & Gates Homeroom (9th)	AP Statistics, Sec. 1 Korber, Jeff		
9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers

**9-12 Science  
2019-20 Live Learning Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings Teachers will have specific time usage instructions in August				
8:15					
9:00	Biology A Sec. 4 Grosso, Sherri	Anatomy & Physiology A Sec. 1 Grosso, Sherri	Biology A Sec. 4 Grosso, Sherri	Anatomy & Physiology A Sec. 1 Grosso, Sherri	Biology A Sec. 4 Grosso, Sherri
	Environmental Science A Sec. 4 Simmons, Sarah	Earth Science A Sec. 4 Simmons, Sarah	Environmental Science A Sec. 4 Simmons, Sarah	Earth Science A Sec. 4 Simmons, Sarah	
	Physics A Sec. 2 Colbert, Tracey	Physical Science A Sec. 4 Sellinger, Samantha	Physics A Sec. 2 Colbert, Tracey	Physical Science A Sec. 4 Sellinger, Samantha	
		Chemistry A Sec. 1 Colbert, Tracey		Chemistry A Sec. 1 Colbert, Tracey	
9:45	Physics A Sec. 1 Colbert, Tracey		Physics A Sec. 1 Colbert, Tracey	Chemistry A LAB Sec. 1 Colbert, Tracey	
	Biology A Sec. 3 Grosso, Sherri	AP Biology A Sec. 1 Grosso, Sherri	Biology A Sec. 3 Grosso, Sherri	AP Biology A Sec. 1 Grosso, Sherri	Biology A Sec. 3 Grosso, Sherri
	Earth Science B Sec. 1 Simmons, Sarah	Earth Science A Sec. 3 Simmons, Sarah	Earth Science B Sec. 1 Simmons, Sarah	Earth Science A Sec. 3 Simmons, Sarah	
	Forensic Science Sec. 1 Sellinger, Samantha	Physical Science A Sec. 3 Sellinger, Samantha	Forensic Science Sec. 1 Sellinger, Samantha	Physical Science A Sec. 3 Sellinger, Samantha	
10:30		Chemistry A Sec. 2 Colbert, Tracey	Colbert & Diable Homeroom (11th)	Chemistry A Sec. 2 Colbert, Tracey	
	Biology A Sec. 2 Grosso, Sherri	Biology B Sec. 1 Grosso, Sherri	Biology A Sec. 2 Grosso, Sherri	Biology B Sec. 1 Grosso, Sherri	Biology A Sec. 2 Grosso, Sherri
	Environmental Science A Sec. 1 Simmons, Sarah	Earth Science A Sec. 2 Simmons, Sarah	Environmental Science A Sec. 1 Simmons, Sarah	Earth Science A Sec. 2 Simmons, Sarah	
	Forensic Science Sec. 2 Sellinger, Samantha	Physical Science A Sec. 2 Sellinger, Samantha	Forensic Science Sec. 2 Sellinger, Samantha	Physical Science A Sec. 2 Sellinger, Samantha	
11:15	Environmental Science A Sec. 2 Simmons, Sarah		Environmental Science A Sec. 2 Simmons, Sarah	Chemistry A LAB Sec. 2 Colbert, Tracey	
	Biology A Sec. 1 Sellinger, Samantha	Earth Science A Sec. 1 Simmons, Sarah	Biology A Sec. 1 Sellinger, Samantha	Earth Science A Sec. 1 Simmons, Sarah	Biology A Sec. 1 Sellinger, Samantha
	Veterinarian Science Sec. 2 Colbert, Tracey	Physical Science A Sec. 1 Sellinger, Samantha	Veterinarian Science Sec. 2 Colbert, Tracey	Physical Science A Sec. 1 Sellinger, Samantha	
	Grosso & Azzaro Homeroom (9th)	Keystone Biology Essentials Sec. 1 Grosso, Sherri		Keystone Biology Essentials Sec. 1 Grosso, Sherri	
12:00					
12:30	Honors Biology A Sec. 1 Grosso, Sherri	Anatomy & Physiology A Sec. 2 Grosso, Sherri	Honors Biology A Sec. 1 Grosso, Sherri	Anatomy & Physiology A Sec. 2 Grosso, Sherri	Honors Biology A Sec. 1 Grosso, Sherri
	Veterinarian Science Sec. 1 Colbert, Tracey		Veterinarian Science Sec. 1 Colbert, Tracey		
	Environmental Science A Sec. 3 Simmons, Sarah		Environmental Science A Sec. 3 Simmons, Sarah		
	Biology A Sec. 5 Sellinger, Samantha		Biology A Sec. 5 Sellinger, Samantha		Biology A Sec. 5 Sellinger, Samantha
1:15	AP Environmental Science A	AP Chemistry A	AP Environmental Science A	AP Chemistry A	
		Smialek & Sellinger Homeroom (10th)			
2:00	Petraglia & Simmons Homeroom (12th)				
2:45	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers

**9-12 Social Studies & Driver's Education, Child Development, Family & Consumer Science**  
**2019-20 Live Learning Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings				
8:15	Teachers will have specific time usage instructions in August				
9:00	U.S. Government Sec. 2 Mysels, Peter	History of Holocaust Sec. 2 Mysels, Peter		U.S. Government Sec. 2 Mysels, Peter	History of Holocaust Sec. 2 Mysels, Peter
	U.S. History A Sec. 2 Smialek, Carol	Family & Consumer Sec. 2 Petraglia, Marisa		U.S. History A Sec. 2 Smialek, Carol	Family & Consumer Sec. 2 Petraglia, Marisa
	World History A Sec. 2 Cutler, Stephen	Sociology Sec. 2 Hartmann, Katie		World History A Sec. 2 Cutler, Stephen	Sociology Sec. 2 Hartmann, Katie
	Psychology Sec. 2 Petraglia, Marisa	Mythology Sec. 2 Smialek, Carol		Psychology Sec. 2 Petraglia, Marisa	Mythology Sec. 2 Smialek, Carol
	Geography Sec. 2 Hartmann, Katie	Cutler & Lesko Homeroom		Geography Sec. 2 Hartmann, Katie	
9:45	U.S. Government Sec. 1 Mysels, Peter	History of Holocaust Sec. 4 Mysels, Peter		U.S. Government Sec. 1 Mysels, Peter	History of Holocaust Sec. 4 Mysels, Peter
	U.S. History A Sec. 1 Smialek, Carol	Family & Consumer Sec. 4 Petraglia, Marisa		U.S. History A Sec. 1 Smialek, Carol	Family & Consumer Sec. 4 Petraglia, Marisa
	World History A Sec. 1 Cutler, Stephen	Mythology Sec. 4 Smialek, Carol		World History A Sec. 1 Cutler, Stephen	Mythology Sec. 4 Smialek, Carol
	Psychology Sec. 1 Petraglia, Marisa	Honors World History A Sec. 1 Cutler, Stephen		Psychology Sec. 1 Petraglia, Marisa	Honors World History A Sec. 1 Cutler, Stephen
	Geography Sec. 1 Hartmann, Katie	Economics Sec. 1 Hartmann, Katie		Geography Sec. 1 Hartmann, Katie	Economics Sec. 1 Hartmann, Katie
10:30	U.S. Government Sec. 3 Mysels, Peter	History of Holocaust Sec. 1 Mysels, Peter	Cultural and Literary Studies SA Sec. 1 DeRoner, Vicki	U.S. Government Sec. 3 Mysels, Peter	Cultural and Literary Studies SA Sec. 1 DeRoner, Vicki
	U.S. History A Sec. 3 Smialek, Carol	Family & Consumer Sec. 1 Petraglia, Marisa		U.S. History A Sec. 3 Smialek, Carol	History of Holocaust Sec. 1 Mysels, Peter
	World History A Sec. 3 Cutler, Stephen	Sociology Sec. 1 Hartmann, Katie		World History A Sec. 3 Cutler, Stephen	Family & Consumer Sec. 1 Petraglia, Marisa
	Psychology Sec. 3 Petraglia, Marisa	Mythology Sec. 1 Smialek, Carol		Psychology Sec. 3 Petraglia, Marisa	Sociology Sec. 1 Hartmann, Katie
	Geography Sec. 3 Hartmann, Katie	World History B Sec. 1 Cutler, Stephen		Geography Sec. 3 Hartmann, Katie	Mythology Sec. 1 Smialek, Carol
					World History B Sec. 1 Cutler, Stephen
11:15	Honors U.S. History A Sec. 1 Petraglia, Marisa	History of Holocaust Sec. 3 Mysels, Peter		Honors U.S. History A Sec. 1 Petraglia, Marisa	History of Holocaust Sec. 3 Mysels, Peter
	AP World History A Sec. 1 Hartmann, Katie	Family & Consumer Sec. 3 Petraglia, Marisa		AP World History A Sec. 1 Hartmann, Katie	Family & Consumer Sec. 3 Petraglia, Marisa
	World History A Sec. 4 Cutler, Stephen	Sociology Sec. 3 Hartmann, Katie		World History A Sec. 4 Cutler, Stephen	Sociology Sec. 3 Hartmann, Katie
	AP European History Sec. 1 DeRoner, Vicki	Mythology Sec. 3 Smialek, Carol		AP European History Sec. 1 DeRoner, Vicki	Mythology Sec. 3 Smialek, Carol
	AP United States History Al-Amoudi, Nicole			AP United States History Al-Amoudi, Nicole	
12:30	Driver's Education Sec. 2 Hartmann, Katie	U.S. History B Sec. 1 Smialek, Carol		Driver's Education Sec. 2 Hartmann, Katie	U.S. History B Sec. 1 Smialek, Carol
	World History A Sec. 5 Cutler, Stephen	AP Psychology Sec. 1 Petraglia, Marisa		World History A Sec. 5 Cutler, Stephen	AP Psychology Sec. 1 Petraglia, Marisa
		Hartmann & Berger Homeroom		Mysels & Lee Homeroom	
1:15	Driver's Education Sec. 1 Hartmann, Katie	Child Development Sec. 1 Petraglia, Melissa		Driver's Education Sec. 1 Hartmann, Katie	Child Development Sec. 1 Petraglia, Melissa
	World History A Sec. 6 Cutler, Stephen	Smialek & Sellinger Homeroom		World History A Sec. 6 Cutler, Stephen	
2:00	Petraglia & Simmons Homeroom	Child Development Sec. 2 Petraglia, Melissa			Child Development Sec. 2 Petraglia, Melissa
		Social Changes Sec. 1 Smialek, Carol			Social Changes Sec. 1 Smialek, Carol
2:45	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers

**9-12 Art, Music, World Language, and Business/Technology Courses  
2019-20 Live Learning Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings				
8:15	Teachers will have specific time usage instructions in August				
9:00	Introduction to Art Sec. 2 Sorice, Kelly	Art History Sec. 2 Sorice, Kelly		Art History Sec. 2 Sorice, Kelly	Introduction to Art Sec. 2 Sorice, Kelly
	Intro to Social Media Sec. 2 Gates, Matthew	Computer Programming Sec 1 Matthew Gates,	Intro to Social Media Sec. 2 Gates, Matthew	Computer Programming Sec 1 Gates, Matthew	
	Career Planning Sec. 2 Azzaro, Susannah	Music Appreciation Sec. 1 Emanuelson, LeNora	Career Planning Sec. 2 Azzaro, Susannah	Music Appreciation Sec. 1 Emanuelson, LeNora	
		Physical Education B Sec. 1 Heddermann, Lauren		Physical Education B Sec. 1 Heddermann, Lauren	
	Office Hours for Ms. Berger Only	Office Hours for Ms. Berger Only	Office Hours for Ms. Berger Only	Office Hours for Ms. Berger Only	Office Hours for Ms. Berger Only
	Cutler & Lesko Homeroom (9th)				
9:45	Introduction to Art Sec. 3 Sorice, Kelly	Art History Sec. 1 Sorice, Kelly		Art History Sec. 1 Sorice, Kelly	Introduction to Art Sec. 3 Sorice, Kelly
	Intro to Social Media Sec. 1 Gates, Matthew	Computer Programming Sec 2 Matthew Gates,	Intro to Social Media Sec. 1 Gates, Matthew	Computer Programming Sec 2 Gates, Matthew	
	Career Planning Sec. 1 Azzaro, Susannah	Music Appreciation Sec. 2 Emanuelson, LeNora	Career Planning Sec. 1 Azzaro, Susannah	Music Appreciation Sec. 2 Emanuelson, LeNora	
		Physical Education A Sec. 4 Heddermann, Lauren	Honors Spanish IVA Lesko, Brianna	Physical Education A Sec. 4 Heddermann, Lauren	Honors Spanish IVA Lesko, Brianna
		Honors French IVA Berger, Angie			Honors French IVA Berger, Angie
10:30	Introduction to Art Sec. 1 Sorice, Kelly	2-D Animation Sec. 3 Sorice, Kelly		2-D Animation Sec. 3 Sorice, Kelly	Introduction to Art Sec. 1 Sorice, Kelly
	HS Health Sec. 4 Heddermann, Lauren	Physical Education A Sec. 1 Heddermann, Lauren		Physical Education A Sec. 1 Heddermann, Lauren	HS Health Sec. 4 Heddermann, Lauren
	Hospitality and Tourism 2a Azzaro, Susannah	Entrepreneurship Sec. 2 Azzaro, Susannah	Hospitality and Tourism 2a Azzaro, Susannah		Entrepreneurship Sec. 2 Azzaro, Susannah
	French IIB Sec. 1 Berger, Angie	Honors French IIIA Berger, Angie		French IIB Sec. 1 Berger, Angie	Honors French IIIA Berger, Angie
	Spanish IB Sec. 4 Lesko, Brianna		Honors Spanish IIIA Sec. 1 Lesko, Brianna	Spanish IB Sec. 4 Lesko, Brianna	Honors Spanish IIIA Sec. 1 Lesko, Brianna
		Technology A Sec. 1 Gates, Matt		Technology A Sec. 1 Gates, Matt	
		Music Appreciation Sec. 3 Emanuelson, LeNora		Music Appreciation Sec. 3 Emanuelson, LeNora	
	Financial Literacy Sec. 1 Vicki DeRoner,		Financial Literacy Sec. 1 DeRoner, Vicki		
11:15	Digital Photography Sec 1 Sorice, Kelly	2-D Animation Sec. 1 Sorice, Kelly	Annis & Emanuelson Homeroom (9th)	2-D Animation Sec. 1 Sorice, Kelly	Digital Photography Sec 1 Sorice, Kelly
	HS Health Sec. 3 Heddermann, Lauren	Physical Education A Sec. 2 Heddermann, Lauren		Physical Education A Sec. 2 Heddermann, Lauren	HS Health Sec. 3 Heddermann, Lauren
	French IB Sec. 1 Berger, Angie		French IA Sec. 3 Berger, Angie	French IB Sec. 1 Berger, Angie	French IA Sec. 3 Berger, Angie
	Spanish IB Sec. 1 Lesko, Brianna		Spanish IA Sec. 3 Lesko, Brianna	Spanish IB Sec. 1 Lesko, Brianna	Spanish IA Sec. 3 Lesko, Brianna
	Grosso & Azzaro Homeroom (9th)	Technology A Sec. 2 Gates, Matt		Technology A Sec. 2 Gates, Matt	
12:00					
12:30	Digital Photography Sec 2 Sorice, Kelly	2-D Animation Sec. 2 Sorice, Kelly		2-D Animation Sec. 2 Sorice, Kelly	Digital Photography Sec 2 Sorice, Kelly
	HS Health Sec. 2 Heddermann, Lauren	Technology A Sec. 3 Gates, Matt	Introduction to Coding Sec. 1 Gates, Matthew	Technology A Sec. 3 Gates, Matt	Introduction to Coding Sec. 1 Gates, Matthew
	AP Spanish A Sec. 1 Berger, Angela	Hartmann & Berger Homeroom (12th)	French IA Sec. 1 Berger, Angie	AP Spanish A Sec. 1 Berger, Angela	French IA Sec. 1 Berger, Angie
	Spanish IIA Sec. 2 Lesko, Brianna	Hedderman & TBD Math Homeroom (9th)	Spanish IA Sec. 2 Lesko, Brianna	Spanish IIA Sec. 2 Lesko, Brianna	Spanish IA Sec. 2 Lesko, Brianna
	College and Career Readiness Sec. 2 Emanuelson, LeNora	Electronic Music Sec. 1 Emanuelson, LeNora	College and Career Readiness Sec. 2 Emanuelson, LeNora	Electronic Music Sec. 1 Emanuelson, LeNora	
	Hospitality and Tourism Sec. 1 Azzaro, Susannah	Entrepreneurship Sec. 1 Azzaro, Susannah	Hospitality and Tourism Sec. 1 Azzaro, Susannah		Entrepreneurship Sec. 1 Azzaro, Susannah
1:15	Drawing & Painting Sec. 1 Sorice, Kelly	Financial Literacy Sec. 2 Vicki DeRoner,	Mayle and Sorice Homeroom (9th)	Financial Literacy Sec. 2 Vicki DeRoner,	Drawing & Painting Sec. 1 Sorice, Kelly
	HS Health Sec. 1 Heddermann, Lauren	Physical Education A Sec. 3 Heddermann, Lauren		Physical Education A Sec. 3 Heddermann, Lauren	HS Health Sec. 1 Heddermann, Lauren
	French IIA Sec. 1 Berger, Angie		French IA Sec. 2 Berger, Angie	French IIA Sec. 1 Berger, Angie	French IA Sec. 2 Berger, Angie
	Spanish IIA Sec. 1 Lesko, Brianna		Spanish IA Sec. 2 Lesko, Brianna	Spanish IIA Sec. 1 Lesko, Brianna	Spanish IA Sec. 2 Lesko, Brianna
	College and Career Readiness Sec. 1 Emanuelson, LeNora	Electronic Music Sec. 2 Emanuelson, LeNora	College and Career Readiness Sec. 1 Emanuelson, LeNora	Electronic Music Sec. 2 Emanuelson, LeNora	
Criminology Sec. 2 Azzaro, Susannah	Sports and Entertainment Sec. 2 Azzaro, Susannah	Criminology Sec. 2 Azzaro, Susannah		Sports and Entertainment Sec. 2 Azzaro, Susannah	
2:00	Criminology Sec. 1 Azzaro, Susannah	Sports and Entertainment Sec. 1 Azzaro, Susannah	Criminology Sec. 1 Azzaro, Susannah	American Sign Language, Sec 1 Berger Sorce &	Sports and Entertainment Sec. 1 Azzaro, Susannah
	Drawing & Painting Sec. 2 Sorice, Kelly	Fanning & Gates Homeroom (10th)			Drawing & Painting Sec. 2 Sorice, Kelly
2:45	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers

**9-12 Homeroom Schedule  
2019-20 Live Learning Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings Teachers will have spec fic time usage instructions in August				
8:15					
9:00		Cutler & Lesko Homeroom (9th)		Donofrio & Donahue Homeroom (9th)	
9:45				Dayka & Smarto Homeroom (10th)	
10:30		Al-Amoudi & Devlin Homeroom (10th)	Colbert Homeroom (11th) 15 MAX	Gates, Clare & Clutter Homeroom (12th)	
11:15	Grosso & Azzaro Homeroom (9th)		Diablo & Emanuelson Homeroom (9th)	Johnston & Habbyslaw Homeroom (11th)	
12:00					
12:30	Danka & Evanchak (11th)	Hartmann & Berger Homeroom (12th) Hedderman & Fanning Homeroom (10th)		Helles & DeRoner Homeroom (10th) Mysels & Lee Homeroom (11th)	
1:15		Smialek & Sellinger Homeroom (10th)	Mayle and Sorce Homeroom (9th)		
2:00	Petraglia & Simmons Homeroom (12th)	Kleifgen & Gates Homeroom (9th)			
2:45	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers	9-12 Office Hours All Regular Ed. Teachers



**9-12 Resource Room Schedule  
2019-2020 Live Learning Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Blocked for Meetings Teachers will have specific time usage instructions in August				
8:15					
9:00	Clutter Reading Group		Clutter Reading Group		Clutter Reading Group
	Donahue Resource Room	Donahue Resource Room	Donahue Resource Room	Donofrio & Donahue Homeroom (9th)	Donahue Resource Room
9:45	Clutter Resrouce Room	Clutter Resrouce Room	Clutter Resrouce Room	Danka & Smarto Homeroom (10th)	Clutter Resrouce Room
10:30	Habbyshaw Resource Room	Habbyshaw Resource Room	Habbyshaw Resource Room	Gates & Clutter Homeroom (12th)	Habbyshaw Resource Room
11:15	Smarto Resource Room	Smarto Resource Room	Annis & Emanuelson Homeroom (9th)	Johnston & Habbyshaw Homeroom (11th)	Smarto Resource Room
	Diable Resource Room	Diable Resource Room		Smarto Resource Room	Smarto Resource Room
				Diable Resource Room	Diable Resource Room
12:00					



2100 Corporate Drive, Suite 500  
 Wexford, PA 15090  
 Phone: 1-888-997-3352  
 Fax: 1-866-977-3527

# 2019 – 2020 Calendar

### July 2019

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

Students – 0 days

### August 2019

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

Students – 5 days

### September 2019

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

Students – 20 days

### October 2019

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

Students – 22 days

### November 2019

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

Students – 17 days

### December 2019

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

Students – 14 days

### January 2020

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

Students – 17 days

### February 2020

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

Students – 19 days

### March 2020

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

Students – 22 days

### April 2020

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

Students – 20 days

### May 2020

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

Students – 20 days

### June 2020

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

Students – 4 days

## Notes:

- July 4: Independence Day – School Closed

---

- July 29: New Staff Reports

---

- Aug. 5: Current Staff Reports - Prof. Dev. Week

---

- Aug. 26 : First Day of School

---

- Sept. 2: Labor Day – No School

---

- Oct. 14: Columbus Day – No School

---

- Oct. 24: Open House

---

- Oct. 30 : First Day - Quarter 2

---

- Nov. 11: Veterans' Day – No School

---

- Nov. 27-Dec 2 : Fall Break – No School

---

- Dec. 3-13: Keystone Testing

---

- Dec. 23- Jan. 3: Winter Break – No School

---

- Jan. 20: Martin Luther King Jr. Day – No School

---

- Jan.23-24 : PD Staff Only – Students: No School

---

- Jan.27 : First Day Quarter 3

---

- Feb. 17: Presidents' Day – No School

---

- Mar. 31 : First Day – Quarter 4

---

- Apr 10 – 13: Spring Break

---

- Apr 20 – May 8: PSSA Testing

---

- May 11-22: Keystone Testing

---

- May 25: Memorial Day – No School

---

- Jun 4: Last Day of School

---

- June 6 : 2020 Graduation Ceremony



2100 Corporate Drive, Suite 500  
 Wexford, PA 15090  
 Phone: 1-888-997-3352  
 Fax: 1-866-977-3527

# 2020 – 2021 Calendar

### July 2020

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

Students – 0 days

### August 2020

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

Students – 4 days

### September 2020

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

Students – 21 days

### October 2020

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

Students – 21 days

### November 2020

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

Students – 16 days

### December 2020

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

Students – 14 days

### January 2021

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

Students – 17 days

### February 2021

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

Students – 19 days

### March 2021

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

Students – 23 days

### April 2021

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

Students – 19 days

### May 2021

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

Students – 20 days

### June 2021

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

Students – 6 days

## Notes:

- July 4: Independence Day – School Closed

---

- July 27: New Staff Reports

---

- Aug. 3: Current Staff Reports - Prof. Dev. Week

---

- Aug. 26 : First Day of School

---

- Sept. 7: Labor Day – No School

---

- Oct. 12: Columbus Day – No School

---

- Oct. 22: Open House

---

- Oct 30 : First Day - Quarter 2

---

- Nov. 11: Veterans’ Day – No School

---

- Nov. 25-Nov 30 : Fall Break – No School

---

- Dec. 1-15: Keystone Testing

---

- Dec. 21- Jan. 1: Winter Break – No School

---

- Jan. 18: Martin Luther King Jr. Day – No School

---

- Jan 25-26 : PD Staff Only – Students: No School

---

- Jan 27 : First Day Quarter 3

---

- Feb. 15: Presidents' Day – No School

---

- Apr 1 – 5: Spring Break

---

- Apr 6 : First Day – Quarter 4

---

- Apr 19 – May 7: PSSA Testing

---

- May 17 - 28: Keystone Testing

---

- May 31: Memorial Day – No School

---

- June 8: Last Day of School

---

- June 12 : 2020 Graduation Ceremony

## School Improvement Plan – Guidelines and Process

---

### I. School Level Narrative

#### *School Building Information*

Local Education Agency (LEA) Name

Pennsylvania Distance Learning Charter School

School Building Name

Pennsylvania Distance Learning Charter School

4-Digit School Building Code

7821

School Street Address

2100 Corporate Drive, Suit 500, Wexford, PA 15090

#### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Patricia Rossetti	Chief Executive Officer	PDLCS/Administration
Darla Posney	Principal	PDLCS/Administration
Kelly Crooks	Principal	PDLCS/Administration
Jamie Desrochers	Director of Special Education	PDLCS/Administration
Nicholas Kocuba	Director of Technology	PDLCS/Administration
Andrew Mayle	Secondary Math Teacher	PDLCS/Teacher
Leigh Anne Lord	Human Resources Coordinator	PDLCS/Support Staff
Katie Griffith	School Counselor	PDLCS/Counselor
Marisa Petraglia	Secondary Social Studies Teacher	PDLCS/Teacher
Katie Devlin	Secondary Social Studies Teacher	PDLCS/Teacher
Alyssa Swantner	Elementary Special Education Teacher	PDLCS/Teacher
Jennifer McDiffitt	Parent	PDLCS/Parent
Samantha Palm	Parent	PDLCS/Parent

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

The committee includes parents from different areas of Pennsylvania with varying grade level students. Teachers, administrators, and support staff serving on the committee have varying grade level and content area expertise. Inclusion of our Directors of Technology and Special Education allow for greater opportunity in ensuring equity of access for all students, parents, staff, and community members. The committee members serve as representatives to the groups for which they belong, and they will be key communicators of the plan, goals, strategies, implementation steps, and outcomes in and outside of the school community.

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

Pennsylvania Distance Learning Charter School's leadership team attended training at the Allegheny Intermediate Unit on November 28, 2019. The leadership team, along with a secondary math teacher, worked as the Steering Committee for the CSI Plan. The Committee worked with the three (3) different Comprehensive School Improvement (CSI) Facilitators beginning on January 7, 2019. The second CSI Facilitator, along with the Steering Committee, issued the PDE student, parent and educator surveys February 28, 2019 with a collection end date of March 8, 2019. Focus groups were held on March 20, 2019 with groups of 6-8 participants for 6<sup>th</sup>-12<sup>th</sup> grade students by grade bands. Focus groups were also held with elementary, middle school, and high school teachers. The third CSI Facilitator began on March 31, 2019. The Steering Committee and CSI Facilitator reviewed the survey and focus group data, along with the October 2019 Strategic Plan survey and focus group data to determine areas of strength and needs. The school's vision, mission, essential questions, and root cause analysis were used in prioritization of goals and desired outcomes for the CSI Plan. Using the data from 2018-19 on family engagement activities and MTSS-RTII student data on numbers for supports received in each tier, along with data warehouse analysis, provided further support the Committee's goal work. The CSI Plan was drafted by the Committee for submission to the next steps in the PDE process of Regional Team review in May 2019. Revisions will be made as applicable to the Regional Team responses. The CSI Plan will be made public for input for a 28-day period with the Steering Committee making revisions as appropriate to any public comment received. The school's plan will be reviewed at the June 10, 2019 board meeting. The Chief Executive Officer and Board of Trustees Chair will sign and submit the report no later than June 30, 2019.

Led by the school's Principals, the Committee will meet monthly with additional email communication occurring throughout the implementation, monitoring, and recalibration process. Quarterly goal data reports will be provided to PDE and school community members as outlined in PDE's CSI timeline. An annual report will be provided to the Board of Trustees with the draft Recalibration Plan. Revisions, and adjustments will occur during the Recalibration Plan period of April 1 - June 30 for 2020-21. Ongoing monitoring, implementation, and recalibration will occur for the 3-year cycle of the plan, or as directed by the Board of Trustees, or Pennsylvania Department of Education.

## B. School Level Vision for Learning

### Long-term Vision and the Measures of Success

<p align="center"><b>Long-Term Vision for Students</b> <i>What will students know and be able to demonstrate upon leaving the school?</i></p>	<p align="center"><b>Measures of Success</b> <i>How will you know you are on track to achieving your vision or students?</i></p>
<p>Students will be equipped with the necessary skills, knowledge and tools to succeed in their chosen path upon graduation.</p>	<p>A successful student is one who has made consistent academic growth over the course of years enrolled in our school. Our academic teams, parents, and students will measure individual success on the Student Annual Goal sheets that are part of our personalized learning approach. Our staff will participate in professional development on tiered strategies and interventions, which will result in students consistently reaching his or her own benchmarks. This will support the school in reaching the one year (2019-20) academic gains of 3.7% in English Language Arts and 4.6% in Mathematics. The measuring of individual success will continue over the course of this plan.</p>
<p>As a school we are committed to building positive relationships with families as we work with their students to gain the necessary skills, knowledge, and tools to succeed. We believe that through personalizing the learning experience and keeping the student at the center with the parent and the school both engaged in the process, we will achieve academic success for all.</p>	<p>Through the team approach with committed families and staff our students will show continued academic growth to meet the benchmarks put in place for success. We will increase the number of families engaged by 12% from a 2018-2019 baseline of 18% to 30% of our families playing an active role in their child's education by June 30, 2020. This growth will continue incrementally over the years of this plan.</p>

## II. School Level Needs Assessment

### A. Identified School Community Needs:

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups;



budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

Pennsylvania Distance Learning Charter School engaged in timely and meaningful consultation with a broad range of stakeholders and examined relevant data to understand the most overarching needs of our students and staff. The steering committee examined the potential root cause of those needs through a variety of data sources. Surveys, focus groups, and a critical look at programs such as Title I (students), Title II (teachers), and MTSS-RtII, along with a review of data collected for a 5-year strategic plan approved in April 2019, helped us hone in on our strengths and challenges. The committee also utilized the continued re-evaluation of the Comprehensive and School Level Plans to guide our decision-making. The CSI process, with its Pennsylvania Essential Practices rubric, also help the committee gain specific information to guide us along the way. From this data analysis, we determined our specific strengths and explicit needs in the areas of parent engagement and staff knowledge, and practice in raising student achievement for all.

Moving forward, Pennsylvania Distance Learning Charter School will monitor the parent engagement and student achievement data through quarterly steering committee meetings and also monthly grade level data team meetings with academic team members. Monthly administrative meetings that include the Directors of Special Education, Technology and Student Services, Principals, Family Engagement Coordinator and the Chief Executive Officer who will also be a vehicle in ensuring fidelity to the plan goals and its execution. Through these meetings we will be able to make adjustments based on data to ensure that we are meeting the plan expectations and providing a vehicle for parent engagement and student achievement for all.

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

Strengths	Supporting Evidence from Needs Assessment
<p>Condition: Focus on Continuous Improvement of Instruction Essential Practice #1: Align curriculum, assessments and instruction to PA Standards</p>	<p>Curriculum Maps in Build Your Own Curriculum and Bill of Materials Process.</p> <p><a href="https://admin.buildyourowncurriculum.com/Admin/Login.aspx">https://admin.buildyourowncurriculum.com/Admin/Login.aspx</a></p> <p>See BOM Process and Documents for more information.</p>
<p>Condition: Focus on Continuous Improvement of Instruction Essential Practice #3: Use a variety of assessments(including diagnostic, formative and summative to monitor student learning and adjust programs and instructional practices</p>	<p>A variety of assessments are offered: -Star 360 (universal screener) -Scantron &amp; CPAA (benchmark assessments) -Kindergarten Readiness Assessment -Wilson Reading: WADE (Language Live for 2019-2020) -ACCESS and WIDA (EL students) -PSSA/PASA/Keystone (summative)</p> <p>Using our data warehouse, Link-it, allows for easy reporting and staff access in determining triangulation of data sources for indentifying student strengths and weaknesses.</p>
<p>Condition: Provide Student-Centered Support Systems Essential Practice #9: Organize programmatic,</p>	<p>-Annual budget process -Independent audits -Citation free Federal and Special Education</p>

human, fiscal capital resources aligned with the school improvement plan and needs of the school community	<p>Cyclical Monitorings</p> <ul style="list-style-type: none"> <li>-Safe 2 Say</li> <li>-Go Guardian</li> <li>-Student Assistance Program (SAP)</li> <li>-Anti-Bias Training</li> <li>-Implementation of the American School Counselors Association National Standards, Mindset and Behaviors for Student Success,</li> <li>-Graduation Recovery</li> <li>-Low counselor/student and teacher/student ratios</li> </ul>
<p>Condition: Provide Student-Centered Support Systems</p> <p>Essential Practice #17: Use multiple professional learning designs to support the learning needs of staff</p>	<ul style="list-style-type: none"> <li>-Professional Learning Plans</li> <li>-Professional Learning Communities,</li> <li>-EdCamps are built into the weekly schedules for all staff members</li> <li>-The school's improvement plan has common goals for all staff including administrators for which annual department and individual staff member goals are developed to support</li> <li>-Tuition reimbursement</li> <li>-Paid out of school professional development funds</li> <li>-Instructional Technology and Curriculum Coaches available to staff daily.</li> </ul>

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

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
Family Engagement (Essential Practice: 14)	18% average monthly engagement in 2018-19 school year	Yes	Lack of parent orientation, which can include roles and responsibilities of parents
MTSS/RTII Data (Essential Practice: 13)	48 students in Tier II vs. Classroom, benchmark CPAA/Scantron, and Star screener data indicating a much higher need	Yes	Staff members lack expertise and need professional development on providing strategic interventions based on data analysis
PBIS (Essential Practice: 12)	Lack of evidence at the high school level -	No	We only have one year of data and there is a lack of



	Successful at elementary but not at secondary		research on PBIS in cyber school. There is also limited research on PBIS in High School
		Choose an item.	
		Choose an item.	

***D. Established Priorities and Aligned Outcome Categories***

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

<b>Priority Statements</b>	<b>Rationale</b>	<b>Outcome Category</b>
<b>1. Pennsylvania Distance Learning Charter School will implement parent engagement strategies</b>	If parents are educated on monitoring student progress and implementing at-home achievement strategies then student achievement outcomes will increase. Unlike other public cyber charter schools, our school has only one office where all staff is housed north of Pittsburgh. In order to support families and coordinate community based-services for our students, a new team with a lead coordinator needs to be established. The team will be allotted a budget for travel to place school personnel in the communities throughout the school year. The team will be research the supports available and needs of the communities as they vary across the commonwealth. Having this higher level of community-based data will lead to the development of stronger home-school relationships resulting in stronger student supports and higher academic achievement.	Essential Practices Condition 3 – Provide Student-Centered Support Systems Choose an item.

<p><b>2. Pennsylvania Distance Learning Charter School will implement a successful Multi-Tiered System of Support / Response to Instructional Intervention</b></p>	<p>The school staff has grown by more than 50% over the last 3 years with many of the staff being new to the profession of teaching. If the school provides professional development on tiered intervention strategies and data analysis and teachers will then provide students with effective, timely and appropriate interventions.</p>	<p>Essential Practices Condition 3 – Provide Student-Centered Support Systems Choose an item.</p>
<p>3.</p>		<p>Choose an item.</p>

### III. Measurable Goal Statements

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

**Priority Statement #1:**  Pennsylvania Distance Learning Charter School will implement parent engagement strategies

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
For each 2019-20 start date, parents will participate in live online and/or recorded parent orientation sessions; parents will be educated on monitoring student progress and student achievement strategies with an average annual parent participation of 30% by June 30, 2020.	Of the parents with students who are returning or enrolled by September 30, 2019 (Quarter 1), at least 30% will complete the live online and/or recorded parent orientation session as documented on the system's attendance record	Of the parents with students who enrolled by December 31, 2019 (Quarter 2), at least 30% will complete the live online and/or recorded parent orientation session as documented on the system's attendance record	Of the parents with students who enrolled by March 30, 2019 (Quarter 3), at least 30% will complete the live online and/or recorded parent orientation session on the system's attendance record
By June 30, 2020, the school will have identified 5 specific regions within the state that serve as strategic areas of focus for family engagement planning. For each area there will be a needs assessment and a coordinated action plan that identifies allied local resources, opportunities for partnership with the school and specific actions that will increase family and parental involvement with the school.	By September 30 (Quarter 1), 2019, hiring of Family Engagement Coordinator and defining 5 regions as documented by the employee's start date and monthly administrative meeting minutes	By December 31, 2019 (Quarter 2), Family Engagement team member is identified. Regional focus areas are defined and a needs assessment for each area conducted.	By March 30, 2020 (Quarter 3), community resources of the 5 defined regional focus areas are identified. The Family Engagement Team established goals for each area based on the needs assessment data and available community resources.

**Priority Statement #2:**  Pennsylvania Distance Learning Charter School will implement a successful Multi-Tiered System of Support / Response to Instructional Intervention

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Students who complete the English	All students will	Students are placed at	Following Spring

<p>Language Arts and Mathematics Scantron exam in the Fall and Spring will meet his or her individual annual gains target between the assessment periods due to being placed in the appropriate tier.</p> <p>After receiving data analysis and research-based tiered intervention training, 80% of teachers will, by June 30, 2020, execute MTSS-RtII with fidelity to support student academic growth.</p>	<p>complete the Scantron benchmark assessments and results data are provided to teachers as appropriate by September 30, 2019.</p> <p>By the end of Q1 (September 30, 2019), 25% of teachers will implement MTSS-RtII with fidelity as documented on the Tier Intervention forms.</p>	<p>appropriate Tier levels as evidenced by the school's Tier Intervention forms by December 31, 2019.</p> <p>By the end of Q2 (December 31, 2019), 60% of teachers will implement MTSS-RtII with fidelity as documented on the Tier Intervention forms.</p>	<p>administration of the Scantron assessment, 75% of students will meet his or her individual annual gains target by March 30, 2020.</p> <p>By the end of Q3 (March 30, 2020), 80% of teachers will implement MTSS-RtII with fidelity as documented on the Tier Intervention forms.</p>
<p>The school will work with PaTTAN Pittsburgh Center to identify a training resource for providing development in the use of Tier interventions under the existing MTSS-RtII framework.</p>	<p>100% of the teachers who began the school will receive the training as documented on the Act 48 sign-in sheet by September 30, 2019.</p>	<p>Teachers who received the training will be able to identify the interventions provided to students on their rosters in his or her given tiers as documented on the applicable Tier Intervention forms by December 31, 2019.</p>	<p>80% of the teachers who receive the training will provide and recognize Tier interventions with fidelity as documented on applicable Tier Intervention forms by March 30, 2020.</p>

**Priority Statement #3:** \_\_\_\_\_

<b>Measurable Goals</b>	<b>Quarterly Benchmark #1</b>	<b>Quarterly Benchmark #2</b>	<b>Quarterly Benchmark #3</b>

## IV. Action Plans

### A. Evidence-Based Strategies

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

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

#### Priority Statement #1: Pennsylvania Distance Learning Charter School will implement parent engagement strategies

Measurable Goals	Evidence-Based Strategy
<p>For each 2019-20 start date, parents will participate in a live online and/or recorded parent orientation sessions; parents will be educated on monitoring student progress and student achievement strategies with an average annual parent participation of 30% by June 30, 2020.</p>	<p>Parent Orientation will be developed utilizing resources from: "Toolkit of Resources for Engaging Families and the Community as Partners in Education Part 4: Engaging in Data Conversations" from McREL International:</p> <p><a href="https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509">https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509</a></p> <p>Resources centered around families as community members and family understanding student data will be at the center.</p> <p>(ESSA Tier 3)</p>
<p>By June 30, 2020, the school will have identified 5 specific regions within the state that serve as strategic areas of focus for family engagement planning. For each area there will be a needs assessment and a coordinated action plan that identifies allied local resources, opportunities for partnership with the school and specific actions that will increase family and parental involvement with the school.</p>	<p>The Family Engagement team in consult with the CEO will develop goals based on family needs, and strategies from "Evidence-Based Strategies for Supporting and Enhancing Family Engagement " by Priscilla Little will be used:</p> <p><a href="https://www.expandinglearning.org/expandingminds/article/evidence-based-strategies-supporting-and-enhancing-family-engagement">https://www.expandinglearning.org/expandingminds/article/evidence-based-strategies-supporting-and-enhancing-family-engagement</a></p> <p>Goals will be centered on the impact of family partnerships to student success.</p> <p>(ESSA Tier 3)</p>

#### Priority Statement #2: Pennsylvania Distance Learning Charter School will implement a successful Multi-Tiered System of Support / Response to Instruction and Intervention

Measurable Goals	Evidence-Based Strategy
------------------	-------------------------

<p>Students who complete the English Language Arts and Mathematics Scantron exam in the Fall and Spring will meet his or her individual annual gains target between the assessment periods due to being placed in the appropriate tier.</p> <p>After receiving data analysis and research-based tiered intervention training, 80% of teachers will, by June 30, 2020, execute MTSS-RtII with fidelity to support student academic growth.</p>	<p>Meeting the Scantron assessment individual annual gains target is equivalent to a year's worth of academic growth as measured by the PA Value Added Assessment System (PVAAS).</p> <p>"In order for RTI to work, the essential components must be implemented rigorously and with integrity. Only then will parents and school staff know the type and intensity of intervention needed for each student to succeed."</p> <p><a href="http://www.rtinetwork.org/essential">http://www.rtinetwork.org/essential</a></p> <p>Providing time for differentiated reading instruction for all students based on assessment of students' current reading level (Tier I IES Practice Guide).</p> <p>Providing time for mathematics instruction during the intervention should be explicit and systematic (Tier I IES Practice Guide).</p> <p>(ESSA TierIV)</p> <p>School Professional Development Funds and Time will be utilized to ensure that this is met.</p>

**Priority Statement #3:** \_\_\_\_\_

<b>Measurable Goals</b>	<b>Evidence-Based Strategy</b>

***B. Action Plan Steps***

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

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

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

### **Expenditures:**

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

### **Professional Learning Opportunities:**

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

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

## School Level Action Plans

**Priority #1 – Measurable Goal #1: \_Pennsylvania Distance Learning Charter School will implement parent engagement strategies - For each 2019-20 start date, parents will participate in a live online and/or recorded parent orientation sessions; parents will be educated on monitoring student progress and student achievement strategies with an average annual parent participation of 30% by June 30, 2020.**

---

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Creation of Parent Orientation	End of year needs survey with input from parents, students and staff, LMS and SIS, Translation services, and special education version	CEO, Family Engagement Coordinator, Principals, Director of Technology and Director of Special Education	June, July 2019
Vet and Revise the Parent Orientation to ensure clear and concise guidelines address why parent involvement is crucial to success in a public cyber charter school, how the parent can access various resources in the school from the parent login, and meets needs of varying grade and ability levels are clearly outlined as a student progresses from a very dependent kindergarten student to a self-advocating graduate	Presentation and Feedback Forms to include did the presentation address clear objectives, did the orientation meet the model of 5 Characteristics of High Quality Professional, and were the roles, responsibilities, and supports available of all stakeholders clear	CEO, Family Engagement Coordinator, Principals, Director of Technology, Director of Special Education, and Instructional Coaches	July 2019
Train the Staff allowing for the opportunity to look through the lens of a parent as they learn the levels of access to resources further	Training room, hard copy, electronic copy, instructions and expectations, presentation, Act 48 documentation	Family Engagement Coordinator and Principals	August, 2019
Measure the participation	LMS and live learning system attendance, individual start date	Family Engagement Coordinator and Principals	August and ongoing start dates



	and cumulative participation averages calculated monthly		
Report outcomes	Quarterly Comprehensive and Strategic Plan Committee meeting report and end of year reporting of parent participation rate report to Board of Trustees	CEO, Family Engagement Coordinator, and Principals	September 30, 2019, December 31, 2019, March 30, 2020, and June 30, 2020
<b>Anticipated Outputs:</b>			
30% of the parents will participate in parent orientation. 100% of staff will implement orientation with fidelity			
<b>Monitoring/Evaluation Plan:</b>			
<b>Quarter 1: Of the parents with students who are enrolled at the start of school, 30% will complete parent orientation live or recorded.</b> <b>Quarter 2: Of the parents with students who enrolled in Quarter 2, 30% will complete parent orientation live or recorded.</b> <b>Quarter 3: Of the parents with students who enrolled in Quarter 3, 30% will complete parent orientation live or recorded.</b>			

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

Expenditure (Brief Description)	Funding Source	Cost
None		

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
<b>Professional Learning Goal: Given parent orientation training all staff members will provide instruction with fidelity.</b>	
Audience	All Staff
Topics to be Included	Teaching parents how to monitor school attendance, school achievement, and at-home strategies. What is a cyber charter school and accountability measures. Mission, Vision and Shared values of the school. Specific programming that is a part of the cyber school (MTSS-RtII, Schoolwide Title 1, PSSA/Keystone Assessments, After-school tutoring, Field trips, Parental Involvement. It is with learning about the school as a whole that the staff can speak to anything that a family might encounter.
Evidence of Learning	30% of parent participation through LMS and live learning system attendance
Anticipated Timeframe	Enter Start Date: August, 26, 2019 Anticipated Completion Date: June 4, 2020
Lead Person/Position	Patricia Rossetti, CEO, Nick Kocuba, Director of Technology and Darla Posney, Family Engagement Coordinator

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
<b>Professional Learning Goal 2:</b>	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:

Lead Person/Position	
----------------------	--

**Priority #1- Measurable Goal #2: \_Pennsylvania Distance Learning Charter School will implement parent engagement strategies -By June 30, 2020, the school will have identified 5 specific regions within the state that serve as strategic areas of focus for family engagement planning. For each area there will be a needs assessment and a coordinated action plan that identifies allied local resources, opportunities for partnership with the school and specific actions that will increase family and parental involvement with the school.**

---

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

<b>Action Steps</b>	<b>Materials/Resources/Supports Needed</b>	<b>Person(s)/Position Responsible</b>	<b>Implementation Timeline</b>
Creation of Job Description for Family Engagement Coordinator	Job Description	CEO, Principals and HR	07/01/2019
Hiring of a Parent Engagement Coordinator	Posting for position, Resumes, Hiring Rubric	CEO and hiring committee	07/01/2019
Completion of Induction Program	Induction Program	CEO and Curriculum & Instruction Coach	7/1/2019 - 6/30/2020
Creation of Job Description for Family Engagement Coaches	Job Description	CEO, Family Engagement Coordinator and HR	08/01/2019
Hiring of Parent Engagement Coach	Posting for positions, resumes, hiring rubric	CEO and hiring committee	08/15/2019
Completion of Induction Program	Induction Program	Family Engagement Coordinator & Curriculum & Instruction Coach	8/15/2019 - 6/30/2020
Defining of 5 regions in Pennsylvania where we have students.	Maps, school roster, information about areas, visits to areas, assistance from parents in that area.	CEO and Family Engagement Coordinator	9/30/2019
Conduct a needs assessment by region and set goals for regions	Survey to families in those areas	CEO and Family Engagement Coordinator	12/31/2019

Develop travel schedule with predetermined community members, and businesses by region.	Goals, Calendars, Business Directories etc.	CEO and Family Engagement Team	3/30/2020
<b>Anticipated Outputs:</b>			
Development of 5 regional community-based needs, event schedule by region, and goals of engagement for the regional community-based activities			
<b>Monitoring/Evaluation Plan:</b>			
Monthly administrative meeting minutes documenting the data from the needs assessment; weekly meeting with CEO, proposed regions; proposed event schedule, approval of each area, and implementation and communications plan presented to Board of Trustees.			

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

Expenditure (Brief Description)	Funding Source	Cost
Off set salary and benefit costs for initial implementation of new position in first year of Family Engagement Coordinator who reports directly to the CEO	CSI Funds 2019-20	\$77,665.00
Total Salary of Family Engagement Coordinator with benefits as budgeted in 2019-20	PA Distance Learning CS School Budget: Personnel Cost of Position	\$122,335
Travel, fees, necessary expenses approved by CEO and outlined in the 2019-20 budget.	PA Distance Learning CS School Budget: Family Engagement Team Travel	\$50,000

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

<b>Professional Learning Goal 1: Induction Program: Non-certified pathway for Family Engagement Team Members</b>	
Audience	Family Engagement Coordinator and Team members
	What is a public cyber charter school? School specific charter parameters, school law, and

Topics to be Included	basic education circulars. Mandatory reporting, Suicide Prevention, and other required training. Curriculum, resources and school program implementation. Systems and historical demographic information of student population.
Evidence of Learning	Successful completion of pathway modules as documented in the LMS as monitored by CEO and Instructional Coaches
Anticipated Timeframe	Enter Start Date: July 29, 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	Patricia Rossetti/CEO and Tanya Contos/Curriculum & Instructional Coach

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
<b>Professional Learning Goal 2:</b>	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #2 – Measurable Goal #1: \_Pennsylvania Distance Learning Charter School will implement a successful Multi-Tiered Sytem of Support / Reponse to Instruction and Intervention.- Following teacher professional development on tiered interventions and data analysis, students who complete the English Language Arts and Mathematics Scantron exam in the Fall and Spring will meet his or her individual annual gains target between the assessment periods due to being placed in the appropriate tier. By June 30, 2020 teachers will execute MTSS-RtII with fidelity to support student academic growth analysis professional development resulting in 80% of teachers implementing MTSS-RTII with fidelity.**

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
The school will work with PaTTAN Pittsburgh Center to identify a training resource to provide MTSS-RTII tiered intervention professional development	Contact information and goals for the professional development	Kelly Crooks/Principal	May-June 2019
Develop analysis training with Instruction Coaches	LMS, analysis research-based best practice examples, and scenarios	Patricia Rossetti/CEO and Kelly Crooks/Principal	June-July 2019
Vet and revise professional development with administrative team	LMS, training materials, and conference room	Tanya Contos, Katie Heiles, and Vicki Deroner/Instruction Coaches	July 23-25, 2019
Issue pretest, and group teachers for professional development  Provide professional development to teachers on interventions and analysis	LMS and training materials, conference rooms	Tanya Contos, Katie Heiles, and Vicki Deroner/Instruction Coaches	August 5-9, 2019
Quarterly implmentation data and analysis training	LMS, Teir Intervention Form data, training materials, and conference room	Kelly Crooks/Principal, and Tanya Contos, Katie Heiles, and Vicki Deroner/Instruction Coaches	Septeber 30, 2019 December 31, 2019 March 30, 2020
<b>Anticipated Outputs:</b>			
Teachers will be able to identify the Tier level of all students on their rosters as documented by Principals Teachers will be able to identify the Tier level of all students on their rosters as documented by Principals			

80% of teachers will execute the MTSS-RtII process with fidelity as documented on the student Tier Intervention forms.

**Monitoring/Evaluation Plan:**

**Professional Development participation: Act 48 sign-in sheets**  
**Monthly grade level data team meetings with Principal**  
**Staff Coach forms for individual and small group by Instruction Coach**  
**Quarterly data analysis of Tier Intervention forms**

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

Expenditure (Brief Description)	Funding Source	Cost
Professional Development	PA Distance Learning CS 2019-20 Budget: Professional Development	\$1,500

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

**Professional Learning Goal 1: Pennsylvania Distance Learning Charter School will implement a successful Multi-Tiered System of Support / Response to Instruction and Intervention**

Audience	Teachers
Topics to be Included	Analysis of various types of student data and application of tiered interventions
Evidence of Learning	Tier identification and interventions for individual students on a teacher's roster using applicable tier forms
Anticipated Timeframe	Enter Start Date: August 5, 2019 Anticipated Completion Date: June 4, 2019



Lead Person/Position	Kelly Crooks/Principal
----------------------	------------------------

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

<b>Professional Learning Goal 2:</b>	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #2 – Measurable Goal #2:**

---

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

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

Expenditure (Brief Description)	Funding Source	Cost

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

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #3 – Measurable Goal #1:**

---

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

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

Expenditure (Brief Description)	Funding Source	Cost

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

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #3 – Measurable Goal #2:**

---

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

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

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

Expenditure (Brief Description)	Funding Source	Cost

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

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

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

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

## V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

### Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Pennsylvania Distance Learning Charter School improvement plan will be shared on the school's public website	Parents, students, staff, and community	To communicate the goals and action steps of the improvement plan in a transparent and collaborative manner as we strive for continuous improvement	May 25 - June 25, 2019, draft plan for input will be posted prior to submission to PDE. July 1, 2019, final plan will be posted.
Pennsylvania Distance Learning Charter School Steering Committee along with the Strategic Plan Committee will share the final plan with all staff members	Pennsylvania Distance Learning Charter School Staff	In an effort to keep the staff involved in a transparent manner as we outline the roles and responsibilities of all staff members in the success of the improvement plan and key implementation benchmarks.	August 5, 2019, and on-going through benchmark goal status reports and any updates quarterly
Pennsylvania Distance Learning Charter School Steering Committee along with the Strategic Plan Committee will share the final plan with all students	Students	In an effort to keep the students involved in a transparent manner as we outline their role in the individual success that will propel the success of the improvement plan.	August 2019 and ongoing in the student orientation sessions
Pennsylvania Distance Learning Charter School Steering Committee along with the Strategic Plan Committee will share the final plan with all parents	Parents	In an effort to keep the parents involved in a transparent manner as we outline their role in supporting the individual success of their child(ren) and how their efforts will support	August 2019 and ongoing during parent orientation sessions



		the success of the improvement plan	
<p>Pennsylvania Distance Learning Charter School Steering Committee along with the Strategic Plan Committee will share the final plan with all parents</p>	<p>Board of Trustees and community</p>	<p>In an effort to keep the trustees and community involved in a transparent manner as we outline the goals, action steps, and benchmark progress of the improvement plan.</p>	<p>June 2019 and quarterly as the plan progresses</p>

## VI. Plan Submission

### Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (*School Name*) \_\_\_\_\_ for the \_\_\_\_\_ - \_\_\_\_\_ school year.**

---

**Board Approval:** *Date of Board Meeting:* \_\_\_\_\_

**Board President:**

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

**Superintendent of Schools/Chief Executive Officer:**

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

**Building Administrator:**

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

**School Improvement Facilitator:**

_____	_____	_____
<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

Scan and insert the signed Assurances Page:

well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (School Name) \_\_\_\_\_

Pennsylvania Distance Learning for the 2019 - 2020 school year.  
Charter School

Board Approval: Date of Board Meeting: May 16, 2019

Board President:



Patricia Rossetti <patricia.rossetti@padistance.org>

---

## Plan approved!

1 message

---

**Licia Lentz** <Licia\_Lentz@iu13.org>

Thu, Aug 1, 2019 at 10:37 AM

To: "Mrs. Patricia Rossetti" <patricia.rossetti@padistance.org>

Cc: Alan Johnson <alanjohnson092@gmail.com>, Elizabeth Shotwell <ElizabethS@cciu.org>

Good Morning Mrs. Rossetti,

Your CSI plan revisions have been approved. You may now go into eGrants and upload your application!

Thank you!

Licia L. Lentz

Statewide Regional Improvement Team Manager

Pennsylvania Department of Education

[Licia\\_Lentz@iu13.org](mailto:Licia_Lentz@iu13.org)

# Language Arts - 4th Grade

Language Arts

Grade(s) 4th, Duration 1 Year  
Required Course

## Course Overview

Fourth grade language arts is a full-year course. In English Language Arts, students will experience various forms of nonfiction and fiction texts. They will develop a rich vocabulary and an understanding of sentence structure and correct grammar. Reading comprehension strategies, text-based analysis, and various writing types and techniques will be employed throughout the year.

## Scope And Sequence

Timeframe	Unit	Instructional Topics
16 Day(s)	Unit 1- Story Elements and Point of View	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Comprehension: Story Elements, Theme, Point of View, Text Connections</li> <li>3. Phonics and Grammar: Short Vowels, Long Vowels, Subject and Predicate</li> <li>4. Unit 1 Exam</li> <li>5. CEW Where Do I Fit?</li> <li>6. Close Reading and Analysis Writing</li> </ol>
14 Day(s)	Unit 2- Author's Purpose	<ol style="list-style-type: none"> <li>1. Comprehension: Genre, Author's Purpose, Non-Fiction Text Features, Poetry</li> <li>2. Phonics and Grammar: Long Vowels, Antonyms and Synonyms, Sentence Types</li> <li>3. Unit 2 Exam</li> </ol>
12 Day(s)	Unit 3- Cause and Effect	<ol style="list-style-type: none"> <li>1. Comprehension: Cause and Effect, Interpreting Visuals, Comparing Texts</li> <li>2. Phonics and Grammar: Prefixes and Digraphs, Using Quotaions</li> <li>3. Unit 3 Exam</li> <li>4. School Benchmark Testing</li> </ol>
12 Day(s)	Unit 4- Understanding Text Features	<ol style="list-style-type: none"> <li>1. Comprehension: Understanding Characters, Inferences and Predictions, Summarizing and Understanding Theme</li> <li>2. Phonics and Grammar: Concrete Nouns, R controlled Vowels, Suffixes</li> <li>3. Unit 4 Exam</li> <li>4. CEW Dream Jobs</li> </ol>
10 Day(s)	Unit 5- Story Structure	<ol style="list-style-type: none"> <li>1. Comprehension: Story Structure, Elements of Drama, Using a Timeline</li> <li>2. Phonics and Grammar</li> <li>3. Unit 5 Exam</li> </ol>
10 Day(s)	Unit 6- Fact and Opinion	<ol style="list-style-type: none"> <li>1. Comprehension: fact an opinion, digital media in non-fiction text, compare and contrast</li> <li>2. Phonics and Grammar: soft c and g and spelling plurals</li> <li>3. Unit 6 Exam</li> </ol>
12 Day(s)	Unit 7- Novel Study- Because of Winn-Dixie	<ol style="list-style-type: none"> <li>1. Because of Winn-Dixie</li> <li>2. Comprehension: characters in a fictional text, summarizing, how to informative texts</li> <li>3. Phonics and Grammar: compound words, inflectional endings, prepositions</li> <li>4. Unit 7 Exam</li> </ol>
10 Day(s)	Unit 8- Drawing Conclusions	<ol style="list-style-type: none"> <li>1. Comprehension: conclusions and generalizations, compare and contrast</li> <li>2. Phonics and Grammar: spelling u sounds, spelling y to i endings, complex and compound sentences</li> <li>3. Unit 8 Exam</li> </ol>
10 Day(s)	Unit 9- Nonfiction Text Features	<ol style="list-style-type: none"> <li>1. Comprehension: non fiction text features, compare and contrast informational text</li> <li>2. Phonics and Grammar: spelling oi/ou diphthongs, spelling variant vowels</li> <li>3. Unit 9 Exam</li> <li>4. Subject Matters</li> <li>5. School Benchmark Testing</li> </ol>
11 Day(s)	Unit 10- Sequence of Events	<ol style="list-style-type: none"> <li>1. Comprehension: sequence of events and visualization</li> <li>2. Phonics and Grammar: spelling closed syllables, spelling open syllables, auxiliary verbs, adjectives, and adverbs</li> <li>3. Unit 10 Exam</li> </ol>

# Language Arts - 4th Grade

Language Arts

Grade(s) 4th, Duration 1 Year  
Required Course

9 Day(s)	Unit 11- Common Expressions	1. Comprehension: summarizing, folktale genre, compare and contrast theme, idioms, adages, and proverbs 2. Phonics and Grammar: spelling vowel teams 3. Unit 11 Exam
10 Day(s)	Unit 12 - PSSA Review	1. Main Idea 2. Summary 3. Point of View 4. Different Types of Writing 5. Sources 6. Text Structure 7. Charts, Diagrams, and Timelines 8. Compare and Contrast 9. Reading; Text Analysis; Assessment
11 Day(s)	Unit 13- Main Idea	1. Comprehension: main idea, point of view, genre of persuasion 2. Phonics and Grammar: spelling vowel and n syllables, adjective and adverbs 3. Unit 12 Exam
9 Day(s)	Unit 14- Imagery	1. Phonics and Grammar: spelling homophones, punctuation 2. Unit 13 Exam
12 Day(s)	Unit 15- Fantasy vs Reality	1. Comprehension: fantasy and reality and fact and opinion 2. Phonics and Grammar: writing complete sentences 3. Unit 14 Exam 4. Standardized Testing
12 Day(s)	Unit 16- Formal vs Informal Language	1. Comprehension: editing and revising, formal and informal language 2. CEW Activity- Student Annual Goal Sheet 3. Phonic and Grammar: spelling prefixes and suffixes, mechanics of grammar 4. Unit 15 Exam 5. School Benchmark Testing

## Materials and Resources

Acellus  
PSSA Skills Review Book  
180 Days of Writing  
Close Reading Passages  
Flipgrid  
Word Generation  
Brain Pop  
*Because of Winn Dixie*  
Learning without Tears  
Reading A-Z  
G Suite

## Prerequisites

3rd Grade

## Course Details

**Unit:** Unit 1- Story Elements and Point of View

**Duration:** 16 Day(s)

### Materials and Resources

Acellus online program

### Essential Questions

What are the essential elements of a story?  
How can the story details help me to determine the theme of a story?  
Why is it important to know what viewpoint a story or text is being told from?

### Unit Learning Activities

- \*comprehension activities on story elements
- \*comprehension activities on theme
- \*comprehension activities on point of view
- \*comprehension practice and checks on fiction literature
- \*spelling activities
- \*vocabulary activities



# Language Arts - 4th Grade

Language Arts

Grade(s) 4th, Duration 1 Year  
Required Course

\*guided practice on grade level grammar skills  
Where Do I Fit?-PPT & Google Form

## Unit Assessment

Unit 1 Exam

**Topic:** Orientation **Duration:** 4 Day(s)

**Topic:** Comprehension: Story Elements, Theme, Point of View, Text Connections **Duration:** 10 Day(s)

### Knowledge Skills

Identify the setting of a fictional short story  
Identify the author's point of view in a fictional text  
Determine the theme of a fictional text  
Evaluate a fictional text and be able to make text connections between the text  
Identify characters and list character traits

**Topic:** Phonics and Grammar: Short Vowels, Long Vowels, Subject and Predicate **Duration:** 10 Day(s)

### Knowledge Skills

Identify short vowel spelling patterns  
Identify long vowel spelling patterns  
Distinguish and show subject and predicate knowledge

**Topic:** Unit 1 Exam **Duration:** 1 Day(s)

### Knowledge Skills

Demonstrate knowledge and skills learned from Unit 1

**Topic:** CEW Where Do I Fit? **Duration:** 1 Day(s)

### Knowledge Skills

Explore various career choices

**Topic:** Close Reading and Analysis Writing **Duration:** Ongoing

### Knowledge Skills

read and respond to nonfiction literature  
cite textual evidence to support analysis of literature text

**Unit:** Unit 2- Author's Purpose **Duration:** 14 Day(s)

## Materials and Resources

Acellus

## Essential Questions

\*How can I explain the reasons and evidence the author uses to support points in the text?  
\*How can I use the text to determine the genre?  
\*How do I use the text structure to interpret information?

## Unit Learning Activities

\*comprehension activities on author's point of view  
\*comprehension activities on genre  
\*comprehension practice and checks on non fiction literature  
\*spelling activities  
\*vocabulary activities  
\*guided practice on grade level grammar skills

**Topic:** Comprehension: Genre, Author's Purpose, Non-Fiction Text Features, Poetry **Duration:** 7 Day(s)

### Knowledge Skills

Distinguish and demonstrate knowledge in differences between genres  
Define and determine the author's purpose in non fiction literature  
Identify and describe non fiction text features  
Explain the text structure and elements of poetry

# Language Arts - 4th Grade

Language Arts

Grade(s) 4th, Duration 1 Year  
Required Course

**Topic:** Phonics and Grammar: Long Vowels, Antonyms and Synonyms, Sentence Types

**Duration:** 6 Day(s)

## Knowledge Skills

- Identify long vowel spelling patterns
- Identify, define and differentiate between different types of sentences
- Define and demonstrate knowledge of antonyms and synonyms

**Topic:** Unit 2 Exam

**Duration:** 1 Day(s)

## Knowledge Skills

- Demonstrate knowledge and skills learned from Unit 2

## Unit: Unit 3- Cause and Effect

**Duration:** 12 Day(s)

### Materials and Resources

- \*Acellus online program

### Essential Questions

- \*What are the characteristics of cause and effect text structure?
- \*How do I use text structure to interpret information using visual cues?
- \*How can I compare and contrast literature with similar themes, topics, or events?

### Enrichment Opportunities

- explain cause and effect
- recognize and interpret information using visual cues

### Unit Learning Activities

- \*comprehension activities on cause and effect
- \*comprehension activities on using visual cues
- \*comprehension activities on compare and contrast
- \*comprehension practice and checks on fiction literature
- \*spelling activities
- \*vocabulary activities
- \*guided practice on grade level grammar skills

**Topic:** Comprehension: Cause and Effect, Interpreting Visuals, Comparing Texts

**Duration:** 5 Day(s)

## Knowledge Skills

- Explain and describe the text feature cause and effect
- Demonstrate ability to interpret visuals in informational text
- Compare fictional texts

**Topic:** Phonics and Grammar: Prefixes and Digraphs, Using Quotations

**Duration:** 4 Day(s)

## Knowledge Skills

- \*prefixes and digraph patterns
- \*using quotation marks in dialogue

**Topic:** Unit 3 Exam

**Duration:** 1 Day(s)

## Knowledge Skills

- Demonstrate knowledge and skills learned from Unit 3

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

## Knowledge Skills

- Identify areas of strength and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

## Unit: Unit 4- Understanding Text Features

**Duration:** 12 Day(s)

### Materials and Resources

- \*Acellus online program

### Essential Questions

- \*What does it mean to make an inference?
- \*How can the story details help me to determine the theme of a story?

# Language Arts - 4th Grade

## Language Arts

Grade(s) 4th, Duration 1 Year  
Required Course

What are the characteristics of a good summary?

### Unit Learning Activities

- \*explain what an inference is
- \*use text and story to make predictions
- \*summarize the text
- \*identify the characteristics of an effective summary
- Comprehension activities on making inferences
- \*comprehension activities on theme
- \*comprehension activities on summary
- \*comprehension practice and checks on fiction literature
- \*spelling activities
- \*vocabulary activities
- \*guided practice on grade level grammar skills

Career activity- Where do I fit?

### Unit Assessment

Unit 4 Exam

**Topic:** Comprehension: Understanding Characters, Inferences and Predictions, Summarizing and Understanding Theme

**Duration:** 5 Day(s)

### Knowledge Skills

- Determine and understand character development in fiction text
- Define and demonstrate knowledge of inferences in fictional text
- Summarize a fictional text in a precise manner
- Identify, discuss, and understand the theme of a fictional text

**Topic:** Phonics and Grammar: Concrete Nouns, R controlled Vowels, Suffixes

**Duration:** 5 Day(s)

### Knowledge Skills

- Form and use concrete and proper nouns
- Identify and spell r controlled vowel patterns
- Form and use suffixes

**Topic:** Unit 4 Exam

**Duration:** 1 Day(s)

### Knowledge Skills

- Demonstrate knowledge and skills learned from Unit 4

**Topic:** CEW Dream Jobs

**Duration:** 1 Day(s)

### Knowledge Skills

- Find out how to discover your dream job

## Unit: Unit 5- Story Structure

**Duration:** 10 Day(s)

### Materials and Resources

- \*Acellus online program

### Essential Questions

- \*What makes clear and effective writing?
- \*What are the characteristics of each element of drama?

### Unit Learning Activities

- \*organize writing precise manner
- \*demonstrate knowledge of writing with sequence
- \*comprehension activities on elements of a drama
- \*comprehension activities on precise writing
- \*comprehension practice and checks on fiction literature
- \*spelling activities
- \*vocabulary activities
- \*guided practice on grade level grammar skills

**Topic:** Comprehension: Story Structure, Elements of Drama, Using a Timeline

**Duration:** 7 Day(s)

# Language Arts - 4th Grade

Language Arts

Grade(s) 4th, Duration 1 Year  
Required Course

## Knowledge Skills

- Recognize and explain the text element of story structure
- Name and describe the elements of a drama
- Interpret information using a timeline for informative text

**Topic:** Phonics and Grammar

**Duration:** 2 Day(s)

## Knowledge Skills

- Identify and use r controlled vowel spelling patterns and silent letter spelling patterns
- Distinguish between different types of verbs
- Apply knowledge of verb usage
- Demonstrate knowledge of informal and formal language usage

**Topic:** Unit 5 Exam

**Duration:** 1 Day(s)

## Knowledge Skills

- Demonstrate knowledge and skills learned from Unit 5

**Unit:** Unit 6- Fact and Opinion

**Duration:** 10 Day(s)

## Materials and Resources

- Acellus online program

## Essential Questions

- How do readers determine facts from opinions?
- How do readers distinguish between facts and opinions in informational text?
- How do I compare and contrast an event or topic told from two different points of view?
- How can various presentations of information in a text or digital source help me gain understanding?

## Unit Learning Activities

- \*comprehension activities on fact and opinion
- \*comprehension activities on using digital media
- \*comprehension practice and checks on non fiction literature
- \*spelling activities
- \*vocabulary activities
- \*guided practice on grade level grammar skills

## Unit Assessment

- Unit 6 Exam

**Topic:** Comprehension: fact an opinion, digital media in non-fiction text, compare and contrast

**Duration:** 8 Day(s)

## Knowledge Skills

- Identify and distinguish between facts and opinions in non fiction literature
- Use graphics to interpret digital media in non fiction text
- Analyze a non fiction text for compare and contrast text structure

**Topic:** Phonics and Grammar: soft c and g and spelling plurals

**Duration:** 1 Day(s)

## Knowledge Skills

- Identify and use the soft c and g & plural spelling patterns

**Topic:** Unit 6 Exam

**Duration:** 1 Day(s)

## Knowledge Skills

- Demonstrate knowledge and skills learned from Unit 6

**Unit:** Unit 7- Novel Study- Because of Winn-Dixie

**Duration:** 12 Day(s)

## Materials and Resources

- Acellus online program
- Because of Winn-Dixie text
- Interactive Notebook pages

## Essential Questions

- \*What are the characteristics of a good summary?

# Language Arts - 4th Grade

## Language Arts

Grade(s) 4th, Duration 1 Year  
Required Course

- \*What is the impact of a character or event in a fictional text?  
Why it is important to understand the connection in between each step in a sequence of events?

### Unit Learning Activities

- \*comprehension activities on summarizing
- \*comprehension activities on character development
- \*comprehension practice and checks on fiction literature
- \*spelling activities
- \*vocabulary activities
- \*guided practice on grade level grammar skills

### Unit Assessment

- Unit 7 Exam
- Because of Winn-Dixie Final exam

**Topic:** Because of Winn-Dixie

**Duration:** 9 Day(s)

### Knowledge Skills

- identify important story elements
- interpret the theme of the story
- compare and contrast character details
- Discuss the roles of caregivers in various environments and the effects of independence through the various stages of child development. Relate this discussion to the characters in Winn Dixie.

**Topic:** Comprehension: characters in a fictional text, summarizing,  
how to informative texts

**Duration:** 1 Day(s)

### Knowledge Skills

- Identify and describe the character traits in a fictional text
- Identify the main idea and supporting details and summarize a fictional text
- Interpret and explain information in a how to informative text

**Topic:** Phonics and Grammar: compound words, inflectional endings,  
prepositions

**Duration:** 1 Day(s)

### Knowledge Skills

- Identify and spell compound words and inflectional endings
- Identify and use prepositions correctly

**Topic:** Unit 7 Exam

**Duration:** 1 Day(s)

### Knowledge Skills

- Demonstrate knowledge and skills learned from Unit 7

## Unit: Unit 8- Drawing Conclusions

**Duration:** 10 Day(s)

### Materials and Resources

- Acellus online program

### Essential Questions

- \*How do you make a generalization and draw a conclusion based on the details of a fictional text?
- \*How can I compare and contrast a story from two different points of view?

### Unit Learning Activities

- \*comprehension activities on drawing conclusions
- \*comprehension activities on comparing and contrasting point of view
- \*comprehension practice and checks on fictional literature
- \*spelling activities
- \*vocabulary activities
- \*guided practice on grade level grammar skills

### Unit Assessment

- Unit 8 Exam

**Topic:** Comprehension: conclusions and generalizations, compare  
and contrast

**Duration:** 8 Day(s)

### Knowledge Skills

- Analyze fictional text and determine a conclusion and generalization
- Analyze fictional text for compare and contrast text structure

# Language Arts - 4th Grade

Language Arts

Grade(s) 4th, Duration 1 Year

Required Course

**Topic:** Phonics and Grammar: spelling u sounds, spelling y to i endings, complex and compound sentences

**Duration:** 1 Day(s)

## Knowledge Skills

Identify and spell u sound words, words with y to i endings  
Identify and use complex and compound sentences

**Topic:** Unit 8 Exam

**Duration:** 1 Day(s)

## Knowledge Skills

Demonstrate knowledge and skills learned from Unit 8

## Unit: Unit 9- Nonfiction Text Features

**Duration:** 10 Day(s)

### Materials and Resources

Acellus online program

### Essential Questions

- \*How can I compare and contrast an event or topic told from two points of view?
- \*What is the benefit of comparing and contrasting an event or topic told from two points of view?
- \*What are the characteristics of non fiction text features?

### Unit Learning Activities

- \*comprehension activities comparing and contrasting point of view
  - \*comprehension activities identifying the characteristics of non fiction text features
  - \*comprehension practice and checks on non fiction literature
  - \*spelling activities
  - \*vocabulary activities
  - \*guided practice on grade level grammar skills
- Subject Matters-Nearpod & Google Form

### Unit Assessment

Unit 9 Exam

**Topic:** Comprehension: non fiction text features, compare and contrast informational text

**Duration:** 3 Day(s)

## Knowledge Skills

\*Describe and explain non fiction text features as structural elements  
Determine and identify the compare and contrast relationship in informational text

**Topic:** Phonics and Grammar: spelling oi/ou diphthongs, spelling variant vowels

**Duration:** 3 Day(s)

## Knowledge Skills

Identify and spell oi/ou diphthongs and variant vowels

**Topic:** Unit 9 Exam

**Duration:** 1 Day(s)

## Knowledge Skills

Demonstrate knowledge and skills learned from Unit 9

**Topic:** Subject Matters

**Duration:** 1 Day(s)

## Knowledge Skills

Explore responsibilities of various job types

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

## Knowledge Skills

Assess midyear growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

## Unit: Unit 10- Sequence of Events

**Duration:** 11 Day(s)

### Materials and Resources

Acellus online program

### Essential Questions

- \*How can I identify and determine the meaning of figurative language?

# Language Arts - 4th Grade

## Language Arts

Grade(s) 4th, Duration 1 Year  
Required Course

- \*What are the characteristics of the text structure - sequence of events?
- \*How can you use visualization in non fiction texts?

### Unit Learning Activities

- \*comprehension activities on figurative language
- \*comprehension activities on sequence of events
- \*comprehension practice and checks on non fiction literature
- \*spelling activities
- \*vocabulary activities
- \*guided practice on grade level grammar skills

### Unit Assessment

Unit 10 Exam

**Topic:** Comprehension: sequence of events and visualization

**Duration:** 7 Day(s)

### Knowledge Skills

- Identify the sequence of events in a non fiction text
- Explain what visualization is as a comprehension strategy

**Topic:** Phonics and Grammar: spelling closed syllables, spelling open syllables, auxiliary verbs, adjectives, and adverbs

**Duration:** 3 Day(s)

### Knowledge Skills

- Identify and spell words with closed syllables and open syllables
- Identify and use verbs, adjectives and adverbs

**Topic:** Unit 10 Exam

**Duration:** 1 Day(s)

### Knowledge Skills

- Demonstrate knowledge and skills learned from Unit 10

**Unit:** Unit 11- Common Expressions

**Duration:** 9 Day(s)

### Materials and Resources

- Acellus online program

### Essential Questions

- \*What are the characteristics of a good summary?
- \*What are the features of a folktale?
- \*How can I determine the meaning of figurative language?

### Unit Learning Activities

- \*comprehension activities on summarizing
- \*comprehension activities on identifying the features of a folktale
- \*comprehension activities on figurative language
- \*comprehension practice and checks on folktales
- \*spelling activities
- \*vocabulary activities
- \*guided practice on grade level grammar skills

### Unit Assessment

Unit 11 Exam

**Topic:** Comprehension: summarizing, folktale genre, compare and contrast theme, idioms, adages, and proverbs

**Duration:** 5 Day(s)

### Knowledge Skills

- Demonstrate ability to summarize a fictional text
- Describe the characteristics of a folktale
- Compare and contrast themes of fictional texts
- Recognize and interpret figurative language in context, specifically adages, proverbs, and idioms)

**Topic:** Phonics and Grammar: spelling vowel teams

**Duration:** 3 Day(s)

### Knowledge Skills

- Identify and spell vowel teams

**Topic:** Unit 11 Exam

**Duration:** 1 Day(s)

### Knowledge Skills

# Language Arts - 4th Grade

## Language Arts

Grade(s) 4th, Duration 1 Year  
Required Course

Demonstrate knowledge and skills learned from Unit 11

### Unit: Unit 12 - PSSA Review

Duration: 10 Day(s)

#### Description

In this unit, students will review the essential skills learned this year to prepare for the PSSA tests.

#### Materials and Resources

Computer/Printer  
Various online and print resources

#### Essential Questions

What can you do to prepare for testing?  
How will you ensure that you will do your best on the test?

#### Enrichment Opportunities

ThinkCentral Resources  
Study Island  
Extended learning online and print resources

#### Unit Learning Activities

Crosswalk Coach Pages

#### Unit Assessment

Participation  
Text Dependent Analysis Essays  
Analyze the Text Questions/Comprehension Questions

**Topic:** Main Idea **Duration:** 1 Day(s)

#### Knowledge Skills

Determine the main idea of a text and explain how it is supported by key details.

**Topic:** Summary **Duration:** 1 Day(s)

#### Knowledge Skills

Summarize the text.

**Topic:** Point of View **Duration:** 1 Day(s)

#### Knowledge Skills

Compare and contrast an event or topic told from two different points of view.

**Topic:** Different Types of Writing **Duration:** 1 Day(s)

#### Knowledge Skills

Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.

**Topic:** Sources **Duration:** 1 Day(s)

#### Knowledge Skills

Identify the difference between a primary and secondary source when writing.

**Topic:** Text Structure **Duration:** 1 Day(s)

#### Knowledge Skills

Use text structure to interpret information.

**Topic:** Charts, Diagrams, and Timelines **Duration:** 1 Day(s)

#### Knowledge Skills

Interpret various presentations of information within a text.

**Topic:** Compare and Contrast **Duration:** 1 Day(s)

#### Knowledge Skills

Compare and contrast an event or topic.

**Topic:** Reading; Text Analysis; Assessment **Duration:** 2 Day(s)



# Language Arts - 4th Grade

Language Arts

Grade(s) 4th, Duration 1 Year  
Required Course

## Knowledge Skills

- Acquire and use vocabulary.
- Read and comprehend informational text.
- Refer to details and examples to analyze a text independently.
- Read orally with accuracy, appropriate rate, and expression.

## Unit: Unit 13- Main Idea

Duration: 11 Day(s)

### Materials and Resources

Acellus online program

### Essential Questions

- \*How can the story details help to determine the reader understand and determine the main idea?
- \*What is the difference between point of view?

### Unit Learning Activities

- \*comprehension activities on main idea
- \*comprehension activities on point of view
- \*comprehension practice and checks on non fiction literature
- \*spelling activities
- \*vocabulary activities
- \*guided practice on grade level grammar skills

### Unit Assessment

Unit 12 Exam

**Topic:** Comprehension: main idea, point of view, genre of persuasion

**Duration:** 5 Day(s)

### Knowledge Skills

- Distinguish between main idea and important details of a text and identify the main idea
- Analyze a text for clues that help a reader identify point of view
- Determine and identify the structural elements of a persuasive text

**Topic:** Phonics and Grammar: spelling vowel and n syllables, adjective and adverbs

**Duration:** 5 Day(s)

### Knowledge Skills

- Identify and spell vowel and n syllables
- Identify and use adjectives and adverbs correctly

**Topic:** Unit 12 Exam

**Duration:** 1 Day(s)

### Knowledge Skills

- Demonstrate knowledge and skills learned from Unit 12

## Unit: Unit 14- Imagery

Duration: 9 Day(s)

### Materials and Resources

Acellus online program

### Essential Questions

- \*How do you use text structure to interpret cause and effect?
- \*How to explain the structural elements of nonfiction poetry?

### Unit Learning Activities

- \*comprehension activities on cause and effect
- \*comprehension activities on elements of poetry
- \*comprehension practice and checks on poetry
- \*spelling activities
- \*vocabulary activities
- \*guided practice on grade level grammar skills

### Unit Assessment

Unit 13 Exam

**Topic:** Phonics and Grammar: spelling homophones, punctuation

**Duration:** 8 Day(s)

### Knowledge Skills

- Identify and spell homophones
- Demonstrate ability to use punctuation correctly

# Language Arts - 4th Grade

Language Arts

Grade(s) 4th, Duration 1 Year  
Required Course

**Topic:** Unit 13 Exam

**Duration:** 1 Day(s)

## Knowledge Skills

Demonstrate knowledge and skills learned from Unit 13

## Unit: Unit 15- Fantasy vs Reality

**Duration:** 12 Day(s)

### Materials and Resources

Acellus online program

### Essential Questions

- \*How do you determine whether a text is fantasy or reality?
- \*What are the characteristics of fact and opinion in nonfiction literature?

### Unit Learning Activities

- \*comprehension activities on fantasy and reality
- \*comprehension activities on fact and opinion
- \*comprehension practice and checks on non fiction literature
- \*spelling activities
- \*vocabulary activities
- \*guided practice on grade level grammar skills

### Unit Assessment

Unit 14 Exam

**Topic:** Comprehension: fantasy and reality and fact and opinion

**Duration:** 4 Day(s)

## Knowledge Skills

Distinguish between fantasy and reality in a nonfiction text  
Distinguish between facts and opinions in nonfiction text  
Demonstrate an overall understanding of nonfiction literature

**Topic:** Phonics and Grammar: writing complete sentences

**Duration:** 3 Day(s)

## Knowledge Skills

Apply knowledge and ability to write complete sentences correctly

**Topic:** Unit 14 Exam

**Duration:** 1 Day(s)

## Knowledge Skills

Demonstrate knowledge and skills learned from Unit 14

**Topic:** Standardized Testing

**Duration:** 4 Day(s)

## Knowledge Skills

Demonstrate knowledge and skills learned in 4th grade ELA by taking the state standardized test.

## Unit: Unit 16- Formal vs Informal Language

**Duration:** 12 Day(s)

### Materials and Resources

Acellus online program

### Essential Questions

- \*How do you choose words and phrases to convey ideas precisely?
- \*What are the elements of editing and revising writing?

### Unit Learning Activities

- \*comprehension activities on using precise language
- \*writing activities and practice on revising and editing
- \*spelling activities
- \*vocabulary activities
- \*guided practice on grade level grammar skills

### Unit Assessment

Unit 15 Exam

**Topic:** Comprehension: editing and revising, formal and informal language

**Duration:** 4 Day(s)

## Knowledge Skills

# Language Arts - 4th Grade

Language Arts

Grade(s) 4th, Duration 1 Year  
Required Course

Demonstrate ability to edit and revise  
Identify examples of formal and informal dialogue within text

**Topic:** CEW Activity- Student Annual Goal Sheet **Duration:** 1 Day(s)

## Knowledge Skills

Analyze student created goals and reflect on the progress of goals in order to identify areas of strength and areas of weakness.

**Topic:** Phonic and Grammar: spelling prefixes and suffixes, mechanics of grammar **Duration:** 4 Day(s)

## Knowledge Skills

Identify and use the overall mechanics of grammar  
Identify and spell prefixes and suffixes

**Topic:** Unit 15 Exam **Duration:** 1 Day(s)

## Description

Unit 1 Exam

## Knowledge Skills

Demonstrate knowledge and skills learned from Unit 15

**Topic:** School Benchmark Testing **Duration:** 2 Day(s)

## Knowledge Skills

Assess overall growth and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year  
Required Course

## Course Overview

Fourth grade mathematics is a full-year course. The elementary math curriculum combines teacher created lessons and interactive activities. Together, these offerings allow for evaluation and feedback of submitted tests, quizzes, and projects which are aligned with the Pennsylvania Department of Education content area standards and anchors. The areas of instruction will include, but are not limited to, review of basic operations, measurement, decimals, fractions/mixed numbers, estimation, geometry, and probability.

Timeframe	Unit	Scope And Sequence	
			Instructional Topics
23 Day(s)	1- Place Value, Addition, and Subtraction to One Million		<ol style="list-style-type: none"><li>1. Course Orientation</li><li>2. Course Pretest</li><li>3. Place Value</li><li>4. Add and Subtract Whole Numbers</li><li>5. Addition Properties</li><li>6. Subtraction Properties</li><li>7. Unit Assessment</li></ol>
16 Day(s)	2- Rounding and Estimating Sums and Differences		<ol style="list-style-type: none"><li>1. Rounding to the Nearest Ten, Hundred, and Thousand</li><li>2. Estimating Sums and Differences</li><li>3. Unit Assessment</li><li>4. School Benchmark Testing</li></ol>
17 Day(s)	3 - Multiplication Basic Facts with Mathematical Properties		<ol style="list-style-type: none"><li>1. Basic Math Facts</li><li>2. Multiply by 1-Digit Numbers</li><li>3. Mathematical Properties</li><li>4. Multiply by 2-digit numbers</li><li>5. Unit Assessment</li></ol>
12 Day(s)	4- Division Basic Facts and Mathematical Properties		<ol style="list-style-type: none"><li>1. Divide by 1-Digit Numbers</li><li>2. Mathematical Properties</li><li>3. Unit Assessment</li></ol>
8 Day(s)	5- Unit Fractions and Equivalent Fractions		<ol style="list-style-type: none"><li>1. Add and Subtract Mixed Numbers</li><li>2. Unit Fractions</li><li>3. Unit Assessment</li></ol>
12 Day(s)	6- Fraction Equivalence and Comparison		<ol style="list-style-type: none"><li>1. Fraction Equivalence</li><li>2. Comparing Fractions</li><li>3. Unit Assessment</li></ol>
6 Day(s)	7- Data and Graphs		<ol style="list-style-type: none"><li>1. Representing Data</li><li>2. Unit Assessment</li><li>3. Developing A Personal Schedule-PPT and Google Document</li></ol>
5 Day(s)	8- 2-Digit Multiplication and Review Regrouping		<ol style="list-style-type: none"><li>1. 2- Digit by 2-Digit Multiplication</li><li>2. Regrouping</li><li>3. Unit Assessment</li></ol>
7 Day(s)	9- Relate Fractions and Decimals		<ol style="list-style-type: none"><li>1. Fractions and Decimals</li><li>2. Unit Assessment</li></ol>
6 Day(s)	10- Money		<ol style="list-style-type: none"><li>1. Money</li><li>2. Unit Assessment</li><li>3. School Benchmark Testing</li></ol>
11 Day(s)	11- Geometry		<ol style="list-style-type: none"><li>1. Points, Lines, and Rays</li><li>2. Angles</li><li>3. Two Dimensional Figures</li><li>4. Identifying Polygons</li><li>5. Unit Assessment</li></ol>
10 Day(s)	Unit 12 - Skills Review		<ol style="list-style-type: none"><li>1. Skills Review/Standardized Testing</li></ol>
13 Day(s)	13 - Length: Customary and Metric Units		<ol style="list-style-type: none"><li>1. Customary Units</li><li>2. Metric Units</li><li>3. Time and Patterns</li><li>4. Unit Assessment</li></ol>
7 Day(s)	14- Capacity		<ol style="list-style-type: none"><li>1. Customary Capacity</li><li>2. Metric Capacity</li><li>3. Unit Assessment</li></ol>

# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year  
Required Course

7 Day(s)	15- Weight and Mass	1. Customary Units of Weight 2. Metric Units of Mass 3. Unit Assessment
9 Day(s)	16- Perimeter and Area	1. Perimeter and Area 2. Unit Assessment 3. School Benchmark Testing
11 Day(s)	17- Review of Concepts	1. Divisibility 2. Factors and Multiples 3. Prime and Composite Numbers 4. Units of Time 5. Patterns

## Materials and Resources

Brain Pop/Brain Pop Jr.  
Flocabulary  
Nearpod  
PSSA Skills Review Book  
Google Suite  
Study Island  
Gizmos  
IXL

## Prerequisites

3rd Grade

## Course Details

**Unit:** 1- Place Value, Addition, and Subtraction to One Million

**Duration:** 23 Day(s)

### Description

In this unit, you will:

Model the 10-to-1 relationship among place-value positions in the base-ten number system.  
Read and write whole numbers in standard form, word form, and expanded form.  
Compare and order whole numbers based on the values of the digits in each number.  
Round a whole number to any place.  
Rename whole numbers by regrouping.  
Add whole numbers and determine whether solutions to addition problems are reasonable.  
Subtract whole numbers and determine whether solutions to subtraction problems are reasonable.  
Use the strategy draw a diagram to solve comparison problems with addition and subtraction.

This unit covers place value, including the thousands period, 3-digits, and 4-digits, all in both their expanded and word forms. Using the word form of numbers is also included. This unit covers comparing and ordering numbers, more about the thousands and millions periods, and 3- and 4-digit addition and subtraction with regrouping.

### Materials and Resources

Brain Pop/Brain Pop Jr.  
Acellus

### Essential Questions

How can you use place value to compare, add, subtract, and estimate with whole numbers?

### Enrichment Opportunities

IXL  
Study Island  
Imagine Math  
Xtra Math

### Unit Learning Activities

Guided practice on place value  
Guided practice on adding and subtracting whole number

### Unit Assessment

Unit 1 Exam  
Unit 2 Exam  
Unit 3 Exam  
Unit 4 Exam

**Topic:** Course Orientation

**Duration:** 1 Day(s)

# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year  
Required Course

**Topic:** Course Pretest

**Duration:** 1 Day(s)

## Knowledge Skills

- Use the inverse relationship between addition and subtraction to solve problems.
- Apply mental math strategies to find sums and differences.
- Add and subtract 3-digit and 4-digit numbers.
- Apply knowledge of place value and round whole numbers up to ten thousands place.
- Use the inverse relationship between multiplication and division to solve problems.

**Topic:** Place Value

**Duration:** 6 Day(s)

## Knowledge Skills

- Model the 10-to-1 relationship among place-value positions in the base-ten number system.
- Read and write whole numbers in standard form, word form, and expanded form.
- Compare and order whole numbers based on the values of the digits in each number.
- Round a whole number to any place.
- Rename whole numbers by regrouping.

**Topic:** Add and Subtract Whole Numbers

**Duration:** 5 Day(s)

## Knowledge Skills

- Add whole numbers and determine whether solutions to addition problems are reasonable.
- Subtract whole numbers and determine whether solutions to subtraction problems are reasonable.
- Solve comparison problems with addition and subtraction.

**Topic:** Addition Properties

**Duration:** 4 Day(s)

## Knowledge Skills

- Add whole numbers and determine whether solutions to addition problems are reasonable.

**Topic:** Subtraction Properties

**Duration:** 5 Day(s)

## Knowledge Skills

- Subtract whole numbers and determine whether solutions to subtraction problems are reasonable.

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

## Knowledge Skills

- Demonstrate understanding of knowledge/skill through unit assessment

**Unit:** 2- Rounding and Estimating Sums and Differences

**Duration:** 16 Day(s)

## Description

This unit discusses rounding to the nearest tenth, hundredth, and thousandth, and to the given place value, estimating, and doing mental math to find sums and differences. This unit also discusses over- and underestimating, adding and subtracting compatible numbers, and choosing to work out an exact number or estimate.

## Materials and Resources

- Acellus
- Brain Pop
- Base Ten blocks
- Place Value Chart

## Essential Questions

How can you use place value to compare, add, subtract, and estimate with whole numbers?

## Enrichment Opportunities

- IXL
- Study Island
- Imagine Math
- Xtra Math

## Unit Learning Activities

- Instructional activities and Guided Practice on topics
- Guided Practice on estimating

## Unit Assessment

- Unit 5 Exam
- Unit 6 Exam
- Unit 7 Exam

# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year

Required Course

**Topic:** Rounding to the Nearest Ten, Hundred, and Thousand

**Duration:** 6 Day(s)

## Knowledge Skills

Estimate the answer to addition and subtraction problems using whole numbers through six digits.

**Topic:** Estimating Sums and Differences

**Duration:** 7 Day(s)

## Knowledge Skills

Estimate the answer to addition and subtraction problems using whole numbers through six digits.

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

## Knowledge Skills

Demonstrate understanding of knowledge/ skill through assessment

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

## Knowledge Skills

Identify areas of strength and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

## Unit: 3 - Multiplication Basic Facts with Mathematical Properties

**Duration:** 17 Day(s)

### Description

In this unit, you will:

Relate multiplication equations and comparison statements.

Solve problems involving multiplicative comparison and additive comparison.

Multiply tens, hundreds, and thousands by whole numbers through 10.

Estimate products by rounding and determine if exact answers to multiplication problems are reasonable.

Use the Distributive Property to multiply a 2-digit number by a 1-digit number.

Use expanded form to multiply a multidigit number by a 1-digit number.

Use place value and partial products to multiply a multidigit number by a 1-digit number.

Use mental math and properties to multiply a multidigit number by a 1-digit number.

Use the draw a diagram strategy to solve multistep problems.

Use regrouping to multiply a 2-digit number by a 1-digit number.

Use regrouping to multiply a multidigit number by a 1-digit number.

Represent and solve multistep problems using equations.

In this unit, you will:

Use place value multiplication to multiply by tens.

Estimate products by rounding or by using compatible numbers.

Use area models and partial products to multiply 2-digit numbers.

Use place value and partial products to multiply 2-digit numbers.

Use regrouping to multiply 2-digit numbers.

Choose a method to multiply 2-digit numbers.

Use the strategy draw a diagram to solve multi-step multiplication problems.

### Materials and Resources

Acellus

Study Island

Brain Pop/Brain Pop Jr.

Counters

Multiplication Facts Chart

### Essential Questions

What strategies can you use to multiply by 1-digit numbers?

What strategies can you use to multiply 2-digit numbers?

### Enrichment Opportunities

IXL

Study Island

Brain Pop/Brain Pop Jr.

Imagine Math

Xtra Math

### Unit Learning Activities

Guided Practice pages

Vocabulary

### Unit Assessment

# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year  
Required Course

Unit 8 Exam  
Unit 9 Exam  
Unit 10 Exam

**Topic:** Basic Math Facts **Duration:** 2 Day(s)

## Knowledge Skills

Use mental math and properties to multiply a multidigit number by a 1-digit number

**Topic:** Multiply by 1-Digit Numbers **Duration:** 6 Day(s)

## Knowledge Skills

Relate multiplication equations and comparison statements.  
Solve problems involving multiplicative comparison and additive comparison.  
Multiply tens, hundreds, and thousands by whole numbers through 10.  
Estimate products by rounding and determine if exact answers to multiplication problems are reasonable.  
Use the Distributive Property to multiply a 2-digit number by a 1-digit number.  
Use expanded form to multiply a multidigit number by a 1-digit number.  
Use place value and partial products to multiply a multidigit number by a 1-digit number.  
Use mental math and properties to multiply a multidigit number by a 1-digit number.  
Use the draw a diagram strategy to solve multistep problems.  
Use regrouping to multiply a multi-digit number by a 1-digit number.  
Represent and solve multi-step problems using equations.

**Topic:** Mathematical Properties **Duration:** 2 Day(s)

## Knowledge Skills

Use mathematical properties to solve word problems.

**Topic:** Multiply by 2-digit numbers **Duration:** 6 Day(s)

## Knowledge Skills

Use place value multiplication to multiply by tens.  
Estimate products by rounding or by using compatible numbers.  
Use area models, place value, and partial products to multiply 2-digit numbers.  
Use regrouping to multiply 2-digit numbers.  
Choose a method to multiply 2-digit numbers.

**Topic:** Unit Assessment **Duration:** 1 Day(s)

## Knowledge Skills

Demonstrate understanding of knowledge/skill through unit assessment

**Unit:** 4- Division Basic Facts and Mathematical Properties **Duration:** 12 Day(s)

## Description

In this unit, you will:

Use multiples to estimate quotients.  
Use models to divide whole numbers that do not divide evenly.  
Use remainders to solve division problems.  
Divide tens, hundreds, and thousands by whole numbers through 10.  
Use compatible numbers to estimate quotients.  
Use the Distributive Property to find quotients.  
Use repeated subtraction and multiples to find quotients.  
Use partial quotients to divide.  
Use base-ten blocks to model division with regrouping.  
Use place value to determine where to place the first digit in the quotient.  
Divide multidigit numbers by 1-digit divisors.  
Solve problems by using the strategy draw a diagram.

## Materials and Resources

Acellus  
Brain Pop  
Math Manipulative kit  
Graph Paper

## Essential Questions



# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year  
Required Course

How can you divide by 1-digit numbers?

## Enrichment Opportunities

IXL  
Study Island  
Brain Pop/Brain Pop Jr.  
Xtra Math

## Unit Learning Activities

Guided Practice  
Practice Workbook Pages  
Vocabulary

## Unit Assessment

Unit 11 Exam  
Unit 12 Exam

**Topic:** Divide by 1-Digit Numbers

**Duration:** 7 Day(s)

### Knowledge Skills

Use multiples to estimate quotients.  
Use models to divide whole numbers that do not divide evenly.  
Use remainders to solve division problems.  
Divide tens, hundreds, and thousands by whole numbers through 10.  
Use compatible numbers to estimate quotients.  
Use the Distributive Property to find quotients.  
Use repeated subtraction and multiples to find quotients.  
Use partial quotients to divide.  
Use base-ten blocks to model division with regrouping.  
Use place value to determine where to place the first digit in the quotient.  
Divide multidigit numbers by 1-digit divisors.  
Solve problems by using the strategy draw a diagram.

**Topic:** Mathematical Properties

**Duration:** 4 Day(s)

### Knowledge Skills

Use mathematical properties to solve word problems.

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

### Knowledge Skills

Demonstrate understanding of knowledge/ skill through assessment

## Unit: 5- Unit Fractions and Equivalent Fractions

**Duration:** 8 Day(s)

### Description

In this unit, you will:

Find all the factors of a number by using models.  
Determine whether a number is a factor of a given number.  
Solve problems by using the strategy make a list.  
Understand the relationship between factors and multiples, and determine whether a number is a multiple of a given number.  
Determine whether a number is prime or composite.  
Generate a number pattern and describe features of the pattern.

### Materials and Resources

Acellus  
Brain Pop  
Fraction Strips  
Number Line

### Essential Questions

What strategies can you use to compare fractions and write equivalent fractions?

### Enrichment Opportunities

IXL  
Study Island  
Imagine Math  
Xtra Math

### Unit Learning Activities

Instructional activities and Guided Practice on topics

# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year  
Required Course

## Unit Assessment

Unit 13 Exam  
Unit 14 Exam

**Topic:** Add and Subtract Mixed Numbers

**Duration:** 5 Day(s)

### Knowledge Skills

Write fractions greater than 1 as a mixed number and write mixed numbers as fractions  
Add and subtract mixed numbers  
Rename mixed numbers to subtract  
Use the properties of addition to add fractions  
Solve word problems involving addition and subtraction with fractions

**Topic:** Unit Fractions

**Duration:** 2 Day(s)

### Knowledge Skills

Use models to represent and find difference involving fractions  
Decompose a fraction by writing it as a sum of fractions with the same denominators

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

### Knowledge Skills

Demonstrate understanding of knowledge/ skill through unit assessment

## Unit: 6- Fraction Equivalence and Comparison

**Duration:** 12 Day(s)

### Description

In this unit, you will:

Use models to show equivalent fractions.  
Use multiplication to generate equivalent fractions.  
Write and identify equivalent fractions in simplest form.  
Use equivalent fractions to represent a pair of fractions as fractions with a common denominator.  
Use the strategy make a table to solve problems using equivalent fractions.  
Compare fractions using benchmarks.  
Compare fractions by first writing them as fractions with a common numerator or a common denominator.  
Compare and order fractions.

### Materials and Resources

Acellus  
Brain Pop  
Fraction Strips  
Number Lines  
Graph Paper

### Essential Questions

What strategies can you use to compare fractions and write equivalent fractions?  
How do you add or subtract fractions that have the same denominator?

### Enrichment Opportunities

IXL  
Study Island  
Brain Pop/Brain Pop Jr.  
Xtra Math

### Unit Learning Activities

Guided Practice  
Practice Workbook Pages  
Vocabulary

### Unit Assessment

Unit 15 Exam

**Topic:** Fraction Equivalence

**Duration:** 6 Day(s)

### Knowledge Skills

Use models to show equivalent fractions.  
Use multiplication to generate equivalent fractions.  
Write and identify equivalent fractions in simplest form.  
Use equivalent fractions to represent a pair of fractions as fractions with a common denominator.  
Use the strategy make a table to solve problems using equivalent fractions.

# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year  
Required Course

**Topic:** Comparing Fractions

**Duration:** 5 Day(s)

## Knowledge Skills

- Compare fractions using benchmarks.
- Compare fractions by first writing them as fractions with a common numerator or a common denominator.
- Compare and order fractions.

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

## Knowledge Skills

- Demonstrate understanding of knowledge/skill through unit assessment

## Unit: 7- Data and Graphs

**Duration:** 6 Day(s)

### Description

In this unit you will explore data and frequency tables, line plots, line plots with fractions, making line plots, reading and making bar graphs, double-bar graphs and pictographs.

### Materials and Resources

- Acellus
- Brain Pop
- Graph Paper

### Essential Questions

- How does the type of data influence the choice of display?
- How can probability and data analysis be used to make predictions?

### Enrichment Opportunities

- IXL
- Study Island
- Brain Pop/Brain Pop Jr.

### Unit Learning Activities

- Guided Practice
- Practice Workbook Pages
- Vocabulary
- Developing A Personal Schedule-PPT and Google Document

### Unit Assessment

- Unit 16 Exam

**Topic:** Representing Data

**Duration:** 4 Day(s)

## Knowledge Skills

- Translate information from one type of data display to another

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

## Knowledge Skills

- Demonstrate understanding of knowledge/ skills through unit assessment

**Topic:** Developing A Personal Schedule-PPT and Google Document

**Duration:** 1 Day(s)

## Knowledge Skills

- Develop a personal schedule

## Unit: 8- 2-Digit Multiplication and Review Regrouping

**Duration:** 5 Day(s)

### Description

In this unit, you will compute quotients mentally, dividing multiples of 10, 100, and 1,000, doing story problems with mental quotients, estimating quotients and compatible numbers, choosing a method for division, doing larger mental quotients and estimating larger quotients.

### Materials and Resources

- Acellus
- Brain Pop

### Essential Questions

- What strategies can you use to multiply 2-digit numbers?

### Enrichment Opportunities

- Imagine Math
- IXL
- Study Island

# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year  
Required Course

Xtra Math

## Unit Learning Activities

Instructional activities and Guided Practice on topics

## Unit Assessment

Unit 17 Exam

Unit 18 Exam

Unit 19 Exam

**Topic:** 2- Digit by 2-Digit Multiplication

**Duration:** 2 Day(s)

### Knowledge Skills

Use place value and partial products to multiply 2-digit numbers

Use regrouping to multiply 2-digit numbers.

**Topic:** Regrouping

**Duration:** 2 Day(s)

### Knowledge Skills

Use base-ten blocks to model division with regrouping.

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

### Knowledge Skills

Demonstrate understanding of knowledge/skill through unit assessment

## Unit: 9- Relate Fractions and Decimals

**Duration:** 7 Day(s)

### Description

In this unit, you will record tenths and hundredths as fractions and as decimals, translate among representations of fractions, decimals, and money, add fractions when the denominators are 10 or 100, and compare decimals to hundredths by reasoning about their size.

### Materials and Resources

Acellus

Brain Pop

Fraction Strips

Number Line

### Essential Questions

How can you record decimal notation for fractions, and compare decimal fractions?

### Enrichment Opportunities

Imagine Math

IXL

Study Island

Imagine Math

### Unit Learning Activities

Guided Practice

Practice Workbook Pages

Vocabulary

### Unit Assessment

Unit 21 Exam

**Topic:** Fractions and Decimals

**Duration:** 6 Day(s)

### Knowledge Skills

Record tenths and hundredths as fractions and as decimals

Compare decimals to hundredths by reasoning about their size

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

### Knowledge Skills

Demonstrate understanding of knowledge/skill through unit assessment.

## Unit: 10- Money

**Duration:** 6 Day(s)

### Description

In this unit you will count money, adding tenth and hundreths mentally as fractions and as decimals, adding, subtracting, multiplying and dividing money, and money story problems.

### Materials and Resources

# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year  
Required Course

Acellus  
Brain Pop  
Money Manipulatives

## Essential Questions

How can you record decimal notation for fractions, and compare decimal fractions?  
How can you round decimal amounts, including amounts of money, to the nearest whole number or dollar?

## Enrichment Opportunities

Imagine Math  
IXL  
Xtra Math  
Study Island

## Unit Learning Activities

Guided Practice  
PDF's  
Vocabulary

## Unit Assessment

Unit 22 Exam

**Topic:** Money **Duration:** 3 Day(s)

### Knowledge Skills

Translate among representations of fractions, decimals, and money

**Topic:** Unit Assessment **Duration:** 1 Day(s)

### Knowledge Skills

Demonstrate understanding of knowledge/skill through unit assessment.

**Topic:** School Benchmark Testing **Duration:** 2 Day(s)

### Knowledge Skills

Assess midyear growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

**Unit:** 11- Geometry **Duration:** 11 Day(s)

## Description

In this unit, you will cover points, lines, and rays; lines and angles; labeling points, lines, and rays; labeling, describing, understanding, measuring, classifying, using, and finding unknown angles. You will discuss parallel lines, describing lines, polygons, including classifying and identifying angles and lines in polygons, classifying triangles by angles, classifying quadrilaterals, finding lines of symmetry and right angles.

## Materials and Resources

Acellus  
Brain Pop  
Graph Paper  
Tangram shapes  
Protractor

## Essential Questions

How can you draw and identify lines and angles?  
How can you classify shapes?  
How can you measure angles and solve problems involving angle measures?

## Enrichment Opportunities

Imagine Math  
Study Island  
IXL  
Xtra Math

## Unit Learning Activities

Guided Practice

## Unit Assessment

Unit 24 Exam  
Unit 25 Exam

**Topic:** Points, Lines, and Rays **Duration:** 2 Day(s)

### Knowledge Skills

Use a protractor to measure an angle and draw an angle with a given measure  
Identify and draw parallel lines and perpendicular lines

# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year

Required Course

**Topic:** Angles

**Duration:** 4 Day(s)

## Knowledge Skills

- Relate angles and fractional parts of a circle
- Use a protractor to measure an angle and draw an angle with a given measure
- Determine the measure of an angle separated into parts

**Topic:** Two Dimensional Figures

**Duration:** 2 Day(s)

## Knowledge Skills

- Sort and classify quadrilaterals
- Identify and draw lines of symmetry in two-dimensional figures

**Topic:** Identifying Polygons

**Duration:** 2 Day(s)

## Knowledge Skills

- Determine the measure of an angle separated into parts

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

## Knowledge Skills

- Demonstrate understanding of knowledge/skill through unit assessment.

**Unit:** Unit 12 - Skills Review

**Duration:** 10 Day(s)

### Description

In this unit, you will:

- Generate and analyze patterns using one rule
- Draw lines and angles and identify these in two-dimensional figures
- Classify two-dimensional figures by properties of their lines and angles
- Translate information from one type of data display to another

### Materials and Resources

- Computer/Printer
- Study Island
- Brain Pop/Brain Pop Jr.

### Essential Questions

- How does the type of data influence the choice of display?
- How can probability and data analysis be used to make predictions?
- 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 patterns be used to describe relationships in mathematical situations?

### Enrichment Opportunities

- Study Island
- Brain Pop/Brain Pop Jr.

### Unit Learning Activities

- BrainPop/BrainPop Jr. Videos
- Practice Workbook Pages
- SAS PDFs

### Unit Assessment

- Participation
- Assignments
- Assessments

**Topic:** Skills Review/Standardized Testing

**Duration:** 10 Day(s)

## Knowledge Skills

- Generate and analyze patterns using one rule.
- Draw lines and angles and identify these in two-dimensional figures.
- Classify two-dimensional figures by properties of their lines and angles.
- Translate information from one type of data display to another.

**Unit:** 13 - Length: Customary and Metric Units

**Duration:** 13 Day(s)

### Description

# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year

Required Course

In this unit, you will learn measuring and estimating length, including inches, feet, yards, miles, and the nearest half inch as well as using metric linear units.

## Materials and Resources

Acellus  
Ruler

## Essential Questions

How can you use relative sizes of measurements to solve problems?  
How can you use relative size to generate measurement tables that show a relationship?

## Enrichment Opportunities

Imagine Math  
IXL  
Study Island  
Xtra Math

## Unit Learning Activities

Instructional activities and Guided Practice on topics

## Unit Assessment

Unit 26 Exam  
Unit 27 Exam

**Topic:** Customary Units **Duration:** 5 Day(s)

### Knowledge Skills

Use benchmarks to understand the relative sizes of measurement units  
Use models to compare customary units of length, weight, and liquid volume

**Topic:** Metric Units **Duration:** 3 Day(s)

### Knowledge Skills

Use models to compare metric units of length, mass, and liquid volume

**Topic:** Time and Patterns **Duration:** 4 Day(s)

### Knowledge Skills

Use models to compare units of time  
Solve problems involving mixed measures  
Use patterns to write number pairs for measurement units

**Topic:** Unit Assessment **Duration:** 1 Day(s)

### Knowledge Skills

Demonstrate understanding of knowledge/skill through unit assessment.

**Unit:** 14- Capacity **Duration:** 7 Day(s)

## Description

In this unit you will explore capacity, including cups, quarts, pints, and gallons, cooking with capacity, metric capacity units, milliliters and liters, and multiplying and dividing metric capacities.

## Materials and Resources

Acellus  
Conversion Chart

## Essential Questions

How can you use relative size to generate measurement tables that show a relationship?

## Enrichment Opportunities

Imagine Math  
IXL  
Study Island  
Xtra Math

## Unit Learning Activities

Guided Practice

## Unit Assessment

Unit 28 Exam

**Topic:** Customary Capacity **Duration:** 3 Day(s)

### Knowledge Skills

# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year  
Required Course

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

**Topic:** Metric Capacity

**Duration:** 3 Day(s)

### Knowledge Skills

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

### Knowledge Skills

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit

## Unit: 15- Weight and Mass

**Duration:** 7 Day(s)

### Description

In this unit you will discuss customary weight units, including ounces and pounds, an adding and subtracting weights, and discuss metric mass units, including changing metric mass units, and multiplying and dividing with mass.

### Materials and Resources

Acellus  
Conversion Chart

### Essential Questions

How can you use relative sizes of measurements to solve problems?

### Enrichment Opportunities

Imagine Math  
IXL  
Xtra Math  
Study Island

### Unit Learning Activities

Guided Practice

### Unit Assessment

Unit 29 Exam

**Topic:** Customary Units of Weight

**Duration:** 3 Day(s)

### Knowledge Skills

Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale  
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit

**Topic:** Metric Units of Mass

**Duration:** 3 Day(s)

### Knowledge Skills

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

### Knowledge Skills

Use the four operations to solve word problems involving measurement units

## Unit: 16- Perimeter and Area

**Duration:** 9 Day(s)

### Description

utilize a formula to find the perimeter and area of a rectangle, find the area of combined rectangles, and find the unknown measure of a side of a rectangle given the perimeter or area.

### Materials and Resources

Acellus  
Graph Paper  
Ruler

### Essential Questions

How can you use formulas for perimeter and area to solve problems?

### Enrichment Opportunities

Imagine Math  
IXL  
Study Island  
Xtra Math



# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year  
Required Course

## Unit Learning Activities

Instructional activities and Guided Practice on topics

## Unit Assessment

Unit 30 Exam

**Topic:** Perimeter and Area

**Duration:** 6 Day(s)

### Knowledge Skills

- Utilize a formula to find the perimeter and area of a rectangle
- Find the area of combined rectangles
- Find the unknown measure of a side of a rectangle given the perimeter or area

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

### Knowledge Skills

Demonstrate understanding of knowledge/skill through unit assessment.

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

### Knowledge Skills

Assess overall growth and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

**Unit:** 17- Review of Concepts

**Duration:** 11 Day(s)

### Description

- Find sums/differences between decimal amounts in dollars and cents
- Use the order of operations to find the value of expressions
- Use patterns to divide by multiples of ten
- Read and write wholes numbers and decimals using place value
- Round decimal amounts, including money amounts, to the nearest whole number or dollar
- Compare decimals to hundredths using place value
- Use multiplication to describe patterns

### Materials and Resources

- Acellus
- Brain Pop
- Math Manipulatives
- Graph Paper

### Essential Questions

- How can you use the order of operations to find the value of expressions?
- How can you use patterns/models to divide?
- How can use places value to read, write, and represent whole numbers and decimals?
- How can you round decimal amounts, including amounts of money, to the nearest whole number or dollar?
- How can you use place value to compare decimals?
- How can you use multiplication to describe a pattern?

### Enrichment Opportunities

- IXL
- Study Island
- Brain Pop/Brain Pop Jr.
- Xtra Math

### Unit Learning Activities

- Guided Practice
- Practice Workbook Pages
- Vocabulary

### Unit Assessment

- Unit 31 Exam
- Unit 32 Exam

**Topic:** Divisibility

**Duration:** 2 Day(s)

### Knowledge Skills

In this lesson you will determine whether a number is a factor of a given number.

**Topic:** Factors and Multiples

**Duration:** 2 Day(s)

### Knowledge Skills

In this lesson you will find all the factors of a number by using models.

# Mathematics - 4th Grade

Mathematics

Grade(s) 4th, Duration 1 Year  
Required Course

In this lesson determine whether a number is a factor of a given number.  
Understand the relationship between factors and multiples, and determine whether a number is a multiple of a given number.  
Determine whether a number is prime or composite.

**Topic:** Prime and Composite Numbers **Duration:** 2 Day(s)

**Knowledge Skills**

Determine whether a number is prime or composite.

**Topic:** Units of Time **Duration:** 3 Day(s)

**Knowledge Skills**

Demonstrate an understanding of telling time to the nearest hours, minute, or second.

**Topic:** Patterns **Duration:** 2 Day(s)

**Knowledge Skills**

Generate a number pattern and describe features of the pattern.  
Use multiplication to describe patterns

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

## Course Overview

Fourth grade science is a full-year course. The elementary science curriculum combines teacher created lessons and interactive activities provided by the Acellus Online Curriculum. The Acellus online curriculum is a stimulating course discussing topics of life, earth, and physical science as well as space and technology. The course includes labs to help students experience the theory they are learning "in action". Together, these offerings allow for evaluation and feedback of exams and projects which are aligned with Pennsylvania Department of Education content area standards and anchors.

Timeframe	Unit	Scope And Sequence Instructional Topics
11 Day(s)	Unit 1: Classification of Plants and Animals	<ol style="list-style-type: none"><li>1. Course Orientation and Pretest</li><li>2. The Building Blocks of Life</li><li>3. Groupings of Living Things</li><li>4. Plant Classifications</li><li>5. Animal Classifications</li><li>6. Animal Adaptations</li><li>7. Unit Review and Assessment</li></ol>
12 Day(s)	Unit 2: Energy From Plants	<ol style="list-style-type: none"><li>1. Characteristics of Plants</li><li>2. Parts of Plants</li><li>3. Plant Reproduction</li><li>4. Life Cycle of a Plant</li><li>5. Biography of Charles Darwin</li><li>6. Unit Review and Assessment</li><li>7. School Benchmark Testing</li></ol>
15 Day(s)	Unit 3: Ecosystems and Changes in Ecosystems	<ol style="list-style-type: none"><li>1. Parts of Ecosystems</li><li>2. Energy Flow in Ecosystems</li><li>3. Matter Flow in Ecosystems</li><li>4. Balanced Ecosystems</li><li>5. Competition and Organism Interactions</li><li>6. Environmental Changes</li><li>7. Pollution and Conservation</li><li>8. Careers in Biology</li><li>9. Unit Review and Assessment</li></ol>
10 Day(s)	Unit 4: Human Body Systems	<ol style="list-style-type: none"><li>1. The Skeletal System</li><li>2. The Muscular System</li><li>3. Respiratory and Circulatory Systems</li><li>4. The Digestive System</li><li>5. The Nervous System</li><li>6. Viruses and Disease and the Body's Immune System</li><li>7. Careers in Health Science - Optometrist</li><li>8. Unit Review and Assessment</li></ol>
11 Day(s)	Unit 5: Water Cycles, Weather, Hurricanes and Tornadoes	<ol style="list-style-type: none"><li>1. Earth's Water</li><li>2. Clouds and the Water Cycle</li><li>3. Atmosphere and Air Pressure</li><li>4. Measuring and Predicting Weather</li><li>5. Hurricanes and Their Prediction</li><li>6. Tornadoes and Forecasting Tornadoes</li><li>7. Careers in Weather - Meteorologist</li><li>8. Unit Review and Assessment</li></ol>
10 Day(s)	Unit 6: Minerals and Rocks	<ol style="list-style-type: none"><li>1. Minerals</li><li>2. Sedimentary Rocks</li><li>3. Metamorphic Rocks</li><li>4. Igneous Rocks</li><li>5. Alfred Wegener and Continental Drift</li><li>6. Unit Review and Assessment</li></ol>
9 Day(s)	Unit 7: Surface Changes on Earth	<ol style="list-style-type: none"><li>1. Weathering</li><li>2. Volcanoes</li><li>3. Earthquakes</li><li>4. Unit Review and Assessment</li></ol>

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

10 Day(s)	Unit 8: Uses of Natural Resources	<ol style="list-style-type: none"><li>1. Natural Resources</li><li>2. Resources Used for Energy</li><li>3. Soil</li><li>4. Careers in Geology - Geologist</li><li>5. Geology Lab</li><li>6. School Benchmark Testing</li></ol>
9 Day(s)	Unit 9: Properties of Matter	<ol style="list-style-type: none"><li>1. Matter and How it is Measured</li><li>2. Mixing Substances</li><li>3. Physical and Chemical Changes</li><li>4. Phase Changes</li><li>5. Unit Review and Assessment</li></ol>
8 Day(s)	Unit 10: Heat	<ol style="list-style-type: none"><li>1. Matter Containing Energy</li><li>2. Movement of Heat: Conduction, Convection and Radiation</li><li>3. Careers in Science: Chemist</li><li>4. Chemistry Lab</li><li>5. Unit Review and Assessment</li></ol>
8 Day(s)	Unit 11: Magnetism and Electricity	<ol style="list-style-type: none"><li>1. Atoms</li><li>2. Charging of Matter and Flow of Electric Charges</li><li>3. Energy Transformed into Magnetism and Magnetic Fields</li><li>4. Unit Review and Assessment</li></ol>
10 Day(s)	Unit 12: Sound and Light	<ol style="list-style-type: none"><li>1. Sound Energy</li><li>2. Producing Sound</li><li>3. Light Energy</li><li>4. How Matter and Light Interact</li><li>5. Thomas Edison</li><li>6. Unit Review and Assessment</li></ol>
10 Day(s)	Unit 13: Objects in Motion	<ol style="list-style-type: none"><li>1. Motion</li><li>2. How Force Affects Moving Objects</li><li>3. How Force, Mass and Energy Relate</li><li>4. Machines and How They Work Together</li><li>5. Unit Review and Assessment</li></ol>
19 Day(s)	Unit 14 : Science Fair Project	<ol style="list-style-type: none"><li>1. Scientific Method/Topic Selection</li><li>2. Design and Create Experiment</li><li>3. Conduct Experiment and Analyze Data</li><li>4. Creation/Presentation of Project</li></ol>
23 Day(s)	Unit 15: Our Solar System	<ol style="list-style-type: none"><li>1. The Making of the Universe</li><li>2. Our Solar System</li><li>3. Revolution and Rotation</li><li>4. The Inner Planets</li><li>5. The Outer Planets</li><li>6. Constellations</li><li>7. Eclipses</li><li>8. The Moon and Its Phases</li><li>9. Asteroids, Asteroid Belts and Comets</li><li>10. Stars and the Sun</li><li>11. Nicholas Copernicus</li><li>12. Unit Review and Assessment</li><li>13. School Benchmark Testing</li></ol>
5 Day(s)	Unit 16: Technology's Effects	<ol style="list-style-type: none"><li>1. How Technology Affects Our Lives</li><li>2. How Technology Changed Transportation</li><li>3. How Technology Changed Communication</li></ol>

## Materials and Resources

Acellus Online Curriculum  
BrainPop  
Legends of Learning  
Nearpod  
PSSA Skills Review Book

## Prerequisites

3rd grade

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

## Course Details

**Unit:** Unit 1: Classification of Plants and Animals

**Duration:** 11 Day(s)

### Description

This unit covers the building blocks of life – cells – how living things are grouped, how plants and animals are classified, and how animals adapt to survive.

### Materials and Resources

Acellus Online Curriculum

PSSA Coach Book

Online Resources

### Essential Questions

What are cells?

How are living things grouped?

How are plants and animals classified?

How do animals survive?

### Unit Learning Activities

Videos and questions on cells, classification and plants and animals

Course pre-test

### Unit Assessment

Unit 1 Exam

**Topic:** Course Orientation and Pretest

**Duration:** 4 Day(s)

### Knowledge Skills

Identify skills to be successful in the course through orientation

Demonstrate pre-knowledge of course topics by completing a course pre-test and benchmark assessments

**Topic:** The Building Blocks of Life

**Duration:** 1 Day(s)

### Description

Cells provide structure and stability, energy, and a means of reproduction of an organism.

### Knowledge Skills

List the main parts of the cell.

State the parts of the cell theory.

**Topic:** Groupings of Living Things

**Duration:** 1 Day(s)

### Description

Scientists use classification systems to compare, study, and identify living things as species.

### Knowledge Skills

List levels of classification of living things from kingdom-species.

**Topic:** Plant Classifications

**Duration:** 1 Day(s)

### Description

There are two types of plants. One is vascular and the other is non-vascular.

### Knowledge Skills

Describe the structures of vascular and nonvascular plants.

Explain the differences between vascular and nonvascular plants.

**Topic:** Animal Classifications

**Duration:** 1 Day(s)

### Description

There are two classifications of animals: Vertebrates (having a backbone) and Invertebrates (do not have a backbone).

### Knowledge Skills

Describe the characteristics of vertebrates and invertebrates.

**Topic:** Animal Adaptations

**Duration:** 1 Day(s)

### Description

Animals adapt themselves to their environment in order to survive. They do this by camouflage, hibernation and migration.

### Knowledge Skills

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

Define adaptation.  
Describe animal adaptations that help them survive including camouflage, migration and hibernation.  
Differentiate between learned and instinctive behavior in animals.

**Topic:** Unit Review and Assessment

**Duration:** 2 Day(s)

**Description**

Unit exam

**Knowledge Skills**

Demonstrate knowledge of plant and animal classification on unit assessment.

**Unit:** Unit 2: Energy From Plants

**Duration:** 12 Day(s)

**Description**

This unit covers plants, including their characteristics, parts, reproduction, and life cycle. Also included is a biography of Charles Darwin.

**Materials and Resources**

Acellus Online Curriculum

**Essential Questions**

How do plants obtain their nutrients?  
Why is photosynthesis an important life process for plants?  
What are the parts of a plant and their functions?  
How does a plant reproduce?  
How does natural selection work?

**Enrichment Opportunities**

Biography of Charles Darwin

**Unit Learning Activities**

Videos, questions, and guide practice on plants

**Unit Assessment**

Unit assessment on plants and their processes.

**Topic:** Characteristics of Plants

**Duration:** 1 Day(s)

**Description**

Plants take in water and nutrients from the soil through their roots. Photosynthesis occurs and plants create their own sugars using water, air, and sunlight.

**Knowledge Skills**

Classify plants as multicellular.  
Name the nutrients plants need to survive.  
Summarize the process of photosynthesis.

**Topic:** Parts of Plants

**Duration:** 2 Day(s)

**Description**

A plant is made of four main parts: the roots, stem, leaves and flower (or fruit).

**Knowledge Skills**

Name the four parts of a plant: roots, stems, leaves and flowers and describe their function.  
Contrast tap and fibrous roots.

**Topic:** Plant Reproduction

**Duration:** 2 Day(s)

**Description**

Flowering plants reproduce when pollen given off by the male part (the stamen) is transferred to the female part (the pistil) and fruits with seeds inside are formed.

**Knowledge Skills**

Identify the parts of the flower using a diagram.  
Describe the function of the flower parts.

**Topic:** Life Cycle of a Plant

**Duration:** 2 Day(s)

**Description**

The cycle of a plant begins as a seed or a spore. When the plant grows to maturity, it produces new seeds or spores like the one it started out as.

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

## Knowledge Skills

- Contrast spores and seeds.
- List what seeds need to germinate.
- Describe the life cycle of plants.

**Topic:** Biography of Charles Darwin

**Duration:** 1 Day(s)

## Description

Charles Darwin was an English naturalist who established the theory of evolution and proposed the scientific theory called Natural Selection.

## Knowledge Skills

Students will summarize the theory of evolution and natural selection.

**Topic:** Unit Review and Assessment

**Duration:** 2 Day(s)

## Knowledge Skills

Demonstrate knowledge of plants and plant processes on the assessment.

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

## Knowledge Skills

Identify areas of strength and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

## Unit: Unit 3: Ecosystems and Changes in Ecosystems

**Duration:** 15 Day(s)

### Description

This unit discusses ecosystems, including their parts, energy flow, and matter flow. It also discusses what a balanced ecosystem is, as well as things that disturb the balance, such as competition, organisms' interaction, environmental changes, and people. Also covered are how to conserve the balance in an ecosystem, and a spotlight on careers in biology.

### Materials and Resources

Acellus Online Curriculum

### Essential Questions

- What are the parts of an ecosystem?
- What roles do organisms play in an ecosystem?
- How does energy and matter flow through an ecosystem?
- How do organisms interact in an ecosystem?
- How do ecosystems change over time?
- How do humans affect ecosystems?
- What does a wildlife biologist do?

### Enrichment Opportunities

- Wowza! Milk Inquiry Lab
- Mealworm Life Cycle Lab

### Unit Learning Activities

Videos and questions on parts of ecosystems, how ecosystems work and how ecosystems change.

### Unit Assessment

Exams on ecosystems and how they change.

**Topic:** Parts of Ecosystems

**Duration:** 1 Day(s)

## Description

An ecosystem is made up of both living and nonliving parts that interact with each other.

## Knowledge Skills

Explain how the living and nonliving parts of an ecosystem interact.

**Topic:** Energy Flow in Ecosystems

**Duration:** 2 Day(s)

## Description

Energy moves in ecosystems from one organism to another.

## Knowledge Skills

- Define and describe the roles that living things play in ecosystems.
- Explain how energy moves through food chains and food webs in an ecosystem.

**Topic:** Matter Flow in Ecosystems

**Duration:** 1 Day(s)

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

## Description

In an ecosystem, matter changes from one form to another. Plants grow out of the soil, animals eat the plants and other animals. When plants and animals die, their bodies decompose and turn back into soil.

## Knowledge Skills

Describe how nutrients and matter cycle through an ecosystem.

**Topic:** Balanced Ecosystems

**Duration:** 1 Day(s)

## Description

Balanced ecosystems provide an organism everything it needs to live and grow. The environment is always changing to maintain that balance.

## Knowledge Skills

Describe how the environment provides for the needs of living things.

**Topic:** Competition and Organism Interactions

**Duration:** 2 Day(s)

## Description

Competition occurs when living things use the same resources. This competition is reduced when they learn to share resources. Sometimes different species help each other to survive. Other times different species harm each other.

## Knowledge Skills

Identify ways in which organisms compete for resources and share resources.  
Contrast symbiotic and parasitic relationships between organisms.

**Topic:** Environmental Changes

**Duration:** 1 Day(s)

## Description

The environment can be changed naturally by acts of nature or it can change due to some human activity.

## Knowledge Skills

Students will distinguish between threatened, endangered and extinct.  
Students will describe how ecosystems change over time.

**Topic:** Pollution and Conservation

**Duration:** 2 Day(s)

## Description

People can cause pollution which can be harmful to all living things on Earth. We need to make wise choices to protect our natural resources. There are things that humans can do to conserve the balance of nature and protect the environment.

## Knowledge Skills

Differentiate between air, water and land pollution.  
Explain the effects of air, water and land pollution.  
Define and give an example of land reclamation.  
Describe the conservation efforts of national parks.

**Topic:** Careers in Biology

**Duration:** 1 Day(s)

## Knowledge Skills

Students will define biologist and describe the career of a wildlife biologist.

**Topic:** Unit Review and Assessment

**Duration:** 4 Day(s)

## Knowledge Skills

Demonstrate knowledge of ecosystems and how they change on assessment.

**Unit:** Unit 4: Human Body Systems

**Duration:** 10 Day(s)

## Description

This unit covers major human body systems, including skeletal, muscular, respiratory, circulatory, digestive, and nervous systems. It also discusses viruses and diseases and the body's defense systems, and presents a career spotlight on optometry.

## Materials and Resources

Acellus Online Curriculum

## Essential Questions

How are the skeletal, muscular, respiratory, circulatory, digestive and nervous systems structured?  
How do the skeletal, muscular, respiratory, circulatory, digestive and nervous systems function?  
How do viruses and diseases effect the body?  
How does the body protect you against viruses and diseases?



# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

What is optometry and what does an optometrist do?

## Enrichment Opportunities

Career exploration, optometrist

## Unit Learning Activities

Videos and questions on human body systems, viruses and diseases.

## Unit Assessment

Unit assessment on human body systems, viruses and diseases.

### Topic: The Skeletal System

Duration: 1 Day(s)

#### Description

In an adult human, there are 206 bones in the skeletal system. The skeleton supports the body. The shape of the bones relates to the job they do within the body.

#### Knowledge Skills

Define bone and joint.

Relate the structure of the bone to its function.

### Topic: The Muscular System

Duration: 1 Day(s)

#### Description

There are two types of muscle movement: voluntary and involuntary. There are three types of muscles: cardiac, smooth, and skeletal.

#### Knowledge Skills

State the job of the muscular system.

Contrast voluntary and involuntary muscle tissue.

Distinguish between the three types of muscle in the human body.

### Topic: Respiratory and Circulatory Systems

Duration: 1 Day(s)

#### Description

The Respiratory System allows the body to take in and use oxygen, while also releasing carbon dioxide. The main organ in the respiratory system is the lungs. The heart is the center of the circulatory system because it pumps blood throughout your body. Blood carries important nutrients like oxygen to every cell in your body. Blood also carries waste products like carbon dioxide away.

#### Knowledge Skills

Name the organs of the respiratory and circulatory systems and explain their functions.

Summarize the process of breathing.

Contrast arteries and veins.

### Topic: The Digestive System

Duration: 1 Day(s)

#### Description

We get energy from the food we eat. As the food moves through the digestive system, nutrients are absorbed into the body.

#### Knowledge Skills

Identify the structures of the digestive system.

Describe the process of digestion.

### Topic: The Nervous System

Duration: 1 Day(s)

#### Description

The nervous system is made up of the spinal cord and the brain. This system is responsible for sending messages from the brain to the rest of the body.

#### Knowledge Skills

Identify the cerebrum, cerebellum and medulla oblongata and describe their functions.

Name the parts of the Central Nervous System.

Explain the function of the nervous system.

### Topic: Viruses and Disease and the Body's Immune System

Duration: 2 Day(s)

#### Description

Diseases are harmful to humans. Some diseases are spread by viruses and bacteria. Your body has important defenses that help keep illness out and fight illness if it gets in. Many different body parts work together to protect the body from harmful germs.

#### Knowledge Skills

Describe how pathogens spread.

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

Cite ways to prevent the spread of pathogens.  
Explain the body's defenses such as skin, mucus, acid.  
Tell how to keep the immune system healthy.

**Topic:** Careers in Health Science - Optometrist

**Duration:** 1 Day(s)

## Description

An optometrist is an eye doctor, or the primary provider of vision care. They can examine and diagnose issues with the eyes. They can also prescribe eyeglasses and contact lenses.

## Knowledge Skills

Describe the job of an optometrist.  
Identify the parts of the eye.

**Topic:** Unit Review and Assessment

**Duration:** 2 Day(s)

## Knowledge Skills

Demonstrate knowledge of systems of the human body on assessment.

**Unit:** Unit 5: Water Cycles, Weather, Hurricanes and Tornadoes

**Duration:** 11 Day(s)

## Description

This unit discusses the water found on Earth, including clouds, the atmosphere, air pressure, the water cycle, and measuring and predicting the weather. It also discusses hurricanes and tornadoes, including predicting hurricanes and forecasting tornadoes. Also presented is a career spotlight on Meteorology.

## Materials and Resources

Acellus Online Curriculum

## Essential Questions

How does water cycle between the earth's surface and atmosphere?  
How do clouds form?  
How is weather forecasted?  
How do hurricanes form?  
How do tornadoes form?  
What are some career opportunities in weather?

## Enrichment Opportunities

Wowza Magic Matches Video Experiment  
Static Electricity Lab Video

## Unit Learning Activities

Videos and questions on water, water cycle, weather, hurricanes, tornadoes and forecasting.

## Unit Assessment

Unit assessment on water, weather, hurricanes and tornadoes.

**Topic:** Earth's Water

**Duration:** 1 Day(s)

## Description

Water covers 3/4 or 75% of the Earth's surface. Most of Earth's water is in the oceans.

## Knowledge Skills

List the world's oceans.

**Topic:** Clouds and the Water Cycle

**Duration:** 2 Day(s)

## Description

Clouds are made up of tiny water droplets or ice crystals that are formed from water vapor that condenses. There are five main types of clouds: Cirrus, Altostratus, Cumulus, Cumulonimbus, and Stratus. Water moves in a cycle from Earth's surface to the atmosphere and back again. There are four phases of that cycle: evaporation, condensation, precipitation and storage.

## Knowledge Skills

Identify the main types of clouds.  
Describe the processes of the water cycle.

**Topic:** Atmosphere and Air Pressure

**Duration:** 1 Day(s)

## Description

Atmosphere is the layer of air surrounding the surface of a planet. Our atmosphere is made up of Nitrogen, Oxygen, Carbon Dioxide, water vapor and various other gases.

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

## Knowledge Skills

Name the components of the atmosphere.

**Topic:** Measuring and Predicting Weather

**Duration:** 2 Day(s)

## Description

Specific tools that measure weather include: barometer, anemometer, wind vane hygrometer, and thermometer. We measure weather to help keep people safe from extreme weather events. Meteorologists observe and measure weather patterns with specific tools to predict future weather.

## Knowledge Skills

Name tools used to predict and measure weather.  
Describe how weather forecasts are made.

**Topic:** Hurricanes and Their Prediction

**Duration:** 1 Day(s)

## Description

Hurricanes are produced in the atmosphere and receive their energy from the ocean. A tropical storm can become a hurricane if it sustains wind speed of more than 119 km per hour. Meteorologists use computer models from satellite imaging to predict the speed, direction, and the strength of a hurricane.

## Knowledge Skills

Classify hurricanes according to the Saffir-Simpson Hurricane Scale.  
Explain how a hurricane forms.

**Topic:** Tornadoes and Forecasting Tornadoes

**Duration:** 1 Day(s)

## Description

The tornado is a rapidly spinning column of air, a vortex, that touches the ground. The tornado is a powerful storm that spirals around a center of low air pressure. Tornado watches and warnings help forecast and classify vortices and are usually done by the local news station.

## Knowledge Skills

Explain how tornadoes form.  
Distinguish between watches and warnings.  
Classify tornadoes based on the Fujita scale.

**Topic:** Careers in Weather - Meteorologist

**Duration:** 1 Day(s)

## Description

A meteorologist performs many tasks involving the study of the Earth's atmosphere and how various things affect the weather and climate.

## Knowledge Skills

List and describe career opportunities of meteorologists.

**Topic:** Unit Review and Assessment

**Duration:** 2 Day(s)

## Knowledge Skills

Demonstrate knowledge of water cycle, weather prediction, hurricanes and tornadoes on assessment.

**Unit:** Unit 6: Minerals and Rocks

**Duration:** 10 Day(s)

## Description

This unit discusses minerals, focusing on how sedimentary, metamorphic, and igneous rocks are formed, and with a biography of Alfred Wegner.

## Materials and Resources

Acellus Online Curriculum

## Essential Questions

What are the properties of minerals?  
How do sedimentary rocks form?  
What is the rock cycle?  
How do fossils form?  
How do metamorphic rocks form?  
How do igneous rocks form?

## Enrichment Opportunities

Biography of Alfred Wegner

## Unit Learning Activities

Videos and questions on minerals, rocks and the rock cycle.

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

## Unit Assessment

Unit assessment on minerals, rocks and the rock cycle.

### Topic: Minerals

Duration: 2 Day(s)

#### Description

Rocks are made up of non living natural solid crystals called minerals. Minerals are identified by their physical properties such as hardness, color, luster, cleavage and streak.

#### Knowledge Skills

Define physical properties of minerals - hardness, color, luster, cleavage and streak.  
Compare minerals based on their properties.

### Topic: Sedimentary Rocks

Duration: 2 Day(s)

#### Description

Sedimentary rocks are formed by layers of sediment that over time are pressed together and form rock. The three main types are: Limestone, Sandstone and Mudstone.

#### Knowledge Skills

Discuss formation of sedimentary rocks.  
Summarize the rock cycle.

### Topic: Metamorphic Rocks

Duration: 2 Day(s)

#### Description

Metamorphic rocks are formed when other forms of rock, including other metamorphic, undergo extreme heat and pressure.

#### Knowledge Skills

Explain how metamorphic rocks are formed.

### Topic: Igneous Rocks

Duration: 1 Day(s)

#### Description

Igneous rocks are formed when molten rock (magma or lava) cools and hardens.

#### Knowledge Skills

Describe how igneous rocks are formed.

### Topic: Alfred Wegener and Continental Drift

Duration: 1 Day(s)

#### Description

Alfred Wegener is considered the godfather of Earth science. He is famous for his achievements in advancing the Theory of the Continental Drift.

#### Knowledge Skills

Explore Wegener's theory of Continental Drift and Plate Tectonics.

### Topic: Unit Review and Assessment

Duration: 2 Day(s)

#### Knowledge Skills

Demonstrate knowledge of minerals, sedimentary, metamorphic and igneous rocks on the unit assessment.

## Unit: Unit 7: Surface Changes on Earth

Duration: 9 Day(s)

### Description

This unit discusses how Earth's surface is being worn away and what happens to weathered material. Also covered are volcanoes and earthquakes.

### Materials and Resources

Acellus Online Curriculum

### Essential Questions

How are physical and chemical weathering similar and different?  
How does erosion occur?  
How does deposition make new land?  
How do volcanoes form?  
Why do earthquakes occur?

### Enrichment Opportunities

Wowza Pepper Video Lab

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

## Unit Learning Activities

Videos and questions on weathering, erosion, deposition, volcanoes and earthquakes.

## Unit Assessment

Unit assessment on weathering, erosion, deposition, volcanoes and earthquakes.

### Topic: Weathering

Duration: 3 Day(s)

#### Description

Weathering is the breaking down of the Earth's crust by chemical and physical means. Substances move on Earth's surface by process of erosion, deposition, and landslides.

#### Knowledge Skills

Compare and contrast physical and chemical weathering  
Explain the processes of erosion and deposition.

### Topic: Volcanoes

Duration: 2 Day(s)

#### Description

Volcanoes form at a weak spot in the Earth's crust where magma is forced upward to the surface. The volcano can be in three stages: active, dormant, or extinct.

#### Knowledge Skills

Describe how a volcano forms.  
Distinguish between active, dormant and extinct volcanoes.

### Topic: Earthquakes

Duration: 2 Day(s)

#### Description

Earthquakes occur when two rock plates beneath the Earth's crust move suddenly. The greatest damage caused is usually near the epicenter.

#### Knowledge Skills

Define earthquake, focus, epicenter and fault.  
Explain how earthquakes occur.

### Topic: Unit Review and Assessment

Duration: 2 Day(s)

#### Knowledge Skills

Demonstrate knowledge of weathering, erosion, deposition, volcanoes and earthquakes on the unit assessment.

## Unit: Unit 8: Uses of Natural Resources

Duration: 10 Day(s)

### Description

This unit describes natural resources with special emphasis on soil. It also discusses resources used for energy, and spotlights careers in Geology.

### Materials and Resources

Acellus Online Curriculum

### Essential Questions

How are renewable and nonrenewable resources similar and different?  
How are renewable resources and nonrenewable resources used to obtain energy?  
How is soil formed?  
What are the layers of soil?  
What types of jobs does a geologist do?

### Enrichment Opportunities

Geology Lab on the Rock Cycle

### Unit Learning Activities

Videos and questions on renewable and non renewable resources, resources used for energy, soil and geology.

### Unit Assessment

Questions on resources, how resources are used for energy, soil and geology

### Topic: Natural Resources

Duration: 2 Day(s)

#### Description

Any resource that nature supplies is a natural resource. There are two types of natural resources: renewable and nonrenewable.

#### Knowledge Skills

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

Contrast renewable and non renewable resources.  
Identify renewable resources and how they are used.  
List non renewable resources and describe their uses.

**Topic:** Resources Used for Energy **Duration:** 1 Day(s)

### Description

Resources are used to perform daily jobs. There are two types of energy resources: renewable and nonrenewable.

### Knowledge Skills

Describe how renewable and non renewable resources are used to obtain energy.

**Topic:** Soil **Duration:** 2 Day(s)

### Description

Soil is a renewable resource that is made up of living organisms, air, humus, water, minerals, and pieces of rock.

### Knowledge Skills

Describe the composition of soil and its uses.

Identify the layers of soil.

**Topic:** Careers in Geology - Geologist **Duration:** 1 Day(s)

### Description

Geologist: is a scientist who studies the solid and the liquid matter that constitutes the Earth as well as the processes and history that has shaped it.

### Knowledge Skills

Describe the career of a geologist.

**Topic:** Geology Lab **Duration:** 1 Day(s)

### Description

This lab activity demonstrates how sedimentary rock goes through the rock cycle.

### Knowledge Skills

Demonstrate how a sedimentary rock becomes a metamorphic rock and then an igneous rock.

**Topic:** School Benchmark Testing **Duration:** 2 Day(s)

### Knowledge Skills

Assess midyear growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

**Unit:** Unit 9: Properties of Matter **Duration:** 9 Day(s)

### Description

This unit discusses matter and its properties, including how to measure matter, as well as an overview of different ways matter can change, and focus on physical, chemical, and phase changes.

### Materials and Resources

Acellus Online Curriculum

### Essential Questions

What is matter?

How is matter measured?

Why can mixtures be separated?

How do physical changes occur?

How do chemical changes occur?

What are phase changes?

### Enrichment Opportunities

Wowza Science Break Baking Soda and Vinegar Lab

### Unit Learning Activities

Videos and questions on matter, mixtures, physical and chemical changes and phase changes.

### Unit Assessment

Assessment on matter, mixtures, changes in matter and phase changes.

**Topic:** Matter and How it is Measured **Duration:** 2 Day(s)

### Description

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year

Required Course

Matter is anything that takes up space and has mass. Matter has properties such as size, color, taste, shape and texture. There are two ways to measure matter: Volume and Mass.

## Knowledge Skills

Define and give examples of matter.  
Tell properties of matter.  
Relate tools and measuring matter.

**Topic:** Mixing Substances

**Duration:** 1 Day(s)

## Description

If you mix different substances together but they do not mix chemically they are a mixture.

## Knowledge Skills

Describe how to separate the parts of a mixture.  
Define and give example of a mixture.

**Topic:** Physical and Chemical Changes

**Duration:** 3 Day(s)

## Knowledge Skills

Define and give examples of physical changes in matter.  
Distinguish between physical and chemical changes.  
Discuss and give examples of chemical changes.

**Topic:** Phase Changes

**Duration:** 1 Day(s)

## Knowledge Skills

Define melting point and boiling point.  
Summarize phase changes of water during the water cycle.

**Topic:** Unit Review and Assessment

**Duration:** 2 Day(s)

## Knowledge Skills

Demonstrate knowledge of matter, mixtures, physical and chemical changes and phase changes on unit assessment.

**Unit:** Unit 10: Heat

**Duration:** 8 Day(s)

## Description

This unit discusses matter that contains energy, how heat moves, convection, and radiation, and spotlights careers in Chemistry.

## Materials and Resources

Acellus Online Curriculum

## Essential Questions

What is the structure of the atom?  
How is heat transferred by conduction?  
What is the difference between conductors and insulators?  
How does heat move by convection?  
What is the source of radiant heat?

## Enrichment Opportunities

Chemist Lab Video Activity

## Unit Learning Activities

Videos and questions on atoms, conduction, convection and radiation.

## Unit Assessment

Assessment on atoms, conduction, convection and radiation.

**Topic:** Matter Containing Energy

**Duration:** 1 Day(s)

## Description

All matter is made up of tiny particles that are constantly moving and have energy.

## Knowledge Skills

Define energy and thermal energy.

**Topic:** Movement of Heat: Conduction, Convection and Radiation

**Duration:** 4 Day(s)

## Description

Conduction is the movement of heat energy from one object touching another. Cooler air is much denser than heated air around it, the cooler

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

air sinks below the warmer air. Radiation is heat that is released in small bunches not all at once.

## Knowledge Skills

- Summarize how heat moves through substances by conduction.
- Define and identify conductors and insulators.
- Explain how convection currents form.
- Identify the sun as a source of radiant energy.

**Topic:** Careers in Science: Chemist

**Duration:** 1 Day(s)

## Description

A chemist is a scientist trained in the study of chemistry.

## Knowledge Skills

- List job opportunities for chemists.

**Topic:** Chemistry Lab

**Duration:** 1 Day(s)

## Description

A chemical reaction occurs when you mix two or more chemicals together.

## Knowledge Skills

- Observe an experiment and make a conclusion.

**Topic:** Unit Review and Assessment

**Duration:** 2 Day(s)

## Description

Unit assessment on atoms, conduction, convection, radiation, electricity and magnetism.

## Knowledge Skills

- Demonstrate knowledge of atoms and heat on the unit assessment.

## Unit: Unit 11: Magnetism and Electricity

**Duration:** 8 Day(s)

### Description

This unit covers atoms, magnetic fields, how matter can be charged, how electric charges flow, and how electricity can be transformed into magnetism

### Materials and Resources

Acellus Online Curriculum

### Essential Questions

- Why does static electricity occur?
- How does electric current flow through a closed circuit?
- How are electricity and magnetism related?
- Why do magnetic forces attract and repel?

### Enrichment Opportunities

Wowza! Jumping Flame

### Unit Learning Activities

Videos and questions on atoms, charging matter, electricity and magnetism.

### Unit Assessment

Unit assessment on atoms, charging matter, electricity and magnetism.

**Topic:** Atoms

**Duration:** 1 Day(s)

## Description

Atoms are the basic building blocks of matter that make up everyday objects.

## Knowledge Skills

- Label the parts of the atom on a model.

**Topic:** Charging of Matter and Flow of Electric Charges

**Duration:** 2 Day(s)

## Knowledge Skills

- Summarize how static electricity transfers electric charge.
- Describe how current electricity flows through a closed circuit.
- Show the path of electricity in a circuit diagram.

**Topic:** Energy Transformed into Magnetism and Magnetic Fields

**Duration:** 3 Day(s)



# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

## Description

Electricity and magnetism are both results of moving charged particles.

## Knowledge Skills

Relate electricity and magnetism.

Explain how an electromagnet is constructed.

Describe how magnetic charges attract and repel.

**Topic:** Unit Review and Assessment

**Duration:** 2 Day(s)

## Knowledge Skills

Demonstrate knowledge of electricity and magnetism on the unit assessment.

## Unit: Unit 12: Sound and Light

**Duration:** 10 Day(s)

### Description

This unit discusses energy as sound and as light, how sound is produced, and how matter and light interact. Also presented is a biography of Thomas Edison.

### Materials and Resources

Acellus Online Curriculum

### Essential Questions

What is sound energy and how is it produced?

How does sound travel?

How does wavelength relate to frequency?

What is light energy?

What is the electromagnetic spectrum?

How does light interact with matter?

### Enrichment Opportunities

Biography of Thomas Edison

### Unit Learning Activities

Videos and questions on sound and light energy.

### Unit Assessment

Unit assessment on sound and light energy.

**Topic:** Sound Energy

**Duration:** 1 Day(s)

### Description

Sound is a type of energy that travels in waves.

### Knowledge Skills

Describe how sound travels.

Contrast long and short wavelengths.

**Topic:** Producing Sound

**Duration:** 2 Day(s)

### Description

Vibrating objects make sound. The sound an object makes can be determined by how the object was made and how it vibrates.

### Knowledge Skills

Define pitch and frequency.

Relate the speed of vibrations to wavelength and frequency.

**Topic:** Light Energy

**Duration:** 2 Day(s)

### Description

Light is a form of energy. Light energy is electromagnetic radiation that comes from the sun. The visible light spectrum is the visible form of electromagnetic radiation.

### Knowledge Skills

Define light energy.

Compare the wavelengths of electromagnetic radiation using a diagram.

Identify the colors of the visible light spectrum.

**Topic:** How Matter and Light Interact

**Duration:** 2 Day(s)

### Description

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

When light hits matter it can be reflected, transmitted, refracted and absorbed.

## Knowledge Skills

Contrast reflection and absorption.  
Discover the concept of refraction using a pencil and water.  
Discuss how a prism separates white light.

**Topic:** Thomas Edison

**Duration:** 1 Day(s)

## Description

Thomas Edison: a brilliant mind who invented the light bulb and the phonograph. A godfather of physical science.

## Knowledge Skills

Retell the story of Thomas Edison's early life.

**Topic:** Unit Review and Assessment

**Duration:** 2 Day(s)

## Knowledge Skills

Demonstrate knowledge of light and sound concepts on unit assessment.

## Unit: Unit 13: Objects in Motion

**Duration:** 10 Day(s)

### Description

This unit covers motion, including how force affects moving objects and how force, mass, and energy relate to each other.

### Materials and Resources

Acellus Online Curriculum

### Essential Questions

What is motion?  
How do forces, including gravity, impact objects?  
What is the difference between potential and kinetic energy?  
How do machines make work easier?  
How do simple and complex machines differ?

### Enrichment Opportunities

Wowza! Crazy Chemistry

### Unit Learning Activities

Videos and questions on motion, force, mass, energy, simple machines and how they work together.

### Unit Assessment

Unit assessment on motion, forces, mass, energy, simple and complex machines.

**Topic:** Motion

**Duration:** 2 Day(s)

## Description

Motion is the action of moving or changing position.

## Knowledge Skills

Define vocabulary terms related to motion; velocity, speed, frame of reference, relative motion, motion, perspective and movement.  
Relate motion to perspective and movement.

**Topic:** How Force Affects Moving Objects

**Duration:** 1 Day(s)

## Description

Force can make any object that is standing still start to move, it can also make a moving object move faster, slower, stop or change direction.

## Knowledge Skills

Describe how forces interact to move objects.

**Topic:** How Force, Mass and Energy Relate

**Duration:** 2 Day(s)

## Description

Mass, force and energy are the works involved in making things move.

## Knowledge Skills

Contrast potential and kinetic energy.  
Describe how the force of gravity differs with objects of varying mass.  
Give examples of how potential energy changes to kinetic energy.

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year

Required Course

**Topic:** Machines and How They Work Together

**Duration:** 3 Day(s)

## Description

A machine is used to make work easier. Simple machines are put with other simple machines to make them complex machines that work together.

## Knowledge Skills

- Summarize how machines make work easier.
- List ways that machines are used in daily life.
- Identify simple machines.
- Distinguish between simple and complex machines.
- Discuss how complex machines modify force or motion.

**Topic:** Unit Review and Assessment

**Duration:** 2 Day(s)

## Knowledge Skills

Demonstrate knowledge of motion, force, energy, simple and complex machines.

**Unit:** Unit 14 : Science Fair Project

**Duration:** 19 Day(s)

## Description

- Understand the steps of the scientific method to develop a science fair project that you will have the opportunity to share with your classmates.
- Formulate a hypothesis for your project.
- Design and carry-out an experiment.
- Analyze your data and form conclusions about your hypothesis for your project.

## Materials and Resources

- Various internet and document resources on scientific process
- BrainPop/BrainPop Jr. videos

## Essential Questions

- How would I develop an experiment using the Scientific Method?
- What tools do I need to solve the question to my inquiry?
- What are the physical properties that I need to observe?

\*Each student will have their own individual essential question based on their hypothesis.

- What makes an exemplary presentation?
- What are things that you shouldn't do during a presentation?
- How does speaking in front of people make you feel?
- What are ways that you can respect the presenter?

## Enrichment Opportunities

- Extended Learning Folder
- BrainPop/BrainPop Jr. videos

## Unit Learning Activities

- Internet Research
- BrainPop/Brain Pop Jr. Videos
- Project Creation and Presentation

## Unit Assessment

- Participation
- Assignments
- Assessments

**Topic:** Scientific Method/Topic Selection

**Duration:** 4 Day(s)

## Knowledge Skills

- Distinguish between a scientific fact and a belief.
- Generate questions about objects, organisms and/or events that can be answered through scientific investigations.
- Identify how new information can change existing perceptions.
- Choose a scientific topic that you will study.
- Create a hypothesis for your experiment.

**Topic:** Design and Create Experiment

**Duration:** 4 Day(s)

## Knowledge Skills

- Design an investigation.
- Problem solve while using the steps of the scientific method.
- Research a topic for a scientific inquiry.

**Topic:** Conduct Experiment and Analyze Data

**Duration:** 5 Day(s)

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

## Knowledge Skills

- Conduct an experiment.
- Demonstrate knowledge of key concepts found in unit 12.
- Provide clear explanations that account for observations and results.
- State a conclusion regarding your inquiry.

**Topic:** Creation/Presentation of Project

**Duration:** 6 Day(s)

## Knowledge Skills

- Apply operating system skills to perform basic computer tasks.
- Apply PowerPoint, email communication, and age appropriate web browsing for a presentation.
- Listen to and acknowledge the contributions of others.
- Pace speech so that others can easily comprehend what you are saying.
- Plan and participate in group presentations.
- Present the topic using relevant information.
- Provide clear explanations that account for observations and results.
- State a conclusion regarding your inquiry.
- State a conclusion based on data.

**Unit:** Unit 15: Our Solar System

**Duration:** 23 Day(s)

## Description

This unit discusses how the universe came to be, what is within our solar system, the concepts of revolution and rotation, and each of the eight planets. Also covered are rockets, constellations, eclipses, moon phases, asteroid belts, comets, the moon, stars, and sun. The life of Nicolas Copernicus is also presented.

## Materials and Resources

Acellus Online Curriculum

## Essential Questions

- How does earth rotate?
- Why does earth revolve?
- Why do seasons happen?
- What are the planets in the solar system?
- How do eclipses occur?
- What are the phases of the moon?
- What are some characteristics of the sun?

## Enrichment Opportunities

- Wowza! Rocket Lab Video
- Biography of Nicholas Copernicus

## Unit Learning Activities

Videos and questions on the universe, our solar system, revolution and rotation, rockets, constellations, eclipses, moon phases, asteroid belts, comets, the moon, stars, and sun.

## Unit Assessment

Unit assessment on the universe, our solar system, rockets, constellations, eclipses, moon phases, asteroid belts, and comets.

**Topic:** The Making of the Universe

**Duration:** 1 Day(s)

## Description

Matter, energy, planets, stars and galaxies make the universe.

## Knowledge Skills

Define key vocabulary associated with the universe; galaxy, universe, astronomy.

**Topic:** Our Solar System

**Duration:** 1 Day(s)

## Description

Our solar system includes the sun, the planets, their moons, asteroids, dwarf planets, and other objects that orbit the sun.

## Knowledge Skills

- Identify the planets of the solar system on a model.
- Describe how the planets orbit the sun.

**Topic:** Revolution and Rotation

**Duration:** 2 Day(s)

## Description

A revolution is a complete journey around the sun. The Earth and the other planets in the solar system rotate on an imaginary axis.

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

## Knowledge Skills

- Show how the earth revolves around the sun.
- Discuss how the seasons occur.
- Explain how earth's rotation causes day and night.
- Contrast revolution and rotation.

## Topic: The Inner Planets

Duration: 3 Day(s)

### Description

The first planet from the sun that contains no atmosphere is Mercury. The second planet from the sun, Venus is the hottest. The third largest rocky planet from the sun is Earth. Mars is the fourth rocky planet from the Sun.

### Knowledge Skills

- Identify the four inner planets on diagram of the solar system.
- Describe characteristics of the four inner planets.
- Compare atmosphere, temperature and surface characteristics of the inner planets.

## Topic: The Outer Planets

Duration: 3 Day(s)

### Description

Jupiter is the fifth largest planet from the Sun. Saturn is the sixth planet from the sun. Uranus is the seventh planet from the sun. The eighth planet from the sun is Neptune.

### Knowledge Skills

- Recognize the outer planets on a model of the solar system.
- Summarize characteristics of the outer planets.
- Contrast the characteristics of the outer planets with the inner planets.

## Topic: Constellations

Duration: 1 Day(s)

### Description

Stars that appear in shapes and patterns in the sky.

### Knowledge Skills

- Define and name the main constellations.

## Topic: Eclipses

Duration: 1 Day(s)

### Description

There are two types of Eclipses: Lunar Eclipse and Solar Eclipse.

### Knowledge Skills

- Explain why solar and lunar eclipses occur.
- Contrast solar and lunar eclipses.

## Topic: The Moon and Its Phases

Duration: 2 Day(s)

### Description

The moon is a satellite that orbits the sun. Moon changes seven phases over time.

### Knowledge Skills

- Discover characteristics of the moon such as surface features.
- Label the phases of the moon on a diagram or model.

## Topic: Asteroids, Asteroid Belts and Comets

Duration: 2 Day(s)

### Description

An asteroid belt is part of the Solar System that orbits the Sun. Comets are pieces of rock, dust, ice, that comes from the Kuiper Belt.

### Knowledge Skills

- Name the location of the two asteroid belts in our solar system.
- Summarize the composition and origin of comets.

## Topic: Stars and the Sun

Duration: 2 Day(s)

### Description

Stars are different and vary in size, color, and distance. The Sun is a medium-sized star and is the largest body in our Solar System.

### Knowledge Skills

- Identify the phases of a life cycle of a star (blue, white, yellow, red).

# Science - 4th Grade

Science

Grade(s) 4th, Duration 1 Year  
Required Course

Describe composition, size, temperature, surface activity and gravitational pull of the sun.

**Topic:** Nicholaus Copernicus

**Duration:** 1 Day(s)

**Description**

Nicolaus Copernicus was a renaissance astronomer.

**Knowledge Skills**

Paraphrase the Heliocentric Cosmology proved by Nicholaus Copernicus.

**Topic:** Unit Review and Assessment

**Duration:** 2 Day(s)

**Knowledge Skills**

Demonstrate knowledge of solar system concepts on assessment.

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

**Knowledge Skills**

Assess overall growth and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

---

**Unit:** Unit 16: Technology's Effects

**Duration:** 5 Day(s)

**Description**

This unit discusses how technology affects our lives and has changed transportation and communication.

**Materials and Resources**

Acellus Online Curriculum

**Essential Questions**

How has technology impacted medicine?

How has technology changed transportation?

How has technology improved communication?

What are some positive and negative effects of technological advances?

**Enrichment Opportunities**

Wowza! Inquiry 2 Video Lab

**Unit Learning Activities**

Videos and questions on medical, transportation and communication technology.

**Unit Assessment**

Unit assessment on technology advances.

**Topic:** How Technology Affects Our Lives

**Duration:** 1 Day(s)

**Description**

Technology helps us meet our needs.

**Knowledge Skills**

State ways in which technology helps us meet our needs in daily life and in medicine.

**Topic:** How Technology Changed Transportation

**Duration:** 2 Day(s)

**Description**

Transportation has been enhanced due to Technology.

**Knowledge Skills**

Identify modes of transportation from history to present day.

Discuss how engineers have enhanced vehicle technology.

**Topic:** How Technology Changed Communication

**Duration:** 2 Day(s)

**Description**

Communication has been enhanced due to Technology.

**Knowledge Skills**

List historical and modern ways of communication, including telecommunication.

Examine the positive and negative impacts of technological advances in communication.

# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year  
Required Course

## Course Overview

Fourth grade social studies is a full-year course. In Social Studies, students will explore various regions of the United States, U.S. Government, Pennsylvania history, geography, and economics. As the year progresses, students will gain a better understanding of the development and history of their country, government, and home state of Pennsylvania. Online curriculum, study aids, and various resources will support and enrich daily learning. Students' progress and development will be assessed in a variety of ways including assignments, quizzes, projects, and assessments.

## Scope And Sequence

Timeframe	Unit	Instructional Topics
15 Day(s)	1- The Regions of the United States	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Introduction to the United States</li> <li>3. Regions and Landforms of the US</li> <li>4. US Boundaries</li> <li>5. Climates of the United States</li> <li>6. Map Skills Using Inset Maps</li> <li>7. New Resouces</li> <li>8. Unit Review and Exam</li> </ol>
9 Day(s)	2- American Diversity	<ol style="list-style-type: none"> <li>1. Early Americans</li> <li>2. European Explorers</li> <li>3. Expanding our Borders</li> <li>4. Rich Cultures</li> <li>5. Unit Review and Exam</li> <li>6. School Benchmark Testing</li> </ol>
8 Day(s)	3- American Government	<ol style="list-style-type: none"> <li>1. The People's Government</li> <li>2. Branches of Government</li> <li>3. Using a Time Zone Map</li> <li>4. The U.S. Constitution</li> <li>5. American Responsibilities</li> <li>6. Unit Review and Exam</li> <li>7. Constitution Day</li> </ol>
11 Day(s)	4- Resources and Trade	<ol style="list-style-type: none"> <li>1. Plentiful Lands</li> <li>2. Early Forms of Trade</li> <li>3. Current Forms of Trade</li> <li>4. Making Good Choices</li> <li>5. Transportation of Goods</li> <li>6. Unit Review and Test</li> </ol>
17 Day(s)	5- The Northeast Region and People	<ol style="list-style-type: none"> <li>1. Niagra Falls</li> <li>2. Northeast Landformations</li> <li>3. Using a Cross-Section Diagram</li> <li>4. Northeast Resources</li> <li>5. Northeastern Bays</li> <li>6. Life of the Narragansett People</li> <li>7. Beginning a New Nation</li> <li>8. Cities in the Northeast</li> <li>9. Unit Review and Exam</li> </ol>
20 Day(s)	6- The Southeast Region and People	<ol style="list-style-type: none"> <li>1. Political Map of the Southeast</li> <li>2. Southeastern Landformations</li> <li>3. Southeastern Climate</li> <li>4. Southeastern Wildlife</li> <li>5. Resources in the Southeast</li> <li>6. Midterm Review and Exam</li> <li>7. The Cherokee People</li> <li>8. Early Explorers and Settlers</li> <li>9. Farms and Plantations of the Southeast</li> <li>10. The Civil War</li> <li>11. The Growth of the Southeastern Cities</li> <li>12. Review of the Southeast and Exam</li> </ol>
7 Day(s)	7- Review of Units	<ol style="list-style-type: none"> <li>1. Review of Units</li> <li>2. School Benchmark Testing</li> </ol>

# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year  
Required Course

17 Day(s)	8- The Midwest Region and People	<ol style="list-style-type: none"><li>1. Political Map of the Midwest</li><li>2. Great Lakes, Rivers, and Waterways</li><li>3. Midwestern Farming</li><li>4. Native Americans of the Midwest</li><li>5. Farmers of the Midwest</li><li>6. Early Center of Trade</li><li>7. Lewis and Clark</li><li>8. Unit Review and Exam</li></ol>
16 Day(s)	9- The Southwest Region and People	<ol style="list-style-type: none"><li>1. Grand Canyon</li><li>2. Southwestern Climates and Vegetation</li><li>3. Oil in the Southwest</li><li>4. The Navajo People</li><li>5. Spanish Influence</li><li>6. Ranches in the Southwest</li><li>7. Living in the Desert</li><li>8. Unit Review and Exam</li></ol>
15 Day(s)	10- The Western Region and People	<ol style="list-style-type: none"><li>1. Mountain Ranges</li><li>2. Resources</li><li>3. Explorers of the West</li><li>4. Gold Rush and the Wild West</li><li>5. Alaska and Hawaii</li><li>6. Tourism</li><li>7. Trade</li><li>8. Unit Review and Exam</li></ol>
10 Day(s)	11- State Project	<ol style="list-style-type: none"><li>1. U.S. State Project</li><li>2. Review and Assess</li></ol>
19 Day(s)	12- Pennsylvania History	<ol style="list-style-type: none"><li>1. Pennsylvania Geography</li><li>2. Pennsylvania Long Ago</li><li>3. From Colony to Commonwealth</li><li>4. Pennsylvania and the New Nation</li><li>5. Growth and Change</li><li>6. Pennsylvania Today</li><li>7. School Benchmark Testing</li></ol>
16 Day(s)	13- Review & Current Event Project	<ol style="list-style-type: none"><li>1. Review of Units</li><li>2. Current Events Project</li></ol>

## Materials and Resources

Acellus  
Nearpod  
BrainPop  
Scholastic Storyworks  
World Book  
Social Studies Weekly (PA)

## Prerequisites

3rd Grade

## Course Details

**Unit:** 1- The Regions of the United States

**Duration:** 15 Day(s)

### Description

In this unit, you will:  
Locate and describe hemispheres, continents, countries and oceans  
Identify and describe the location of the United States, states, major cities and oceans  
Identify and describe landform regions, major rivers, lakes, and coasts in the United States  
Use a map key and scale to identify elevations of places in the United States  
Describe the factors that influence and define weather and climate  
Compare and contrast climates and describe typical weather changes throughout the year  
Identify natural resources and the ways people use them  
Describe how people change their environment to meet their needs

### Materials and Resources

Acellus



# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year  
Required Course

## Essential Questions

- Where is the United States located on Earth?
- What are the major landforms in the United States?
- Why are there big differences in climate across the United States?
- What are some important natural resources in the United States?

## Unit Learning Activities

- Guided practice and videos of landforms.
- Guided practice and videos of state boundaries.
- Guided practice and videos of climates.
- Guided practice and videos using maps.
- Guided practice and videos on natural resources.

## Unit Assessment

- Unit 1 Exam

**Topic:** Orientation **Duration:** 4 Day(s)

### Knowledge Skills

- Complete a 4th grade Social Studies pretest
- explore the regions of the United States

**Topic:** Introduction to the United States **Duration:** 1 Day(s)

### Knowledge Skills

- Use a dictionary to define words
- Organize information in a chart

**Topic:** Regions and Landforms of the US **Duration:** 2 Day(s)

### Knowledge Skills

- Compare and contrast major landform regions of the United States
- Identify and describe major rivers, lakes, and coasts in the United States
- Use a map key and scale mto identify elevations of places in the United States
- Compare and contrast elevations in the United States

**Topic:** US Boundaries **Duration:** 1 Day(s)

### Knowledge Skills

- Recognize how and why people divide places into regions

**Topic:** Climates of the United States **Duration:** 2 Day(s)

### Knowledge Skills

- Describe the factors that influence and define weather and climate
- Compare and contrast climates in the United States
- Analyze and interpret data displayed on a line graph
- Describe typical weather changes throughout the year

**Topic:** Map Skills Using Inset Maps **Duration:** 1 Day(s)

### Knowledge Skills

- Identify and describe the location of the United States, states, major cities and oceans

**Topic:** New Resources **Duration:** 2 Day(s)

### Knowledge Skills

- Identify natural resources and the ways people use them
- Describe how people change their environment to meet their needs

**Topic:** Unit Review and Exam **Duration:** 1 Day(s)

### Knowledge Skills

- Apply what you have learned about the US regions

**Unit: 2- American Diversity** **Duration:** 9 Day(s)

## Description

# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year  
Required Course

Describe cultural diversity and the ideals that unite Americans  
Analyze settlement patterns and regions in which Americans live  
Analyze symbols that represent important ideas, people, and events in United States history

## Materials and Resources

Acellus

## Essential Questions

Why do Americans have different ways of life, and what unites them?

## Unit Learning Activities

Guided practice opportunity to discuss European explorers.  
Guided practice and videos on early Americans.  
Guided practice and videos on expanding borders.  
Guided practice and videos of various cultures.

## Unit Assessment

Unit 2 Exam

**Topic:** Early Americans

**Duration:** 2 Day(s)

### Knowledge Skills

Describe cultural diversity and the ideals that unite Americans  
Analyze symbols that represent important ideas, people, and events in United States history

**Topic:** European Explorers

**Duration:** 1 Day(s)

### Knowledge Skills

Explain how improved transportation and immigration helped the Northeast cities grow and describe the Industrial Revolution  
Identify the early European explorers and settlers in Pennsylvania

**Topic:** Expanding our Borders

**Duration:** 1 Day(s)

### Knowledge Skills

Compare and contrast the regions in the United States

**Topic:** Rich Cultures

**Duration:** 2 Day(s)

### Knowledge Skills

Describe cultural diversity and the ideals that unite Americans

**Topic:** Unit Review and Exam

**Duration:** 1 Day(s)

### Knowledge Skills

Apply what you've learned about American diversity

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

### Knowledge Skills

Identify areas of strength and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

## Unit: 3- American Government

**Duration:** 8 Day(s)

### Description

Identify rights and responsibilities of United States citizenship  
Describe the three branches of the federal government  
Define basic economic concepts related to scarcity and how the economy has changed over time  
Explain why people must face scarcity when making economic choices and identify the trade-offs and opportunity costs in a personal choice

### Materials and Resources

Acellus

### Essential Questions

How is the United States government organized?  
How does the United States economy work?

### Unit Learning Activities

Guided practice on branches of the government.  
Guided practice on the US government.  
Guided practice on time zones.  
Guided practice on the US Constitution.  
Guided practice about American responsibilities.

# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year  
Required Course

## Unit Assessment

Unit 3 Exam

**Topic:** The People's Government **Duration:** 1 Day(s)

### Knowledge Skills

Describe the three branches of the federal government

**Topic:** Branches of Government **Duration:** 2 Day(s)

### Knowledge Skills

Describe the three branches of the federal government  
Identify rights and responsibilities of United States citizenship

**Topic:** Using a Time Zone Map **Duration:** 1 Day(s)

### Knowledge Skills

Identify and describe the location of the United States, states, major cities and oceans based on time zone

**Topic:** The U.S. Constitution **Duration:** 1 Day(s)

### Knowledge Skills

Identify rights and responsibilities of United States citizenship

**Topic:** American Responsibilities **Duration:** 1 Day(s)

### Knowledge Skills

Explain why people must face scarcity when making economic choices and identify the trade-offs and opportunity costs in a personal choice

**Topic:** Unit Review and Exam **Duration:** 1 Day(s)

### Knowledge Skills

Demonstrate your understanding of the American Government

**Topic:** Constitution Day **Duration:** 1 Day(s)

### Knowledge Skills

Discuss the US Constitution

**Unit: 4- Resources and Trade** **Duration:** 11 Day(s)

### Description

This unit discusses our plentiful lands, how industry grows, early forms of trade, money, current forms of trade, making good choices, the transportation of goods, globalization, types of communication, and the map skill of using a road map.

### Materials and Resources

Acellus

### Unit Learning Activities

Guided practice on forms of trade  
Guided practice on uses of land.  
Guided practice on making good choices.  
Guided practice on transporting goods.

### Unit Assessment

Unit 4 Exam

**Topic:** Plentiful Lands **Duration:** 2 Day(s)

### Knowledge Skills

identify forms of trade

**Topic:** Early Forms of Trade **Duration:** 2 Day(s)

### Knowledge Skills

identify forms of trade

**Topic:** Current Forms of Trade **Duration:** 2 Day(s)

# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year  
Required Course

## Knowledge Skills

- Identify current forms of trade
- Describe how people accumulate assets

**Topic:** Making Good Choices

**Duration:** 1 Day(s)

## Knowledge Skills

- Demonstrate what it means to make a quality decision
- Describe how consumers accumulate goods and services

**Topic:** Transportation of Goods

**Duration:** 3 Day(s)

## Knowledge Skills

- explain how travel made transportation possible
- demonstrate how to accurately follow a road map

**Topic:** Unit Review and Test

**Duration:** 1 Day(s)

## Knowledge Skills

- demonstrate understanding of resources and trade

## Unit: 5- The Northeast Region and People

**Duration:** 17 Day(s)

### Description

In this unit, you will:

- Describe the geography and climate of the Northeast
- Explain how people in the Northeast use natural resources
- Describe the early people of the Northeast and it's role in the American Revolution
- Identify the sequence of important events in the early history of the Northeast
- Analyze the history of the Declaration of Independence and its role in American life today
- Explain how improved transportation and immigration helped the Northeast cities grow and describe the Industrial Revolution
- Analyze and identify primary and secondary sources
- Describe how early people in Pennsylvania depended on the environment
- Identify the early European explorers and settlers
- Describe free African communities in the early colonies

### Materials and Resources

- Acellus
- Map

### Essential Questions

- How does the geography and climate of the Northeast affect its economy?
- What important role did the Northeast have in the early history of the United States?
- What changes helped the Northeast grow?

### Unit Learning Activities

- Guided practice on Niagara Falls.
- Guided practice on northeastern landforms.
- Guided practice on resources.
- Guided practice on Northeast bays.
- Guided practice on the Narragansett people.
- Guided practice on the new nation.

### Unit Assessment

- Unit Exam on the Northeast Region

**Topic:** Niagra Falls

**Duration:** 1 Day(s)

## Knowledge Skills

- identify, locate, and describe Niagra Falls

**Topic:** Northeast Landformations

**Duration:** 2 Day(s)

## Knowledge Skills

- Explain how people in the Northeast use natural resources
- Describe the geography and climate of the Northeast

**Topic:** Using a Cross-Section Diagram

**Duration:** 3 Day(s)

## Knowledge Skills

# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year  
Required Course

analyze city diagrams

**Topic:** Northeast Resources

**Duration:** 1 Day(s)

**Knowledge Skills**

Explain how people in the Northeast use natural resources

**Topic:** Northeastern Bays

**Duration:** 1 Day(s)

**Knowledge Skills**

Identify major land formations in the Northeastern region

**Topic:** Life of the Narragansett People

**Duration:** 2 Day(s)

**Knowledge Skills**

identify, locate, and describe the life of the Narragansett people

**Topic:** Beginning a New Nation

**Duration:** 3 Day(s)

**Knowledge Skills**

Explain how improved transportation and immigration helped the Northeast cities grow and describe the Industrial Revolution  
Describe the way of life, villages, shelters, economy and government

**Topic:** Cities in the Northeast

**Duration:** 2 Day(s)

**Knowledge Skills**

Identify major cities in the Middle Atlantic States  
Describe the benefits and challenges of city life

**Topic:** Unit Review and Exam

**Duration:** 1 Day(s)

**Knowledge Skills**

demonstrate your understanding of the Northeast region

---

## Unit: 6- The Southeast Region and People

**Duration:** 20 Day(s)

**Description**

In this unit, you will:

- Compare and contrast physical features of the Southeast
- Explain how people in the region use natural resources
- Locate and study recreation areas in the United States
- Describe how and why Americans protect and preserve their environment, history, and culture
- Describe how the geography of the Southeast affected settlement and early life in the region
- Analyze the causes and effects of the Civil War
- Define regional and global interdependence and trade
- Analyze the economic effects of advances in transportation

**Materials and Resources**

- Acellus
- Maps

**Essential Questions**

- What are the major physical features of the Southeast?
- What important events took place in the Southeast during its early history?
- How are ports important to the Southeast's economy?

**Unit Learning Activities**

- Guided practice of political maps in the Southeast.
- Guided practice of landforms.
- Guided practice of the climate.
- Guided practice of wildlife.
- Guided practice of various resources.
- Guided practice of the Cherokee people.
- Guided practice on early explorers.
- Guided practice of farms and plantations.
- Guided practice on the Civil War.
- Guided practice on the growth of southeastern cities.

**Unit Assessment**

- Unit 7 exam
- Unit 8 exam

# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year  
Required Course

<b>Topic:</b> Political Map of the Southeast	<b>Duration:</b> 1 Day(s)
<b>Knowledge Skills</b> identify political zones of the southeast	
<b>Topic:</b> Southeastern Landformations	<b>Duration:</b> 2 Day(s)
<b>Knowledge Skills</b> Compare and contrast physical features of the Southeast Describe how the geography of the Southeast affected settlement and early life in the region	
<b>Topic:</b> Southeastern Climate	<b>Duration:</b> 2 Day(s)
<b>Knowledge Skills</b> identify how the southeastern climate affects the population	
<b>Topic:</b> Southeastern Wildlife	<b>Duration:</b> 1 Day(s)
<b>Knowledge Skills</b> identify wildlife living in the southeast	
<b>Topic:</b> Resources in the Southeast	<b>Duration:</b> 1 Day(s)
<b>Knowledge Skills</b> Explain how people in the region use natural resources	
<b>Topic:</b> Midterm Review and Exam	<b>Duration:</b> 2 Day(s)
<b>Knowledge Skills</b> demonstrate your understanding of what you have read and discussed on the Northeast and Southeast regions	
<b>Topic:</b> The Cherokee People	<b>Duration:</b> 3 Day(s)
<b>Knowledge Skills</b> recognize the cultural traditions of the Cherokee People describe how and why natives preserve the land	
<b>Topic:</b> Early Explorers and Settlers	<b>Duration:</b> 2 Day(s)
<b>Knowledge Skills</b> Describe how the geography of the Southeast affected settlement and early life in the region	
<b>Topic:</b> Farms and Plantations of the Southeast	<b>Duration:</b> 1 Day(s)
<b>Knowledge Skills</b> locate and study how and why plantations were used in the Southeast	
<b>Topic:</b> The Civil War	<b>Duration:</b> 2 Day(s)
<b>Knowledge Skills</b> Analyze the causes and effects of the Civil War	
<b>Topic:</b> The Growth of the Southeastern Cities	<b>Duration:</b> 1 Day(s)
<b>Knowledge Skills</b> Explain why tourism, fishing, and farming are major industries in the region	
<b>Topic:</b> Review of the Southeast and Exam	<b>Duration:</b> 1 Day(s)
<b>Description</b> demonstrate your understanding of the Southeast	
<b>Knowledge Skills</b> demonstrate your understanding of the Southeast	

**Unit:** 7- Review of Units

**Duration:** 7 Day(s)

**Description**

# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year  
Required Course

apply the knowledge and skills you have learned.

## Materials and Resources

Computer/Printer  
Harcourt Social Studies Online Textbook: States and Regions  
Harcourt Publishers Hard-copy Textbook: Pennsylvania  
Homework and Practice Book  
BrainPop/BrainPop Jr  
Online Resources  
PDFs

## Essential Questions

Where is the United States located on Earth?  
What are the major landforms in the United States?  
Why are there big differences in climate across the United States?  
What are some important natural resources in the United States?  
Where is Pennsylvania?  
Why do Americans have different ways of life, and what unites them?  
How is the United States government organized?  
How does the United States economy work?  
Why do people divide places into regions?  
What kinds of political regions does the United States have?  
With what other regions does the United States share North America?  
How do the geography and climate of the Northeast affect its economy?  
What important role did the Northeast have in the early history of the United States?  
What changes helped the Northeast grow?  
What features of life in New England today came from the region's past?  
How do cities affect life in the Middle Atlantic states?  
How did William Penn gain possession of the land now called Pennsylvania?  
What are the major physical features of the Southeast?  
What important events took place in the Southeast during its early history?  
How are ports important to the Southeast's economy?  
What are some important industries in the Atlantic Coast states?  
How do the coasts affect life in the Gulf Coast states?  
What is special about the Inland South states?

## Enrichment Opportunities

eHarcourt Website  
Extended Learning Folder

## Unit Learning Activities

HSP Student Edition Pages and/or Pennsylvania Hard-copy Pages  
HSP Reading Support and Homework Practice Pages  
Vocabulary  
Daily Review Questions  
Reading Summaries  
Lesson Reviews

## Unit Assessment

Participation  
Assignments  
Assessments

**Topic:** Review of Units

**Duration:** 5 Day(s)

### Knowledge Skills

Apply the knowledge and skills learned in Units 1 - 7.

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

### Knowledge Skills

Assess midyear growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

## Unit: 8- The Midwest Region and People

**Duration:** 17 Day(s)

### Description

In this unit, you will:  
Describe the geography and climate of the Midwest  
Explain how people in the Midwest use the land  
Describe Native Americans of the Midwest ways of life  
Describe the exploration and settlement of the region  
Describe the changes in transportation in the 1800s and early 1900s

# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year  
Required Course

Explain how improved transportation helped the Midwest grow

## Materials and Resources

Acellus  
Map  
Graph paper

## Essential Questions

How do the geography and climate of the Midwest affect the ways people use the land?  
How did the Midwest's environment affect early people there?  
How did changing transportation affect the Midwest?

## Unit Learning Activities

Guided practice on political maps of the midwest.  
Guided practice on the Great Lakes and other waterways.  
Guided practice on midwest farms.  
Guided practice on Native Americans.  
Guided practice on farmers.  
Guided practice on centers of trade.  
Guided practice of Lewis and Clark.

## Unit Assessment

Unit Assessment on the Midwest

**Topic:** Political Map of the Midwest **Duration:** 1 Day(s)

### Knowledge Skills

describe the political boundaries of the Midwest

**Topic:** Great Lakes, Rivers, and Waterways **Duration:** 2 Day(s)

### Knowledge Skills

Describe the geography and climate of the Midwest

**Topic:** Midwestern Farming **Duration:** 2 Day(s)

### Knowledge Skills

Explain how people in the Midwest use the land

**Topic:** Native Americans of the Midwest **Duration:** 1 Day(s)

### Knowledge Skills

Describe Native Americans of the Midwest ways of life

**Topic:** Farmers of the Midwest **Duration:** 1 Day(s)

### Knowledge Skills

identify the importance of farming in the Midwest region

**Topic:** Early Center of Trade **Duration:** 3 Day(s)

### Knowledge Skills

describe the economy of the Midwest region  
explain how the region's urban and rural areas are linked

**Topic:** Lewis and Clark **Duration:** 1 Day(s)

### Knowledge Skills

Describe the exploration and settlement of the region

**Topic:** Unit Review and Exam **Duration:** 1 Day(s)

### Knowledge Skills

demonstrate understanding of the Midwest region.

**Unit: 9- The Southwest Region and People** **Duration:** 16 Day(s)

## Description

In this unit, you will:  
Describe physical features of the Southwest



# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year  
Required Course

Understand how people in the region use natural resources  
Analyze the historical basis of the Southwest culture  
Understand how and when the Southwest region became part of the United States  
Describe how and why the ranching, farming, and oil industries grew in the Southwest  
Understand how people cooperate to share and protect natural resources

## Materials and Resources

Acellus  
Map

## Essential Questions

What are the land and climate of the Southwest like?  
What major events affected the history of the Southwest?  
How have people in the Southwest developed the region's resources?

## Unit Learning Activities

Guided practice of the Grand Canyon.  
Guided practice on climate and vegetation.  
Guided practice on oil supply.  
Guided practice of the Navajo people.  
Guided practice of spanish influence.  
Guided practice of ranches.  
Guided practice of living in the desert.

## Unit Assessment

Unit Assessment of the Southwest

<b>Topic:</b> Grand Canyon	<b>Duration:</b> 1 Day(s)
<b>Knowledge Skills</b> describe the importance of the Grand canyon in the Southwest region	
<b>Topic:</b> Southwestern Climates and Vegetation	<b>Duration:</b> 2 Day(s)
<b>Knowledge Skills</b> understand how and why people use the land	
<b>Topic:</b> Oil in the Southwest	<b>Duration:</b> 1 Day(s)
<b>Knowledge Skills</b> describe the leading industry in the Southwest describe the importance of technology through different industries	
<b>Topic:</b> The Navajo People	<b>Duration:</b> 2 Day(s)
<b>Knowledge Skills</b> understand the southwest culture	
<b>Topic:</b> Spanish Influence	<b>Duration:</b> 1 Day(s)
<b>Knowledge Skills</b> understand cultural diversity	
<b>Topic:</b> Ranches in the Southwest	<b>Duration:</b> 2 Day(s)
<b>Knowledge Skills</b> understand how and why people conserve water in the desert	
<b>Topic:</b> Living in the Desert	<b>Duration:</b> 2 Day(s)
<b>Knowledge Skills</b> describe the leading industry that has developed the southwest region	
<b>Topic:</b> Unit Review and Exam	<b>Duration:</b> 1 Day(s)
<b>Knowledge Skills</b> demonstrate your understanding of the Southwest region	

**Unit:** 10- The Western Region and People

**Duration:** 15 Day(s)

# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year  
Required Course

## Description

In this unit, you will:  
Describe the landforms and natural resources of the West  
Describe Native Americans of the West  
Explain why settlers moved to the West  
Describe how people use the West's land and waterways today  
Identify ways in which people in the West protect the environment

## Materials and Resources

Acellus  
Map

## Essential Questions

What landforms and natural resources does the West have?  
Why did settlers move to the West?  
How do people in the West use and protect the environment?

## Unit Learning Activities

Guided practice on mountain ranges.  
Guided practice on resources in the west.  
Guided practice about early explorers.  
Guided practice about the gold rush.  
Guided practice on Alaska and Hawaii.  
Guided practice about tourism.

## Unit Assessment

Unit Assessment of the Western Region

**Topic:** Mountain Ranges **Duration:** 1 Day(s)

### Knowledge Skills

describe the landforms of the West  
describe how people use the land and waterways

**Topic:** Resources **Duration:** 1 Day(s)

### Knowledge Skills

describe how natural resources are used

**Topic:** Explorers of the West **Duration:** 1 Day(s)

### Knowledge Skills

describe the Native Americans of the West

**Topic:** Gold Rush and the Wild West **Duration:** 2 Day(s)

### Knowledge Skills

describe westward expansion

**Topic:** Alaska and Hawaii **Duration:** 2 Day(s)

### Knowledge Skills

describe the Pacific states  
describe tourism in the western region

**Topic:** Tourism **Duration:** 2 Day(s)

### Knowledge Skills

explain why tourism is the leading industry in the West

**Topic:** Trade **Duration:** 1 Day(s)

### Knowledge Skills

identify the main industries in the west

**Topic:** Unit Review and Exam **Duration:** 1 Day(s)

### Knowledge Skills

you will demonstrate your understanding of the western region.

# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year

Required Course

Duration: 10 Day(s)

## Unit: 11- State Project

### Description

In this unit, you will conduct short research projects that build knowledge on the 50 United States of America

### Materials and Resources

Computer/Printer  
Online Resources  
PDFs

### Essential Questions

What facts can you share about the 50 states?

### Enrichment Opportunities

Listening Comprehension Google Form

### Unit Learning Activities

Vocabulary  
Daily Review Questions  
Reading Summaries  
Lesson Reviews

### Unit Assessment

Presentation of State

**Topic:** U.S. State Project

**Duration:** 7 Day(s)

### Knowledge Skills

Apply the knowledge and skills learned in Units 1-14.  
Research and present facts of a U.S. State.

**Topic:** Review and Assess

**Duration:** 3 Day(s)

### Knowledge Skills

Apply the knowledge and skills learned in Unit 15.

## Unit: 12- Pennsylvania History

Duration: 19 Day(s)

### Description

Describe how the marketplace works in terms of goods, services, consumers, and producers  
Describe the role of global, state, and local economic factors in Pennsylvania's economy today  
Identify the benefits of saving, and describe how people invest money to increase their savings.  
Describe how Pennsylvania's state government functions, and identify key state leaders  
Describe services provided by different levels of government and how they are funded  
Identify citizen's rights and responsibilities and the importance of participating in government/civic life

### Materials and Resources

Pennsylvania PDF's  
BrainPop  
Online Resources

### Essential Questions

How does scarcity affect prices?  
What products are made in Pennsylvania today?  
How are taxes used by governments?  
What are the three branches of our state government?  
What is the media?  
Why is it important to participate in government and community life?

### Unit Learning Activities

Guided Practice of Pennsylvania History

### Unit Assessment

Webquest

**Topic:** Pennsylvania Geography

**Duration:** 3 Day(s)

### Knowledge Skills

Describe the relative location of Pennsylvania  
Describe Pennsylvania's relative size and where its population lives  
Explain the origins of the nickname Keystone State  
Identify the states and waterways that border Pennsylvania  
Describe the physical processes that shaped the state

# Social Studies - 4th Grade

## Social Studies

Grade(s) 4th, Duration 1 Year  
Required Course

Identify and describe the physical regions of Pennsylvania  
Discuss the climate of Pennsylvania  
Describe Pennsylvania's diverse culture in terms of human regions  
Explain the role population centers play in Pennsylvania's culture  
Discuss the cultural characteristics of Pennsylvania

### Topic: Pennsylvania Long Ago

Duration: 3 Day(s)

#### Knowledge Skills

Describe how early people in Pennsylvania depended on the environment  
Locate and identify the Allegwi and Lenni Lenape (Delaware) groups  
Describe the way of life, villages, shelters, economy, and government of Delaware  
Identify the Iroquois groups  
Describe the location of the Iroquois  
Describe the Iroquois League; including its way of life, economy, and government  
Identify the early European explorers and settlers in Pennsylvania  
Describe the settlement of New Netherland and New Sweden and their effect on Native Americans  
Explain the conflict among the Netherlands, Sweden, and England in settlements in Pennsylvania  
Explain the term "indentured servant"  
Define the role of Africans in New Sweden and New Netherland  
Define free African communities in the early colonies

### Topic: From Colony to Commonwealth

Duration: 3 Day(s)

#### Knowledge Skills

Describe how William Penn gained possession of the land now called Pennsylvania  
Explain how Quaker beliefs influences Penn's colony  
Identify the ways in which Pennsylvania's government could be considered democratic  
Discuss improvements in transportation in the colonies such as the keelboat and Conestoga wagon  
Identify where German and Scots-Irish immigrants settled and their contributions to Pennsylvania  
Explain how the events in Europe and the abolitionist movement affected slavery in Pennsylvania  
Describe the impact of the French and Indian War on Native Americans in Pennsylvania  
Identify reasons the colonies were dissatisfied with British rule  
Explain the events that led to the creation and signing of the Declaration of Independence  
Describe the key role played by Pennsylvania in the American Revolution  
Explain how the state government encouraged settlement in rural areas after the American Revolution

### Topic: Pennsylvania and the New Nation

Duration: 2 Day(s)

#### Knowledge Skills

Interpret information in visuals  
Use facts to make generalizations about changes in Pennsylvania between the American Revolution and the Civil War

### Topic: Growth and Change

Duration: 3 Day(s)

#### Knowledge Skills

Identify causes and effects of events in Pennsylvania from the mid 1800s to the mid 1900s  
Research whether or not the economy in your community is dependent upon the steel industry

### Topic: Pennsylvania Today

Duration: 3 Day(s)

#### Knowledge Skills

Describe how the marketplace works in terms of goods, services, consumers, and producers  
Explain factors that affect the economic choices  
Describe the roles of global, state, and local economic factors in Pennsylvania's economy today  
Identify the benefits of saving and describe how people invest money to increase their savings  
Describe limited and unlimited forms of government  
Describe how Pennsylvania's state government functions and identify key state leaders  
Describe services provided by different levels of government and how they are funded  
Explain the meaning of the Preamble to the Constitution of the Commonwealth of Pennsylvania  
Identify citizens rights and responsibilities  
Explain the importance of participating in government and civic life  
Describe the voting process in Pennsylvania  
Identify how individual interests and the media impact government

# Social Studies - 4th Grade

Social Studies

Grade(s) 4th, Duration 1 Year

Required Course

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

## Knowledge Skills

Assess overall growth and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

**Unit:** 13- Review & Current Event Project

**Duration:** 16 Day(s)

## Description

review the knowledge and skills that have been introduced and assessed in the past seven units! You will also explore the current event in your state, country, and around the world.

## Materials and Resources

Computer/Printer  
Harcourt Social Studies Online Textbook: States and Regions  
Harcourt Publishers Hard-copy Textbook: Pennsylvania  
Homework and Practice Book  
BrainPop/BrainPop Jr  
Online Resources  
PDFs

## Essential Questions

How do the geography and climate of the Midwest affect the ways people use the land?  
How did the Midwest's environment affect early people there?  
How did changing transportation affect the Midwest?  
What were some changes in Pennsylvania between the American Revolution and the Civil War?  
What are the land and climate of the Southwest like?  
What major events affected the history of the Southwest?  
How have people in the Southwest developed the region's resources?  
What is special about Texas and Oklahoma today?  
How do people in New Mexico and Arizona make the most of scarce water resources?  
What landforms and natural resources does the West have?  
Why did settlers move to the West?  
How do people in the West use and protect the environment?  
What are the causes and effects of events in Pennsylvania from the mid-1800's to the mid-1900's?  
What is life like in the Mountain states today?  
What is life like in the Pacific states today?  
How does scarcity affect prices?  
What products are made in Pennsylvania today?  
How are taxes used by governments?  
What are the three branches of our state government?  
What is the media?  
Why is it important to participate in government and community life?

## Enrichment Opportunities

eHarcourt Website  
Extended Learning Folder

## Unit Learning Activities

HSP Student Edition Pages and/or Pennsylvania Hard-copy Pages  
HSP Reading Support and Homework Practice Pages  
Vocabulary  
Daily Review Questions  
Reading Summaries  
Lesson Reviews

## Unit Assessment

Participation  
Assignments  
Assessments

**Topic:** Review of Units

**Duration:** 10 Day(s)

## Knowledge Skills

Apply the knowledge and skills learned in Units 9 - 16.

**Topic:** Current Events Project

**Duration:** 6 Day(s)

## Knowledge Skills

Explore current events in your state, country, and around the world

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

## Course Overview

Life Science is the study of all living organisms. Students will begin the year with a review of the scientific process, tools of science, and the metric system. They will study characteristics of living things, cells, cell processes, classification, kingdoms of living things, human body systems, and ecology. A variety of supplemental activities including assignments, projects, and labs enhance the student's learning in Life Science.

## Scope And Sequence

Timeframe	Unit	Instructional Topics
17 Day(s)	Unit 1 - Exploring Science	<ol style="list-style-type: none"><li>1. Course Orientation</li><li>2. Branches of Science</li><li>3. Basic Science Vocabulary</li><li>4. Metric System Terms</li><li>5. Scientific Method</li><li>6. Tools of Science</li><li>7. Microscopes</li><li>8. Safety Rules and Symbols for Science</li><li>9. Chemical Color Lab</li><li>10. Unit Review and Unit Exam</li></ol>
16 Day(s)	Unit 2 - Science and Nature	<ol style="list-style-type: none"><li>1. Food Webs and Food Chains</li><li>2. History of Life on Earth</li><li>3. Evidence of Evolving</li><li>4. Land Biomes Except Forests</li><li>5. Forest Biomes</li><li>6. Water Biomes</li><li>7. Cycles in Nature</li><li>8. Organisms and Environment</li><li>9. Cycles in Time</li><li>10. School Benchmark Testing</li><li>11. Unit 2 Review and Exam</li></ol>
15 Day(s)	Unit 3 - The Nature of Life, Cells, and Cell Processes	<ol style="list-style-type: none"><li>1. Five Basic Life Processes</li><li>2. Basic Needs of Living Things</li><li>3. Chemistry of Living Things</li><li>4. Cell Theory</li><li>5. Levels of Organization</li><li>6. Outer Parts of Plant and Animal Cells</li><li>7. Inner Parts of Plant and Animal Cells</li><li>8. Cell Pizza Lab</li><li>9. Cell Processes</li><li>10. Cell Division</li><li>11. Mitosis</li><li>12. Unit 3 Review and Exam</li></ol>
13 Day(s)	Unit 4 - Simple Kingdoms and Classification	<ol style="list-style-type: none"><li>1. Classification Facts</li><li>2. Introduction to Six Kingdoms</li><li>3. Characteristics of Viruses</li><li>4. Characteristics of Monerans</li><li>5. Parts of a Moneran</li><li>6. Characteristics of Protists</li><li>7. Animal-like Protists</li><li>8. Plant and Fungus-like Protists</li><li>9. Classification Lab</li><li>10. Unit 4 Review and Exam</li></ol>
14 Day(s)	Unit 5 - Fungi and Plants	<ol style="list-style-type: none"><li>1. Fungus</li><li>2. Parts of a Mushroom</li><li>3. Multicellular Algae</li><li>4. Plants on Land</li><li>5. Vascular Plants</li><li>6. Seeds</li><li>7. Leaves and Photosynthesis</li><li>8. Gymnosperms</li><li>9. Angiosperm Flower Parts</li><li>10. Mold and Graphing Lab</li><li>11. Unit 5 Review and Exam</li></ol>

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

15 Day(s)	Unit 6 - Simple Invertebrates	<ol style="list-style-type: none"><li>1. Sponges and Cnidarians</li><li>2. Mollusks</li><li>3. Worms</li><li>4. Earthworm</li><li>5. Groups of Arthropods</li><li>6. Characteristics of Insects</li><li>7. Echinoderms</li><li>8. Parts of a Starfish</li><li>9. Starfish Dissection</li><li>10. Earthworm Dissection</li><li>11. Meet an Invertebrate</li><li>12. Midterm Review and Exam</li></ol>
19 Day(s)	Unit 7 - Vertebrate Animals	<ol style="list-style-type: none"><li>1. School Benchmark Testing</li><li>2. Characteristics of Fish</li><li>3. Parts of a Bony Fish</li><li>4. Characteristics of Amphibians</li><li>5. Parts of a Frog</li><li>6. Characteristics of Reptiles</li><li>7. Groups of Reptiles</li><li>8. Characteristics of Birds</li><li>9. Types of Birds, Beaks, and Feet</li><li>10. Characteristics of Mammals</li><li>11. Groups of Mammals</li><li>12. Groups of Placental Mammals</li><li>13. Dichotomous Keys</li><li>14. Frog Dissection</li><li>15. Unit 7 Review and Exam</li></ol>
14 Day(s)	Unit 8 - Skeletal and Muscular System	<ol style="list-style-type: none"><li>1. Types of Tissue</li><li>2. Characteristics of Skeletal System</li><li>3. Bones</li><li>4. Skeletal Joints</li><li>5. Muscles/Muscular System</li><li>6. Muscles of the Body</li><li>7. Unit 8 Review and Exam</li></ol>
10 Day(s)	Unit 9 - Nutrition	<ol style="list-style-type: none"><li>1. Six Food Groups</li><li>2. Six Basic Nutrients</li><li>3. Digestive System</li><li>4. Digestive Parts</li><li>5. Unit 9 Review and Exam</li></ol>
12 Day(s)	Unit 10 - Major Systems of the Body	<ol style="list-style-type: none"><li>1. The Circulatory System</li><li>2. The Heart</li><li>3. Blood</li><li>4. Body's Line of Defenses/Immune System</li><li>5. The Respiratory System</li><li>6. The Excretory System</li><li>7. The Skin or Integumentary System</li><li>8. Endocrine System</li><li>9. Unit 10 Review and Exam</li></ol>
10 Day(s)	Unit 11 - The Nervous System and Senses	<ol style="list-style-type: none"><li>1. Central Nervous System</li><li>2. Peripheral Nervous System</li><li>3. The Senses</li><li>4. Systems of the Body</li><li>5. Unit 11 Review and Exam</li></ol>
15 Day(s)	Unit 12 - Reproductive System and Genetics	<ol style="list-style-type: none"><li>1. Female Reproductive System</li><li>2. Male Reproductive System</li><li>3. History of Genetics</li><li>4. Probability and Heredity</li><li>5. DNA</li><li>6. Phases of Meiosis</li><li>7. Asexual Reproduction</li><li>8. Unit 12 Review and Exam</li><li>9. School Benchmark Testing</li></ol>

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

10 Day(s)	Unit 13 - Alcohol, Drugs, and Tobacco	1. Facts About Drugs 2. Alcohol 3. Tobacco 4. Drug Prevention 5. Final Review and Exam
-----------	---------------------------------------	--

## Materials and Resources

Acellus Learning System  
Brainpop Videos  
Flocabulary  
Nearpod  
Gizmos  
Legends of Learning  
Quizlet  
Kahoot  
Padlet  
EDPuzzle  
Flipgrid  
Quizizz  
Google Apps  
hhmi.org  
Kids Health

## Prerequisites

Sixth grade Science

## Course Details

**Unit:** Unit 1 - Exploring Science

**Duration:** 17 Day(s)

### Description

This unit covers the various branches of science, basic science and metric system vocabulary, the scientific method, tools used in science, the microscope, and safety rules and symbols for science. It also includes a lab on chemical color.

### Materials and Resources

Acellus Learning System  
Brainpop Videos  
Flocabulary  
Nearpod  
Gizmos  
Quizlet  
Quizizz  
Google Apps  
You Tube  
ReadWorks  
Khan Academy

### Essential Questions

How do scientists solve problems?  
Why do scientists use the Scientific Method?  
What tools do scientists use?

### Enrichment Opportunities

Unit 1 Review

### Unit Learning Activities

Chemical Color Lab  
Pretest  
Comprehension check on Branches of Science  
Comprehension check on Basic Science Vocabulary  
Comprehension check on Metric System Terms  
Comprehension check on Scientific Method  
Comprehension check on Tools of Science  
Comprehension check on Microscopes  
Comprehension check on Safety Rules and Science Symbols  
Observation Lab  
Science Vocabulary Games  
Tools of a Scientist and Lab Safety Activity  
Observations Activity



# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

Scientific Method Activities  
Lab Report Activity

## Unit Assessment

Unit 1 Exam

**Topic:** Course Orientation **Duration:** 5 Day(s)

### Knowledge Skills

Demonstrate the skills to be successful in online curriculum.  
Demonstrate prior science knowledge on benchmark exam.

**Topic:** Branches of Science **Duration:** 1 Day(s)

### Description

Scientists study the world around them. Tools like microscopes and telescopes are sometimes used to do this. The three main branches of science are life science, earth science, and physical science.

### Knowledge Skills

Examine the tools like microscopes and telescopes and the three main branches of science - life science, earth science, and physical science

**Topic:** Basic Science Vocabulary **Duration:** 1 Day(s)

### Description

It is very important to know the terms used by scientists so that we can understand what scientists are telling us. Scientists use experiments to prove things to us.

### Knowledge Skills

Student will be able to define basic science vocabulary and use the vocabulary in the appropriate context

**Topic:** Metric System Terms **Duration:** 1 Day(s)

### Description

In different parts of the world we measure in different units, but the metric system is used world wide.

### Knowledge Skills

Students will compare systems of measurement used in the world.  
Students will measure the length and width of an object and calculate the area.

**Topic:** Scientific Method **Duration:** 3 Day(s)

### Description

The scientific method is an organized way to organize our work as we solve problems.

### Knowledge Skills

Students will explain the scientific method and how it is an organized way to solve problems.  
Students will distinguish between qualitative and quantitative observations and inferences.  
Students will conduct an experiment following the scientific process.

**Topic:** Tools of Science **Duration:** 1 Day(s)

### Description

There are many different tools that are used by scientists as they study.

### Knowledge Skills

Students will identify and describe different tools that are used by scientists during their studies.

**Topic:** Microscopes **Duration:** 1 Day(s)

### Description

Microscopes makes tiny things look bigger, which is very useful in science.

### Knowledge Skills

Compare and contrast the different types of microscopes and their uses.

**Topic:** Safety Rules and Symbols for Science **Duration:** 1 Day(s)

### Description

Students will demonstrate knowledge of the safety rules and symbols for science and understand that these rules will help keep them safe during experimentation and exploration.

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

## Knowledge Skills

Demonstrate knowledge of the safety rules and symbols for science and understand that these rules will help keep them safe during experimentation and exploration.

**Topic:** Chemical Color Lab

**Duration:** 1 Day(s)

## Description

Lab of measurement, observation and inference using colored water.

## Knowledge Skills

Demonstrate how to measure, observe and record data and make inferences according to the data.

**Topic:** Unit Review and Unit Exam

**Duration:** 2 Day(s)

## Description

Review the topics from the unit and demonstrate knowledge of the topics.

## Knowledge Skills

Demonstrate knowledge of key concepts of unit 1

**Unit:** Unit 2 - Science and Nature

**Duration:** 16 Day(s)

## Description

This unit discusses food webs and chains, the history of life on Earth, evidence of evolution, forest, land, and water biomes, cycles in nature and time, organisms and the environment, and conservation.

## Materials and Resources

Acellus Learning System

Nearpod

Legends of Learning

Quizlet

Google Apps

hhmi.org

You Tube

## Essential Questions

How do organisms change over time?

What is the relationship between organisms and the environment?

Where does the energy organisms need originate and how is energy passed on among organisms?

## Enrichment Opportunities

Unit 2 Review

Scientific Sketching Activity

## Unit Learning Activities

Comprehension checks on Food Web and Food Chains

Comprehension checks on History of Life on Earth

Comprehension checks on Evidence of Evolving

Comprehension checks on Land, Forest and Water Biomes

Comprehension checks on Cycles in Nature and Time

Comprehension checks on Organisms and Environment

Biomes Activity

Food Chains and Webs Activity

Meet the Neighbors Field Activity

Cycles of Matter Activity

## Unit Assessment

Unit 2 Exam

**Topic:** Food Webs and Food Chains

**Duration:** 2 Day(s)

## Description

Learning about food chains and food webs and the difference between the two.

## Knowledge Skills

Compare and contrast the differences and similarities between a food web and food chain.

Explain how energy moves through an ecosystem.

**Topic:** History of Life on Earth

**Duration:** 1 Day(s)

## Description

Learning about the history of life on Earth and how it has changed.

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

## Knowledge Skills

Discover how life changed throughout the history of Earth.

**Topic:** Evidence of Evolving

**Duration:** 1 Day(s)

## Description

Learning how a few different things prove how life has changed over time.

## Knowledge Skills

Discover how fossils provide evidence of evolution.

**Topic:** Land Biomes Except Forests

**Duration:** 1 Day(s)

## Description

We look at the different types of land biomes that exist on Earth except for forests.

## Knowledge Skills

Analyze the characteristics of different land biomes except for forests.

**Topic:** Forest Biomes

**Duration:** 1 Day(s)

## Description

We will learn about the different types of forest biomes.

## Knowledge Skills

Examine the different types of forest biomes on Earth.

**Topic:** Water Biomes

**Duration:** 2 Day(s)

## Description

We will learn about the different water biomes on Earth.

## Knowledge Skills

Distinguish between the different water biomes.

**Topic:** Cycles in Nature

**Duration:** 1 Day(s)

## Description

A cycle is something that repeats over and over again. There are important cycles in nature that life on Earth depends on.

## Knowledge Skills

List and describe the different cycles in nature.

**Topic:** Organisms and Environment

**Duration:** 2 Day(s)

## Description

We will learn that living things need a healthy environment to live in.

## Knowledge Skills

Summarize organisms and their interactions with their environment.  
Define levels of organization in an ecosystem.

**Topic:** Cycles in Time

**Duration:** 1 Day(s)

## Description

There are different cycles in time that affect living things on Earth.

## Knowledge Skills

Distinguish between lunar, daily and annual rhythms.

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

## Knowledge Skills

Identify areas of strength and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests.

**Topic:** Unit 2 Review and Exam

**Duration:** 2 Day(s)

## Description

Demonstrate knowledge of key concepts of unit 2.

## Knowledge Skills

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

Demonstrate knowledge of key concepts of unit 2.

## Unit: Unit 3 - The Nature of Life, Cells, and Cell Processes

Duration: 15 Day(s)

### Description

This unit discusses five basic life processes, the basic needs and the chemistry of living things, cell theory, and levels of organization. Also discussed are the inner and outer parts of plant and animal cells, cell processes and division, and mitosis

### Materials and Resources

Acellus Learning System  
Brainpop Videos  
Nearpod  
Gizmos  
Legends of Learning  
Google Apps  
You Tube  
Microscopes and Slides

### Essential Questions

How do cells obtain the energy and materials needed to live?  
What is the process cells use to reproduce?  
How do cells pass on genetic material?  
What are the different parts of a cell?

### Enrichment Opportunities

Unit 3 Review  
Oreo Mitosis Activity

### Unit Learning Activities

Cell Pizza Lab  
Comprehension checks on basic life processes.  
Comprehension checks on the basic needs of living things.  
Comprehension checks on the chemistry of living things.  
Comprehension checks on Cell Theory.  
Comprehension checks on levels of organizations.  
Comprehension checks on outer and inner parts of animal and plant cells.  
Comprehension checks on cell processes, cell division, and mitosis.  
Life Processes Activity  
Organic Molecule Models  
Parts of a Cell Activity  
Diffusion and Osmosis Experiment

### Unit Assessment

Unit 3 Exam

### Topic: Five Basic Life Processes

Duration: 2 Day(s)

#### Description

We will learn about the 5 basic life processes that ALL living things do

#### Knowledge Skills

Identify the five basic life processes to determine if something is alive, dead, or non-living.

### Topic: Basic Needs of Living Things

Duration: 1 Day(s)

#### Description

There are six basic needs that living things need to survive.

#### Knowledge Skills

Classify the six basic needs of all organisms.

### Topic: Chemistry of Living Things

Duration: 1 Day(s)

#### Description

Looking at the chemistry of living things.

#### Knowledge Skills

Describe the different chemicals and compounds that comprise all organisms.  
Construct paper models of the organic molecules.

### Topic: Cell Theory

Duration: 1 Day(s)

#### Description

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

We look at how all living things are made of cells.

## Knowledge Skills

Identify the key points in cell theory and the scientists that created cell theory.

### Topic: Levels of Organization

Duration: 1 Day(s)

#### Description

We are looking at the 5 levels of organization of organisms.

#### Knowledge Skills

Distinguish between the different levels of organization.

### Topic: Outer Parts of Plant and Animal Cells

Duration: 1 Day(s)

#### Description

Looking at the different outer parts of plant and animal cells.

#### Knowledge Skills

Compare the differences in the outer parts of plant and animal cells and their functions.  
Distinguish between prokaryotic and eukaryotic cells.

### Topic: Inner Parts of Plant and Animal Cells

Duration: 2 Day(s)

#### Description

Examining the different parts of the inner parts of plant and animal cells.

#### Knowledge Skills

Compare and contrast the inner parts of animal and plant cells and their functions.

### Topic: Cell Pizza Lab

Duration: 1 Day(s)

#### Description

Using a pizza to demonstrate the parts of a cell.

#### Knowledge Skills

Demonstrate the parts of a cell through building a pizza model.

### Topic: Cell Processes

Duration: 1 Day(s)

#### Description

Learning about the different internal processes of a cell.

#### Knowledge Skills

Identify the different processes that occur in a cell.  
Examine how materials move through a semipermeable membrane.

### Topic: Cell Division

Duration: 1 Day(s)

#### Description

Learn about the different types of cell division and why they divide.

#### Knowledge Skills

Summarize the process of mitosis.

### Topic: Mitosis

Duration: 1 Day(s)

#### Description

Learn about the different stages of mitosis.

#### Knowledge Skills

Identify and explain the different phases of mitosis and how genetic material is transferred from a parent cell to daughter cells.

### Topic: Unit 3 Review and Exam

Duration: 2 Day(s)

#### Description

Demonstrate knowledge of key concepts of unit 3.

#### Knowledge Skills

Demonstrate knowledge of key concepts of unit 3.

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year

Required Course

**Unit:** Unit 4 - Simple Kingdoms and Classification

**Duration:** 13 Day(s)

## Description

This unit explains what classification is and how it works, introduces the six Kingdoms, discusses characteristics of Viruses, Monerans, and Protists, and describes parts of a Moneran, animal-like Protists, and plant and fungus-like Protists.

## Materials and Resources

Acellus Learning System  
Brainpop Videos  
Flocabulary  
Nearpod  
Gizmos  
Google Apps  
Kids Health  
You Tube  
CDC Webpage  
Microscope and Slides

## Essential Questions

How are organisms classified in science?  
What is a virus?  
What are bacteria?  
How are protists categorized?

## Enrichment Opportunities

Unit 4 Review

## Unit Learning Activities

Classification Lab  
Comprehension checks on classification facts.  
Comprehension checks on the six kingdoms.  
Comprehension checks on the characteristics of viruses.  
Comprehension checks on the characteristics and parts of monerans.  
Comprehension checks on animal-like, fungus-like, and plant-like protists.  
The Virus Debate Activity  
Antibiotic Resistance Simulation and Question  
Protist Classification Chart

## Unit Assessment

Unit 4 Exam

### Topic: Classification Facts

**Duration:** 2 Day(s)

#### Description

We will learn how organisms are classified and organized.

#### Knowledge Skills

Model how to classify organisms according to the taxonomy of living things.  
Classify plants using a dichotomous key.

### Topic: Introduction to Six Kingdoms

**Duration:** 1 Day(s)

#### Description

Learning about the six kingdoms of organisms.

#### Knowledge Skills

Summarize the six kingdoms in the taxonomy of living things.

### Topic: Characteristics of Viruses

**Duration:** 1 Day(s)

#### Description

Viruses are microscopic pathogens that can cause harm to living things. It's important to understand how viruses spread and reproduce.

#### Knowledge Skills

Discuss characteristics of viruses and why they are non living.

### Topic: Characteristics of Monerans

**Duration:** 2 Day(s)

#### Description

Learning about monerans, where they fit in the taxonomy of organisms, and how they reproduce.

#### Knowledge Skills

Describe the characteristics of monerans.

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

Summarize how bacteria become resistant to antibiotics

## Topic: Parts of a Moneran

Duration: 1 Day(s)

### Description

Learning about the different parts of a moneran.

### Knowledge Skills

Identify the different parts and structures of a moneran.  
Simulate how antibiotic resistance occurs in bacteria.

## Topic: Characteristics of Protists

Duration: 1 Day(s)

### Description

Learn about the different characteristics of protists.

### Knowledge Skills

Explain the basic characteristics of protists.

## Topic: Animal-like Protists

Duration: 1 Day(s)

### Description

Learn how some protists have animal-like characteristics.

### Knowledge Skills

Compare animal-like protists with characteristics of animals and their functions.

## Topic: Plant and Fungus-like Protists

Duration: 1 Day(s)

### Description

Learning that some protists have characteristics like plants and fungi.

### Knowledge Skills

Compare plant and fungus-like protist characteristics and functions with plants and fungi.  
Categorize protists based on their characteristics.

## Topic: Classification Lab

Duration: 1 Day(s)

### Description

An activity to demonstrate and see how organisms are classified.

### Knowledge Skills

Demonstrate how to classify oneself using the taxonomy of living things.

## Topic: Unit 4 Review and Exam

Duration: 2 Day(s)

### Description

Demonstrate knowledge of key concepts of unit 4.

### Knowledge Skills

Demonstrate mastery of the topic concepts in Unit 4.

## Unit: Unit 5 - Fungi and Plants

Duration: 14 Day(s)

### Description

This unit covers fungus, spotlighting mushrooms, and discusses multicellular algae, land and vascular plants, seeds, leaves and photosynthesis, gymnosperms, angiosperm flower parts, mold and graphing.

### Materials and Resources

Acellus Learning System  
Brainpop Videos  
Flocabulary  
Nearpod  
Gizmos  
Legends of Learning  
Quizizz  
Google Apps  
You Tube  
Microscope and Slides  
PBS Learning Video

### Essential Questions

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

- How are fungi classified?
- How are algae categorized?
- How are non vascular and vascular plants different?
- How do seeds become plants?
- What are gymnosperms?
- What are angiosperms?

## Enrichment Opportunities

Unit 5 review

## Unit Learning Activities

- Mold and Graphing Lab
- Comprehension checks on fungus.
- Comprehension checks on parts of a mushroom.
- Comprehension checks on multicellular algae.
- Comprehension checks on plants on land.
- Comprehension checks on vascular plants.
- Comprehension checks on seeds.
- Comprehension checks on leaves and photosynthesis.
- Comprehension checks on gymnosperms.
- Comprehension checks on angiosperm flower parts.
- Fungi Under a Microscope Activity
- Parts of a Plant Activity
- Tour of Plant Kingdom
- Growing Plants Gizmo

## Unit Assessment

Unit 5 Assessment

**Topic:** Fungus **Duration:** 1 Day(s)

### Description

Examining the characteristics of a fungus.

### Knowledge Skills

- Describe the characteristics and functions of the different types of fungi.
- Investigate which environment best supports mold growth.

**Topic:** Parts of a Mushroom **Duration:** 1 Day(s)

### Description

Examining the different parts of a mushroom.

### Knowledge Skills

Identify the parts of a mushroom and explain their functions.

**Topic:** Multicellular Algae **Duration:** 1 Day(s)

### Description

Algae are a special type of plant with unique characteristics.

### Knowledge Skills

Describe the structure and function of multicellular algae.

**Topic:** Plants on Land **Duration:** 1 Day(s)

### Description

Some non-vascular plants live on land. These unique plants require some important adaptations to be able to survive in their environment.

### Knowledge Skills

Examine how non-vascular land plants evolved to become among the first land plants.

**Topic:** Vascular Plants **Duration:** 2 Day(s)

### Description

Vascular plants have special vascular tissue that helps them transport water and materials within them. Many land plants are vascular plants.

### Knowledge Skills

- Distinguish between non vascular and vascular plants.
- Examine the structures of vascular plants and their functions.

**Topic:** Seeds **Duration:** 1 Day(s)



# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

## Description

Examining the parts of seeds.

## Knowledge Skills

Discover the types, parts and functions of seeds.

### Topic: Leaves and Photosynthesis

Duration: 2 Day(s)

## Description

Plants perform photosynthesis inside their leaves. Photosynthesis is the process that plants use to make their food.

## Knowledge Skills

Identify the different types of leaves and the structures and functions of those leaves.  
Summarize how leaves make glucose for energy through the process of photosynthesis.

### Topic: Gymnosperms

Duration: 1 Day(s)

## Description

Learning about the characteristics of a gymnosperm.

## Knowledge Skills

Examine the characteristics and functions of gymnosperms.  
Describe how gymnosperms reproduce.

### Topic: Angiosperm Flower Parts

Duration: 1 Day(s)

## Description

Learning about the characteristics of angiosperms and the parts of the flower.

## Knowledge Skills

Identify angiosperms and parts of a flower and their functions.

### Topic: Mold and Graphing Lab

Duration: 1 Day(s)

## Description

In this lesson, we will use the Scientific Method to help us discover how environment can affect mold growth.

## Knowledge Skills

Interpret and determine the results of a mold growth lab using the scientific method.

### Topic: Unit 5 Review and Exam

Duration: 2 Day(s)

## Description

Demonstrate knowledge of key concepts of unit 5.

## Knowledge Skills

Demonstrate knowledge of key concepts of unit 5.

## Unit: Unit 6 - Simple Invertebrates

Duration: 15 Day(s)

### Description

This unit discusses sponges, cnidarians, mollusks, worms (with a spotlight on earthworms), groups of arthropods, characteristics of insects, echinoderms, and the parts of a starfish. Earthworm and starfish dissection labs are also included.

### Materials and Resources

Acellus Learning System  
Brainpop Videos  
Flocabulary  
Nearpod  
Kahoot  
Quizizz  
Google Apps  
You Tube  
Microscope and Slides

### Essential Questions

What are the different types of simple invertebrate?  
How are invertebrate classified?  
What are the functions of the different parts of invertebrate?

### Enrichment Opportunities

Midterm Review

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

A Microscopic View of Insects  
Planarian Regeneration Video

## Unit Learning Activities

Earthworm Dissection  
Starfish Dissection  
Comprehension checks on sponges and cnidarians.  
Comprehension checks on mollusks.  
Comprehension checks on earthworms.  
Comprehension checks on arthropods.  
Comprehension checks on characteristics of insects.  
Comprehension checks on echinoderms.  
Comprehension checks on parts of a starfish.  
Invertebrate Flocabulary  
Arthropod Activity  
Comparing External Anatomy of Invertebrates Activity  
Meet an Invertebrate Activity

## Unit Assessment

Midterm Exam

**Topic:** Sponges and Cnidarians

**Duration:** 1 Day(s)

### Description

We will learn about the different types of sponges and cnidarians and their different characteristics.

### Knowledge Skills

Identify the parts and characteristics of sponges and cnidarians and their functions.

**Topic:** Mollusks

**Duration:** 1 Day(s)

### Description

There are 3 main types of Mollusks: Gastropods, Bivalves, and Cephalopods. Each of these have unique characteristics.

### Knowledge Skills

Categorize the groups of mollusks.  
Relate the structures of mollusks to their functions.

**Topic:** Worms

**Duration:** 1 Day(s)

### Description

We will learn about different types of worms.

### Knowledge Skills

Examine the different types of worms as well as their structures and functions.

**Topic:** Earthworm

**Duration:** 1 Day(s)

### Description

Earthworms have specific characteristics and parts that students will learn.

### Knowledge Skills

Summarize the different parts and functions of the earthworm.

**Topic:** Groups of Arthropods

**Duration:** 2 Day(s)

### Description

Students will examine the different groups of arthropods.

### Knowledge Skills

Compare and contrast the characteristics of the five groups of arthropods.

**Topic:** Characteristics of Insects

**Duration:** 1 Day(s)

### Description

Insects have many characteristics that students will examine.

### Knowledge Skills

Examine the characteristics and functions of the different structures of insects.

**Topic:** Echinoderms

**Duration:** 1 Day(s)

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

## Description

Echinoderms are marine invertebrates that have a five-part symmetrical body.

## Knowledge Skills

Describe the different echinoderms and their characteristics.

### Topic: Parts of a Starfish

Duration: 1 Day(s)

## Description

Starfish have many distinct parts that work together to help the starfish function properly.

## Knowledge Skills

Examine the structures of a starfish and their functions.

### Topic: Starfish Dissection

Duration: 1 Day(s)

## Description

Students will view a virtual dissection of a starfish.

## Knowledge Skills

Examine the parts of a starfish using a virtual dissection.

### Topic: Earthworm Dissection

Duration: 1 Day(s)

## Description

Students will view a virtual dissection of an earthworm.

## Knowledge Skills

Examine the parts of an earthworm using a virtual dissection.  
Compare the external anatomy of two invertebrates.

### Topic: Meet an Invertebrate

Duration: 1 Day(s)

## Knowledge Skills

Research an invertebrate and present information in a project.

### Topic: Midterm Review and Exam

Duration: 3 Day(s)

## Description

Students will review the key concepts in Units 1 - 6 and demonstrate knowledge of those concepts.

## Knowledge Skills

Demonstrate knowledge of the concepts presented in Unit 1 through Unit 6, inclusive.

## Unit: Unit 7 - Vertebrate Animals

Duration: 19 Day(s)

### Description

This unit discusses the characteristics of fish, amphibians, reptiles, birds, and mammals. It presents the parts of bony fish and frogs, groups of reptiles, mammals, and placental mammals, types of birds, beaks, and feet, and how to use dichotomous keys. A frog dissection lab is also included.

### Materials and Resources

Acellus Learning System  
Brainpop Videos  
Nearpod  
Gizmos  
Quizlet  
Kahoot  
EDPuzzle  
Quizizz  
Google Apps  
hhmi.org

### Essential Questions

What are the different kinds of vertebrate animals?  
How are the different animals classified?

### Enrichment Opportunities

Unit 7 Review  
External Fish Anatomy Puzzle  
Survival of the Fish Activity  
Favorite Vertebrate Assembly

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

## Unit Learning Activities

Frog Dissection  
Comprehension checks on characteristics of fish.  
Comprehension checks on parts of a bony fish.  
Comprehension checks on characteristics of amphibians.  
Comprehension checks on parts of a frog.  
Comprehension checks on characteristics and groups of reptiles.  
Comprehension checks on characteristics of birds, bird feet, beaks, and feet.  
Comprehension checks on characteristics and groups of mammals.  
Comprehension checks on placental mammals.  
Comprehension checks on dichotomous keys.  
Jawless and cartilaginous fish question  
Bony fish external dissection and question  
Amphibian Acrostic Poem  
Reptile video and discussion activity  
Dichotomous Key Gizmo  
Amniotic egg activity  
Favorite Vertebrate Activity

## Unit Assessment

Unit 7 Exam

**Topic:** School Benchmark Testing **Duration:** 2 Day(s)

### Knowledge Skills

Assess midyear growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

**Topic:** Characteristics of Fish **Duration:** 1 Day(s)

### Description

Fish are coldblooded vertebrates that spend their lives living wholly in water. They have some very intriguing characteristics.

### Knowledge Skills

Categorize the different types of fish, their structures and functions of their structures.

**Topic:** Parts of a Bony Fish **Duration:** 1 Day(s)

### Description

Bony fish have a skeleton made of bone. Most of the modern day fish are bony fish.

### Knowledge Skills

Identify the different parts of a bony fish.

**Topic:** Characteristics of Amphibians **Duration:** 2 Day(s)

### Description

Amphibians live part of their life in water and part of their life on land.

### Knowledge Skills

Summarize the characteristics of amphibians and their habitats.

**Topic:** Parts of a Frog **Duration:** 1 Day(s)

### Description

Frogs are a type of amphibian. In this lesson we will study the different parts of a frog.

### Knowledge Skills

Identify the parts of frogs and their functions.

**Topic:** Characteristics of Reptiles **Duration:** 1 Day(s)

### Description

Reptiles are cold-blooded animals that breathe air and have dry scaly skin.

### Knowledge Skills

Identify the characteristics of reptiles

**Topic:** Groups of Reptiles **Duration:** 1 Day(s)

### Description

There are three main groups of reptiles that each have unique characteristics.

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

## Knowledge Skills

Distinguish between the three major reptile groups.

**Topic:** Characteristics of Birds

**Duration:** 1 Day(s)

## Description

Birds are warm-blooded animals that have feathers and a beak. There are many different types of birds, but they all share some important characteristics.

## Knowledge Skills

Examine the characteristics of birds.

**Topic:** Types of Birds, Beaks, and Feet

**Duration:** 1 Day(s)

## Description

Different bird species have different types of feet and beaks.

## Knowledge Skills

Distinguish between the different types of beaks and feet based on the specific birds feeding and living activities.

**Topic:** Characteristics of Mammals

**Duration:** 2 Day(s)

## Description

Mammals are warm-blooded vertebrates that have some very unique characteristics.

## Knowledge Skills

Identify the characteristics of animals that make them mammals.

**Topic:** Groups of Mammals

**Duration:** 1 Day(s)

## Description

Mammals can be classified into different groups.

## Knowledge Skills

Compare and contrast the characteristics that can classify mammals into one of three groups.

**Topic:** Groups of Placental Mammals

**Duration:** 1 Day(s)

## Description

There are 10 different groups of Placental Mammals.

## Knowledge Skills

Classify placental mammals into one of the ten placental mammal groups according to their physical characteristics and activities.

**Topic:** Dichotomous Keys

**Duration:** 1 Day(s)

## Description

Dichotomous Keys can help us identify an animal or a plant.

## Knowledge Skills

Use of dichotomous keys to identify and classify different species of organisms.

**Topic:** Frog Dissection

**Duration:** 1 Day(s)

## Description

In this lesson, we will dissect a frog and study the different internal parts.

## Knowledge Skills

Examine and identify the parts of a frog via a virtual dissection.

**Topic:** Unit 7 Review and Exam

**Duration:** 2 Day(s)

## Description

We will review the key concepts in Unit 7 and demonstrate knowledge of those concepts.

## Knowledge Skills

Demonstrate knowledge of key concepts of unit 7.

**Unit:** Unit 8 - Skeletal and Muscular System

**Duration:** 14 Day(s)

## Description

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year

Required Course

This unit discusses types of tissue, characteristics of the skeletal system, bones, skeletal joints, what muscles and the muscular system are, and the muscles of the body.

## Materials and Resources

Acellus Learning System  
Brainpop Videos  
Flocabulary  
Nearpod  
Vocaroo  
Google Apps  
Kids Health

## Essential Questions

What are the different types of tissues in the human body?  
What are the functions of the musculoskeletal system in the human body?

## Enrichment Opportunities

Unit 8 Review  
Mr. Bones Skeleton Building Activity  
Common Words in Anatomy and Physiology resource  
Face Exercise Sheet

## Unit Learning Activities

Comprehension checks on types of tissue.  
Comprehension checks on characteristics of skeletal systems.  
Comprehension checks on bones.  
Comprehension checks on skeletal joints.  
Comprehension checks on muscles and the muscular system.  
Human Body Systems Overview Question  
Chicken leg dissection and question

## Unit Assessment

Unit 8 Exam.

**Topic:** Types of Tissue **Duration:** 2 Day(s)

### Description

This unit examines the different types of tissues in an organism.

### Knowledge Skills

Identify the different types of tissue and their functions in an organism.

**Topic:** Characteristics of Skeletal System **Duration:** 2 Day(s)

### Description

This unit will examine the different characteristics of the skeletal system.

### Knowledge Skills

Describe the structure and function of bones and the skeletal system.

**Topic:** Bones **Duration:** 2 Day(s)

### Description

This unit discusses the different types of bones in the body.

### Knowledge Skills

Identify the different major bones in the human body.

**Topic:** Skeletal Joints **Duration:** 2 Day(s)

### Description

This unit will discuss the different types of joints in the body.

### Knowledge Skills

Classify the different types of joints and their functions in the human body.

**Topic:** Muscles/Muscular System **Duration:** 2 Day(s)

### Description

This unit examines the muscular systems in the body.

### Knowledge Skills

Classify the different types of muscles in the muscular system of the human body.  
Examine how muscles and bones work together.

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

**Topic:** Muscles of the Body

**Duration:** 2 Day(s)

## Description

This unit examines the different types of muscles in the body.

## Knowledge Skills

Identify the major muscle groups in the human body.

**Topic:** Unit 8 Review and Exam

**Duration:** 2 Day(s)

## Description

Students review the key concepts in the unit and demonstrate knowledge of those concepts.

## Knowledge Skills

Demonstrate knowledge of key concepts of unit 8.

**Unit:** Unit 9 - Nutrition

**Duration:** 10 Day(s)

## Description

This unit discusses the six food groups and the six basic nutrients, as well as the digestive system and its parts.

## Materials and Resources

Acellus Learning System  
Brainpop Videos  
Flocabulary  
Nearpod  
Legends of Learning  
Quizizz  
Google Apps

## Essential Questions

What types of foods should one eat to be healthy?  
What basic nutrients are needed by the human body?  
How does the digestive system work?

## Enrichment Opportunities

Unit 9 Review  
Life Size Printable Organs Activity

## Unit Learning Activities

Comprehension checks on the six food groups.  
Comprehension checks on the six basic nutrients.  
Comprehension checks on the digestive system.  
Comprehension checks on digestive parts.  
Careers in Nutrition Activity  
Break it up Quick Lab and question

## Unit Assessment

Unit 9 Exam

**Topic:** Six Food Groups

**Duration:** 2 Day(s)

## Description

This topic discusses the different food groups.

## Knowledge Skills

List the types and amount of foods recommended for a healthy and nutritional diet.

**Topic:** Six Basic Nutrients

**Duration:** 2 Day(s)

## Description

This topic examines the different necessary nutrients the body requires.

## Knowledge Skills

Identify the six basic nutrients humans need to have a healthy body.  
Explore careers in nutrition science.

**Topic:** Digestive System

**Duration:** 2 Day(s)

## Description

This topic examines the digestive system and its functions.

## Knowledge Skills

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

Explain how the digestive system works.

## Topic: Digestive Parts

Duration: 2 Day(s)

### Description

This topic discusses the different parts of the digestive system.

### Knowledge Skills

Identify the different parts of the digestive system.  
Distinguish between mechanical and chemical digestion.

## Topic: Unit 9 Review and Exam

Duration: 2 Day(s)

### Description

Students review the key concepts and demonstrate knowledge of those concepts.

### Knowledge Skills

Demonstrate knowledge of key concepts of unit 9.

## Unit: Unit 10 - Major Systems of the Body

Duration: 12 Day(s)

### Description

This unit covers the major systems of the body, including the circulatory system, the heart, the blood, and the immune, respiratory, excretory, integumentary, and endocrine systems.

### Materials and Resources

Acellus Learning System  
Brainpop Videos  
Nearpod  
Quizizz  
Google Apps  
Kids Health

### Essential Questions

What are the major systems in the human body?  
How do each of the major systems work?

### Enrichment Opportunities

Unit 10 review  
Life Size Human Body Organs Printable

### Unit Learning Activities

Comprehension checks on the circulatory system.  
Comprehension checks on the heart.  
Comprehension checks on blood.  
Comprehension checks on the body's line of defenses and immune system.  
Comprehension checks on the respiratory system.  
Comprehension checks on the excretory system.  
Comprehension checks on the integumentary system.  
Comprehension checks on the endocrine system.  
What's Blood Web Activity

### Unit Assessment

Unit 10 Exam

## Topic: The Circulatory System

Duration: 1 Day(s)

### Description

This topic examines the circulatory system and its function.

### Knowledge Skills

Describe the structures and function of the circulatory system.

## Topic: The Heart

Duration: 2 Day(s)

### Description

This lesson examines the heart's function within the circulatory system.

### Knowledge Skills

Examine the role that the heart plays in the circulatory system.  
Trace the flow of blood through the heart and body.

## Topic: Blood

Duration: 1 Day(s)



# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

## Description

This lesson discusses the function of the blood in the circulatory system.

## Knowledge Skills

Examine the functions of the blood in the circulatory system.

**Topic:** Body's Line of Defenses/Immune System

**Duration:** 1 Day(s)

## Description

This lesson discusses the immune system and other defenses against pathogens.

## Knowledge Skills

Discuss how the body's immune system functions in protecting humans from pathogens.

**Topic:** The Respiratory System

**Duration:** 1 Day(s)

## Description

This lesson discusses the role of the respiratory system.

## Knowledge Skills

Examine the structures of the respiratory system and their functions.

**Topic:** The Excretory System

**Duration:** 1 Day(s)

## Description

This lesson discusses the role of the excretory system.

## Knowledge Skills

Examine how the excretory system works and its role within the human body.

**Topic:** The Skin or Integumentary System

**Duration:** 1 Day(s)

## Description

This lesson discusses the role and function of the integumentary system.

## Knowledge Skills

Describe the importance and role of the integumentary system.

**Topic:** Endocrine System

**Duration:** 2 Day(s)

## Description

This lesson examines the role and function of the endocrine system.

## Knowledge Skills

Identify the glands and role of the endocrine system within the human body.

**Topic:** Unit 10 Review and Exam

**Duration:** 2 Day(s)

## Description

Students review the key concepts of Unit 10 and demonstrate knowledge of those concepts.

## Knowledge Skills

Demonstrate knowledge of key concepts of unit 10.

**Unit:** Unit 11 - The Nervous System and Senses

**Duration:** 10 Day(s)

## Description

This unit describes the central and peripheral nervous systems, the senses, and the systems of the body.

## Materials and Resources

Acellus Learning System  
Brainpop Videos  
Flocabulary  
Nearpod  
Gizmos  
Quizizz  
Google Apps  
Kids Health

## Essential Questions

How do the body's senses work?  
What are the major systems of the human body?

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

What is the central and nervous system?

## Enrichment Opportunities

Unit 11 Review  
Brain and Neuron Drawing Sheet  
Parts of the Brain Puzzle

## Unit Learning Activities

Comprehension checks on the central nervous system.  
Comprehension checks on the peripheral nervous system.  
Comprehension checks on the senses.  
Comprehension checks on the systems of the body.  
Senses Gizmo Activity  
Nervous System Activities  
Choose a Body System Google Form Activity

## Unit Assessment

Unit 11 Exam.

### Topic: Central Nervous System

Duration: 2 Day(s)

#### Description

This topic examines the function of the central nervous system.

#### Knowledge Skills

Identify the parts of the brain, spinal cord and their functions.

### Topic: Peripheral Nervous System

Duration: 2 Day(s)

#### Description

This lesson discusses the role of the peripheral nervous system.

#### Knowledge Skills

Distinguish between the central nervous system and the peripheral nervous system.  
Identify the parts of a neuron.

### Topic: The Senses

Duration: 2 Day(s)

#### Description

This lesson discusses the different senses in the body.

#### Knowledge Skills

Summarize how the senses of sight, hearing, taste and smell function.

### Topic: Systems of the Body

Duration: 2 Day(s)

#### Description

This lesson describes the different systems within the body.

#### Knowledge Skills

Identify the different major systems of the body and each system's functions.

### Topic: Unit 11 Review and Exam

Duration: 2 Day(s)

#### Description

Students review the key concepts of Unit 11 and demonstrate knowledge of those concepts.

#### Knowledge Skills

Demonstrate knowledge of the key concepts in Unit 11.

## Unit: Unit 12 - Reproductive System and Genetics

Duration: 15 Day(s)

### Description

This unit discusses the female and male reproductive systems, the history of genetics, probability, heredity, DNA, phases of meiosis, and asexual reproduction.

### Materials and Resources

Acellus Learning System  
Brainpop Videos  
Nearpod  
Quizizz  
Kahoot  
Google Apps

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

learn.genetics.utah.edu

## Essential Questions

How do the human reproductive systems work?

What is DNA?

How are traits passed from parents to offspring?

## Enrichment Opportunities

Unit 12 Review

Candy DNA Model Activity

## Unit Learning Activities

Comprehension checks on the female reproductive system.

Comprehension checks on the male reproductive system.

Comprehension checks on the history of genetics.

Comprehension checks on probability and heredity.

Comprehension checks on DNA.

Comprehension checks on the phases of meiosis.

Comprehension checks on asexual reproduction.

Genetics Digital Breakout

Traits Survey

DNA Brain Dump

## Unit Assessment

Unit 12 Exam

**Topic:** Female Reproductive System **Duration:** 1 Day(s)

### Description

This lesson discusses the functions of the female reproductive system.

### Knowledge Skills

Identify the parts and functions of the female reproductive system.

**Topic:** Male Reproductive System **Duration:** 1 Day(s)

### Description

This lesson discusses the different functions of the male reproductive system.

### Knowledge Skills

Identify the parts and functions of the male reproductive system.

**Topic:** History of Genetics **Duration:** 2 Day(s)

### Description

This lesson examines the history of genetics.

### Knowledge Skills

Examine how characteristics are passed down from parents to offspring and the probability one will obtain certain characteristics.

**Topic:** Probability and Heredity **Duration:** 2 Day(s)

### Description

This lesson examines how heredity affects characteristics and the probability in which characteristics will be passed down.

### Knowledge Skills

Formulate the probability of inheriting characteristics through the use of Punnett squares.

**Topic:** DNA **Duration:** 2 Day(s)

### Description

This lesson examines how DNA affects genetic characteristics.

### Knowledge Skills

Describe the structure of DNA and how it replicates.

**Topic:** Phases of Meiosis **Duration:** 2 Day(s)

### Description

This lesson discusses meiosis.

### Knowledge Skills

Examine how sex cells replicate via meiosis.

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year

Required Course

**Topic:** Asexual Reproduction

**Duration:** 1 Day(s)

## Description

This topic examines how asexual reproduction occurs.

## Knowledge Skills

Distinguish between the four methods of asexual reproduction.

**Topic:** Unit 12 Review and Exam

**Duration:** 2 Day(s)

## Description

Students review the key concepts in Unit 12 and demonstrate knowledge of those concepts.

## Knowledge Skills

Demonstrate knowledge of key concepts of unit 12

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

## Knowledge Skills

Assess overall growth and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

**Unit:** Unit 13 - Alcohol, Drugs, and Tobacco

**Duration:** 10 Day(s)

## Description

This unit discusses drugs, alcohol, and tobacco, including drug prevention.

## Materials and Resources

Acellus Learning System  
Brainpop Videos  
Flocabulary  
Nearpod  
Gizmos  
Legends of Learning  
Quizlet  
Kahoot  
Padlet  
EDPuzzle  
Flipgrid  
Quizizz  
Google Apps  
hhmi.org  
Kids Health

## Essential Questions

What are the dangers of drugs?

## Enrichment Opportunities

Comprehensive Final Review

## Unit Learning Activities

Comprehension checks on facts about drugs.  
Comprehension checks on alcohol.  
Comprehension checks on tobacco.  
Comprehension checks on drug prevention.

## Unit Assessment

Comprehensive Final Exam

**Topic:** Facts About Drugs

**Duration:** 2 Day(s)

## Description

This lesson discusses the dangers of drugs.

## Knowledge Skills

Analyze different drug facts and categories.

**Topic:** Alcohol

**Duration:** 1 Day(s)

## Description

This lesson discusses the facts about alcohol.

## Knowledge Skills

# Science - 7th Grade

Science

Grade(s) 7th, Duration 1 Year  
Required Course

Explain the effects of alcohol on the human body.

## Topic: Tobacco

Duration: 1 Day(s)

### Description

This lesson discusses the facts about tobacco.

### Knowledge Skills

Discover the chemicals in tobacco and the effects tobacco has on the human body.

## Topic: Drug Prevention

Duration: 2 Day(s)

### Description

This lesson discusses ways to prevent drug use.

### Knowledge Skills

Identify ways to keep oneself from falling under the influence of drugs.

## Topic: Final Review and Exam

Duration: 4 Day(s)

### Description

Students review the key concepts of the course and demonstrate mastery of those concepts.

### Knowledge Skills

Demonstrate knowledge of course concepts.

# Social Studies - 7th Grade

Social Studies

Grade(s) 7th, Duration 1 Year, 1 Credit  
Required Course

## Course Overview

This course examines the geography of the world and the great events in history shaped by it. Course topics include: People, Economy and Culture, Government, Looking at the Past, North America, South America, Central America, Ancient Greece and Rome, Middle Ages, Renaissance, Exploration, Revolution, Europe, Russia, West Africa, East Africa, North Africa, The Near and Far East and Oceania. Students will build map skills, learn key events in world history, and practice critical thinking and writing skills as we travel the world together. Students will complete a variety of writing, reading, and critical thinking activities.

## Scope And Sequence

Timeframe	Unit	Instructional Topics
7 Day(s)	Unit 1: Course Introduction and Geography Introduction	1. Unit Assessment 2. Course Introduction 3. Geography Introduction
11 Day(s)	Unit 2: People and the Past	1. Economics 2. Culture 3. Government 4. History 5. Unit Assessment 6. Benchmark Testing
17 Day(s)	Unit 3: North America	1. The United States of America 2. Canada 3. Mexico 4. Unit Assessment
10 Day(s)	Unit 4: Central America and the Caribbean	1. Central America 2. Caribbean South America 3. Unit Assessment
12 Day(s)	Unit 5: South America	1. Andes and Pampas 2. Brazil 3. Unit Assessment
12 Day(s)	Unit 6: European History - Greeks to the Renaissance	1. Ancient Greece and Rome 2. Career to Work 3. The Renaissance
11 Day(s)	Unit 7: European History: Exploration to the 20th Century	1. Exploration to Revolution 2. The 20th Century 3. Unit Assessment
20 Day(s)	Unit 8: Europe and Russia	1. Western Europe 2. Eastern Europe 3. Russia 4. Benchmark Testing 5. Career to Work 6. Unit Assessment
20 Day(s)	Unit 9: Africa	1. West Africa 2. East Africa 3. North Africa 4. Unit Assessment
18 Day(s)	Unit 10: The Middle East	1. Arabia 2. The Holy Land 3. Iran and Turkey 4. Unit Assessment
12 Day(s)	Unit 11: Central and South Asia	1. Central Asia 2. South Asia 3. Unit Assessment
16 Day(s)	Unit 12: China, Japan, and Korea	1. China 2. Japan and Korea 3. Unit Assessment
6 Day(s)	Unit 13 Southeast Asia	1. Southeast Asia 2. Final Project
8 Day(s)	Unit 14: Oceania	1. Oceania 2. Final Project 3. Benchmark Testing

# Social Studies - 7th Grade

Social Studies

Grade(s) 7th, Duration 1 Year, 1 Credit  
Required Course

## Materials and Resources

Acellus  
Nearpod  
Brainpop

## Prerequisites

6th Grade Social Studies

## Course Details

**Unit:** Unit 1: Course Introduction and Geography Introduction

**Duration:** 7 Day(s)

### Description

This unit covers a course orientation, directions, latitude, longitude, Earth's surface including maps and plates, the Planet Earth, weather, water, climate, ecosystems, and resources.

### Materials and Resources

Acellus  
Brainpop

### Essential Questions

How can latitude and longitude be used to determine location?  
What are the features of the earth's surface?  
What is an ecosystem and how does it define location?  
What are geographic resources?

### Unit Learning Activities

Guided practice on the Earth  
Pre-test

### Unit Assessment

Unit 1 Exam

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

### Knowledge Skills

Demonstrate knowledge of unit materials in an assessment setting

**Topic:** Course Introduction

**Duration:** 3 Day(s)

### Knowledge Skills

Demonstrate knowledge of course expectations

**Topic:** Geography Introduction

**Duration:** 3 Day(s)

### Knowledge Skills

Recall the five themes of geography and their uses  
Understand the key features of the earth and how weather impacts locations  
Understand how people impact the earth

**Unit:** Unit 2: People and the Past

**Duration:** 11 Day(s)

### Description

This unit discusses what an economy is, different economic systems, development, trade, money, population, immigration, and urbanization. This unit also covers culture and society, as well as systems of government. Lastly, this unit examines how time is organized and how history is interpreted.

### Materials and Resources

Brainpop  
Acellus

### Essential Questions

What is an economy and how does it work?  
What is culture and how does it affect a society?  
How is government structured and what are the different types of government?  
How is time organized?  
How can we interpret history?

### Unit Learning Activities

Guided practice on people and the economy  
Guided practice on people and culture  
Guided practice on government

# Social Studies - 7th Grade

Social Studies

Grade(s) 7th, Duration 1 Year, 1 Credit  
Required Course

Guided practice on history

## Unit Assessment

Unit Exam on Economics  
Unit Exam on Culture  
Unit Exam on Government  
Unit Exam on History  
Project

**Topic:** Economics

**Duration:** 2 Day(s)

### Knowledge Skills

Define economics and see how it is used throughout the world  
Demonstrate knowledge of trade  
Explain the function of money and its use in society.  
Understand population changes and trends  
Demonstrate knowledge of Unit Materials in an Assessment Setting  
Demonstrate comprehension of saving and budgeting

**Topic:** Culture

**Duration:** 3 Day(s)

### Knowledge Skills

Demonstrate knowledge of culture  
Understand key aspects or parts of a society  
Demonstrate knowledge of unit materials in an assessment setting  
Recall how cultural diffusion occurs in the world

**Topic:** Government

**Duration:** 2 Day(s)

### Knowledge Skills

Define the purpose of government  
Demonstrate knowledge of the systems and structure of governments.  
Demonstrate knowledge of unit materials in an assessment setting

**Topic:** History

**Duration:** 1 Day(s)

### Knowledge Skills

Demonstrate knowledge of chronological thinking  
Understand how history has shaped thought throughout time  
Demonstrate knowledge of unit materials in an assessment setting

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

### Knowledge Skills

Demonstrate knowledge of unit materials in a culminating project

**Topic:** Benchmark Testing

**Duration:** 2 Day(s)

### Knowledge Skills

Identify areas of strength and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

**Unit:** Unit 3: North America

**Duration:** 17 Day(s)

### Description

This unit will cover all nations in North America: It will examine the physical and political regions of each country, the history of each nation, the economy and culture, as well as Canada, The United States and Mexico's relationships with the rest of the world

### Materials and Resources

Brainpop  
Acellus

### Essential Questions

What are the geographical features of Canada, The United States and Mexico?  
What are the key historical events in the history of Canada, The United States, and Mexico?  
How do the economies of Canada, The United States and Mexico run?  
How is Canadian, American, and Mexican culture defined?  
What is the role of these countries in the world?

### Unit Learning Activities

Guided practice on the United States



# Social Studies - 7th Grade

Social Studies

Grade(s) 7th, Duration 1 Year, 1 Credit  
Required Course

Guided practice on Canada  
Guided practice on Mexico

## Unit Assessment

Unit assessment on The United States  
Unit assessment on Canada  
Unit assessment on Mexico  
Project

**Topic:** The United States of America

**Duration:** 5 Day(s)

### Knowledge Skills

Identify and recall the physical and political regions of the United States  
Demonstrate knowledge of key events in American History  
Understand how the American Economy functions  
Understand elements of American culture and America's role in the world  
Demonstrate knowledge of unit materials in an assessment setting  
Recall spatial elements for depicting the patterns of physical and human features on a map.

**Topic:** Canada

**Duration:** 5 Day(s)

### Knowledge Skills

Demonstrate knowledge of Canadian geography and climate  
Identify economic and environmental resources  
Recall key events in Canadian history  
Understand different systems of government  
Demonstrate knowledge of Canadian culture and its role in the world  
Demonstrate Knowledge of unit materials in an assessment setting

**Topic:** Mexico

**Duration:** 5 Day(s)

### Knowledge Skills

Demonstrate knowledge of the geography of Mexico  
Understand key features of Mexico's environment and economy  
Recall key events in Mexican History  
Understand the characteristics of Mexico's culture and government  
Describe the characteristics of Mexico's economy  
Demonstrate knowledge of Unit Materials in an Assessment setting

**Topic:** Unit Assessment

**Duration:** 2 Day(s)

### Knowledge Skills

Demonstrate knowledge of unit materials in a culminating project

**Unit:** Unit 4: Central America and the Caribbean

**Duration:** 10 Day(s)

### Description

This unit discusses the geography, land, tourism, environmental troubles, culture, and regional governments of Central America and the Caribbean as well as early people of Central America and the Caribbean, colonization and slavery, and the decisions made by countries in this area to form democracies or dictatorships.

### Materials and Resources

Brainpop  
Acellus

### Essential Questions

What are the characteristics of the geography of the Central America and the Caribbean?  
What are the key events in the history of Central America and the Caribbean?  
How are the economies and governments of Central America and the Caribbean structured?  
How do Central America and the Caribbean impact the world?

### Unit Learning Activities

Guided practice on Central America  
Guided Practice on Caribbean South America

### Unit Assessment

Unit Assessment on Central America  
Unit Assessment on Caribbean South America  
Project

**Topic:** Central America

**Duration:** 5 Day(s)

# Social Studies - 7th Grade

Social Studies

Grade(s) 7th, Duration 1 Year, 1 Credit  
Required Course

## Knowledge Skills

- Identify geographical features of Central America
- Understand the environmental troubles Central America faces
- Recall key events in Central America history
- Understand the culture and government of Central America
- Demonstrate knowledge of unit materials in an assessment setting
- Recall key facts regarding Central America after consulting a secondary source

**Topic:** Caribbean South America

**Duration:** 4 Day(s)

## Knowledge Skills

- Recall characteristics of the Caribbean climate
- Understand the geographical and environmental characteristics and issues of the Caribbean.
- Demonstrate knowledge of key events in Caribbean History
- Identify the government and economic structures present in the Caribbean
- Demonstrate knowledge of unit materials in an assessment setting

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

## Knowledge Skills

- Demonstrate knowledge of unit materials in a culminating project

**Unit:** Unit 5: South America

**Duration:** 12 Day(s)

## Description

This unit discusses the geography, resources, people, independence, dictators, economy, and environment of Andes, Pampas and Brazil, as well as their early people and the Incas, colonial Andes and Pampas, and Spanish Culture and new governments in South America. The relationship between Brazil and Portugal will also be explored.

## Materials and Resources

- Brainpop
- Acellus

## Essential Questions

- What makes the geography of the Andes and Pampas so unique?
- How does the environment play a role in the civilizations of the Andes and Pampas?
- What are the key events in the history of South America?
- How did Spain and Portugal influence South America?
- What role does South America play in the world today?

## Unit Learning Activities

- Guided practice on the Andes and Pampas
- Guided practice on Brazil

## Unit Assessment

- Unit assessment on the Andes and Pampas
- Unit assessment on Brazil
- Project on South America

**Topic:** Andes and Pampas

**Duration:** 5 Day(s)

## Knowledge Skills

- Identify geographical features of the Andes and Pampas
- Identify the resources of the Andes and Pampas
- Recall key events in South American history
- Analyze the impact of Spanish culture in South America
- Understand how the government of South America is structured
- Demonstrate knowledge of unit materials in an assessment setting
- Demonstrate map skills in recalling location of key physical features

**Topic:** Brazil

**Duration:** 5 Day(s)

## Knowledge Skills

- Recall the key geographical features of Brazil
- Recall characteristics of Brazilian culture
- Identify the importance of the environment in Brazil
- Identify key events in Brazilian history
- Demonstrate knowledge of unit materials in an assessment setting

# Social Studies - 7th Grade

Social Studies

Grade(s) 7th, Duration 1 Year, 1 Credit

Required Course

**Topic:** Unit Assessment

**Duration:** 2 Day(s)

## Knowledge Skills

Demonstrate knowledge of unit materials in a culminating project

**Unit:** Unit 6: European History - Greeks to the Renaissance

**Duration:** 12 Day(s)

### Description

This unit discusses city-states in the Aegean, the beginnings of democracy, life in the city-states, greek warfare, the Roman Republic and Empire, and Christianity and the fall of the Empire. This unit also discusses the Byzantine Empire, the rise of new kingdoms, feudalism, the Crusades, the growth of European cities, England and Magna Carta, conditions that weakened society, the beginning and spread of the Renaissance, and religious reform.

### Materials and Resources

Acellus  
Brainpop

### Essential Questions

How did democracy begin with the Greeks and Romans?  
What were the characteristics of Greek and Roman culture?  
How did the Greek and Roman empires fall?  
What the characteristics of the Byzantine Empire?  
How did society in the Middle Ages Function?  
What impact did these empires play in history?

### Unit Learning Activities

Guided practice on Ancient Greece and Rome  
Guided practice on the Middles Ages to Renaissance

### Unit Assessment

Unit Assessment on Ancient Greece and Rome  
Unit Assessment on Middle Ages to the Renaissance  
Project

**Topic:** Ancient Greece and Rome

**Duration:** 5 Day(s)

## Knowledge Skills

Recall characteristics of life in Ancient Greece  
Recall key events in Ancient history  
Understand the impact of religion on society  
Demonstrate knowledge of unit materials in an assessment setting  
Recall key characteristics of gods and goddesses in a research project.

**Topic:** Career to Work

**Duration:** 1 Day(s)

## Knowledge Skills

Define and recall characteristics of entrepreneurs and entrepreneurship.

**Topic:** The Renaissance

**Duration:** 6 Day(s)

## Knowledge Skills

Identify characteristics of the Byzantine empire  
Understand the governments and characteristics of medieval society  
Identify and explain how individuals and groups made significant political and cultural contributions to European history  
Understand how the Renaissance impacted world history  
Understand how change throughout history has impacted belief systems and religions.,  
Demonstrate knowledge of unit materials in an assessment setting  
Identify key characteristics of famous Renaissance Art.

**Unit:** Unit 7: European History: Exploration to the 20th Century

**Duration:** 11 Day(s)

### Description

This unit discusses Marco Polo through Columbus, the European Empires, absolute rule, the Enlightenment, revolution in Europe, and industrial revolution. This unit also discusses the Great War, the Great Depression, World War II, the Iron Curtain, the European Curtain, the Democratic Revolution, and challenges for Europe.

### Materials and Resources

Acellus  
Brainpop

### Essential Questions

Who were the key players in the age of exploration?

# Social Studies - 7th Grade

Social Studies

Grade(s) 7th, Duration 1 Year, 1 Credit  
Required Course

How did the enlightenment influence thought?  
How did the industrial revolution change the world?  
What key events helped create modern Europe?  
What challenges does modern Europe face?

## Unit Learning Activities

Guided practice on exploration to revolution  
Guided practice on the 20th century

## Unit Assessment

Unit assessment on exploration to revolution  
Unit assessment on the 20th century

**Topic:** Exploration to Revolution

**Duration:** 4 Day(s)

### Knowledge Skills

Understand the impact of exploration on the world  
Understand the importance of empire in the age of exploration  
Identify and explain how continuity and change has affected belief systems and schools of thought in world history  
Analyze the importance of the industrial revolution on the world  
Demonstrate knowledge of unit materials in a review and assessment setting

**Topic:** The 20th Century

**Duration:** 5 Day(s)

### Knowledge Skills

Understand how war impacts the world  
Understand factors that shape spatial patterns of economic activity both Nationally and internationally  
Recall how modern governments were created  
Examine the challenges modern Europe faces  
Demonstrate knowledge of unit materials in an assessment setting

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

### Knowledge Skills

Demonstrate knowledge of unit materials in a culminating project

## Unit: Unit 8: Europe and Russia

**Duration:** 20 Day(s)

### Description

This unit discusses the geography of Europe, the people of Europe, urbanization, and challenges faced by West Europe. This unit also talks about the religious diversity present in Eastern Europe and the resources present there. Lastly, Russia's resources and history are discussed, as well as the political choices this country has made.

### Materials and Resources

Brainpop  
Acellus

### Essential Questions

How does the geography of Europe influence its culture?  
What role does Urbanization play in Europe and Russia?  
What are the characteristics of European nations and Russia?  
How did Communism end in Russia?  
What challenges does modern Europe and Russia face in the modern world?

### Unit Learning Activities

Guided practice on Western Europe  
Guided practice on Eastern Europe  
Guided practice on Russia

### Unit Assessment

Unit Assessment on Western Europe  
Unit Assessment on Eastern Europe  
Unit Assessment on Russia  
Project

**Topic:** Western Europe

**Duration:** 7 Day(s)

### Knowledge Skills

Recall the key geographic features of Western Europe  
Understand the forces that have re-shaped modern settlement patterns in Europe  
Recall key features and characteristics of Western European Countries  
Understand the challenges that Europe faces in today's world

# Social Studies - 7th Grade

Social Studies

Grade(s) 7th, Duration 1 Year, 1 Credit  
Required Course

Demonstrate knowledge of Unit materials in a culminating activity

**Topic:** Eastern Europe **Duration:** 4 Day(s)

## Knowledge Skills

- Recall key features of the geography of Eastern Europe.
- Identify the resources of Eastern Europe
- Understand the culture of Eastern Europe
- Identify the countries of Eastern Europe and their characteristics.
- Demonstrate knowledge of Unit Materials in an Assessment Setting

**Topic:** Russia **Duration:** 4 Day(s)

## Knowledge Skills

- Recall the resources and climate characteristics of Russia
- Understand Russia's history and its impact
- Understand the changes that have occurred in Russia in today's society.
- Demonstrate knowledge of unit materials in an assessment setting

**Topic:** Benchmark Testing **Duration:** 2 Day(s)

## Knowledge Skills

- Assess midyear growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

**Topic:** Career to Work **Duration:** 1 Day(s)

## Knowledge Skills

- Recall the character traits of an entrepreneur.

**Topic:** Unit Assessment **Duration:** 2 Day(s)

## Knowledge Skills

- Demonstrate knowledge of unit materials in a culminating project

**Unit:** Unit 9: Africa **Duration:** 20 Day(s)

## Description

The unit discusses the geographical features of Africa. Also, the culture, economy and government of West, East and North Africa will be covered. The impact of Europeans in Africa as well as the impact of ancient African societies will be analyzed. Lastly, Africa's role in the modern world will be evaluated.

## Materials and Resources

- Acellus
- Brainpop

## Essential Questions

- What are the geographical features of Africa and how do they affect the population?
- How did European colonization influence the continent of Africa?
- How did Ancient societies in Africa influence the world?
- What are key aspects of African culture?
- What is Africa's role in the world today?

## Unit Learning Activities

- Guided practice on West Africa
- Guided practice on East Africa
- Guided practice on North Africa

## Unit Assessment

- Unit Assessment on West Africa
- Unit Assessment on East Africa
- Unit Assessment on North Africa
- Project

**Topic:** West Africa **Duration:** 6 Day(s)

## Knowledge Skills

- Recall the geographical features of West Africa
- Describe the characteristics of the people of West Africa
- Understand the history of West Africa
- Analyze the current political and economic challenges that West Africa faces
- Demonstrate knowledge of unit materials in an assessment setting

# Social Studies - 7th Grade

Social Studies

Grade(s) 7th, Duration 1 Year, 1 Credit  
Required Course

Demonstrate knowledge of West Africa via a reading and writing activity.

## Topic: East Africa

Duration: 6 Day(s)

### Knowledge Skills

- Recall characteristics of East African geography
- Understand the importance of environment in East Africa
- Identify key events in East African History.
- Identify and explain how individuals and groups made significant political and cultural contributions to East African history
- Understand how culture and experience influence perceptions of places and regions
- Demonstrate knowledge of unit materials in an assessment setting
- Identify and explain how change has affected belief systems and social organizations in African History

## Topic: North Africa

Duration: 6 Day(s)

### Knowledge Skills

- Recall the geographical characteristics of North Africa
- Recall climate and land usage in North Africa
- Identify key events in the history of Northern Africa
- Analyze the functions of economic institutions in Africa
- Identify economic and governmental characteristics in Africa
- Demonstrate knowledge of unit materials in an assessment setting

## Topic: Unit Assessment

Duration: 2 Day(s)

### Knowledge Skills

- Demonstrate knowledge of unit materials in a culminating project

## Unit: Unit 10: The Middle East

Duration: 18 Day(s)

### Description

This unit discusses the geography of the Middle East, the importance of resources such as oil, the affect of climate on this area of the world, how the Holy Land was the birthplace of many world religions, the conflicts of the middle east, and the rise and fall of the Turkish Empire.

### Materials and Resources

- Acellus
- Brainpop

### Essential Questions

- What are the resources of the Arabian peninsula?
- How do people adapt to a desert climate?
- What role does religion play in the middle east?
- What are key events in the history of the middle east?
- What is the state of the middle east today?

### Unit Learning Activities

- Guided practice on Arabia
- Guided practice on The Holy Land
- Guided Practice on Iran and Turkey

### Unit Assessment

- Unit assessment on Arabia
- Unit assessment on The Holy Land
- Unit assessment on Iran and Turkey
- Project

## Topic: Arabia

Duration: 5 Day(s)

### Knowledge Skills

- Identify the characteristics of the land in the Arabic Peninsula
- Recall the resources present in the Arabic peninsula
- Analyze how continuity and change throughout history has impacted religion and culture in the Arabic Peninsula
- Understand factors that shape spatial patterns of economic activity in Arabia
- Demonstrate knowledge of unit materials in an assessment setting
- Recall the characteristics of the people of the Middle East

## Topic: The Holy Land

Duration: 6 Day(s)

### Knowledge Skills

- Understand the geographical characteristics of the Holy Land

# Social Studies - 7th Grade

Social Studies

Grade(s) 7th, Duration 1 Year, 1 Credit  
Required Course

Understand the climate and environmental resources of the Holy Land  
Analyze how continuity and change throughout history has impacted belief systems and religions in the Holy Land  
Recall key historical events in the Holy Land  
Understand the current state of Middle Eastern Affairs  
Demonstrate knowledge of unit materials in an assessment setting

**Topic:** Iran and Turkey

**Duration:** 5 Day(s)

## Knowledge Skills

Recall geographical characteristics of Iran and Turkey  
Understand the diversity of people and religions present in Iran and Turkey  
Recall key events in the history of Iran and Turkey.  
Recall how culture and experience influence perceptions of places and regions in the world today  
Demonstrate knowledge of unit materials in an assessment setting

**Topic:** Unit Assessment

**Duration:** 2 Day(s)

## Knowledge Skills

Demonstrate knowledge of unit materials in a culminating activity

**Unit:** Unit 11: Central and South Asia

**Duration:** 12 Day(s)

## Description

This unit discusses the geography, resources, and cultures in Central Asia, as well as crossroads and Empires, communism in Central Asia, what life is like in Central Asia now that the Soviet Union has fallen, and challenges for the new governments there.. This unit also discusses the geography of South Asia and its importance, early South Asian history, empires of South Asia, South Asia's independence, culture, people, tension, and economies.

## Materials and Resources

Acellus  
Brainpop

## Essential Questions

What are the geographical resources of Central and South Asia?  
What are the key events in the history of Central and South Asia?  
How did the concept of empire affect Asia?  
How is the culture of South Asia unique?  
How has Central Asia changed since the fall of communism?

## Unit Learning Activities

Guided practice on Central Asia  
Guided practice on South Asia

## Unit Assessment

Unit assessment on Central Asia  
Unit assessment on South Asia  
Project

**Topic:** Central Asia

**Duration:** 5 Day(s)

## Knowledge Skills

Recall key characteristics of Central Asia's geography.  
Explain how Central Asia's resources are used in the world  
Recall how culture and experience influence perceptions of places and regions in Central Asia  
Explain how conflict and cooperation among social groups and organizations affected Asian history  
Understand Central Asia's role in the modern world today.  
Demonstrate knowledge of unit materials in an assessment setting  
Explore cultural characteristics of India via a project

**Topic:** South Asia

**Duration:** 6 Day(s)

## Knowledge Skills

Recall characteristics of South Asian Geography  
Understand population trends in Asia  
Recall key events in South Asian History  
Identify what makes the culture of Asia unique  
Demonstrate knowledge of unit materials in an assessment setting

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

# Social Studies - 7th Grade

Social Studies

Grade(s) 7th, Duration 1 Year, 1 Credit  
Required Course

## Knowledge Skills

Demonstrate knowledge of unit materials in a culminating activity

## Unit: Unit 12: China, Japan, and Korea

Duration: 16 Day(s)

### Description

This unit discusses the geography, population, ethnicities, philosophers, communism, and environmental challenges of China, as well as empires in China and Mongolia, revolution, politics in East Asia, how exports lead to growth, and unequal society. This unit also discusses the geography, resources, and history of Japan and Korea, as well as natural hazards, the events that triggered change, the Korean War, the reconstruction of Japan, prosperity in South Korea, hardship in North Korea, and life in Japan.

### Materials and Resources

Acellus  
Brainpop

### Essential Questions

What are the natural features of Japan and China?  
How does the population of China affect its geography?  
What are key events in the history of China, Japan and Korea?  
How does the economy function and perform in China and Japan?  
How are the governments of China, Japan and Korea different?  
What is life like in China, Japan, North and South Korea?

### Unit Learning Activities

Guided practice on China  
Guided practice on Japan and Korea

### Unit Assessment

Unit assessment on China  
Unit assessment on Japan and Korea  
Project

## Topic: China

Duration: 7 Day(s)

### Knowledge Skills

Recall key features of Chinese geography  
Understand characteristics of the people of China  
Recall key events in Chinese history  
Understand how Chinese culture has shaped the world  
Recall how China has faced many modern environmental challenges  
Demonstrate knowledge of unit materials in an assessment setting

## Topic: Japan and Korea

Duration: 7 Day(s)

### Knowledge Skills

Recall the geographical characteristics of Japan and Korea  
Identify climate and weather issues that Japan and Korea face.  
Understand key events in Asian history  
Understand the different between North and South Korea  
Explain the cultural characteristics of Korea and Japan  
Demonstrate knowledge of unit materials in an assessment setting

## Topic: Unit Assessment

Duration: 2 Day(s)

### Knowledge Skills

Demonstrate knowledge of unit materials in a culminating activity

## Unit: Unit 13 Southeast Asia

Duration: 6 Day(s)

### Description

This unit discusses the geography, colonization, governments, environment, and economies of Southeast Asia, as well as land use and urbanization, Asian diversity, and historical Southeast Asia. This unit also contains the beginning research stages for the final country research project.

### Materials and Resources

Acellus  
Brainpop  
Worldbook Encyclopedia (for Final Project)

### Essential Questions

What makes the geography of Southeast Asia unique?  
How does the government run in Southeast Asia?



# Social Studies - 7th Grade

Social Studies

Grade(s) 7th, Duration 1 Year, 1 Credit  
Required Course

What role does urbanization play in Southeast Asia?  
How does the history of Southeast Asia influence its people today?

## Unit Learning Activities

Guided practice on Southeast Asia

## Unit Assessment

Unit Assessment on Southeast Asia  
Culminating Project

**Topic:** Southeast Asia

**Duration:** 4 Day(s)

### Knowledge Skills

Recall the geographical characteristics of Southeast Asia.  
Recall the effects of different types and patterns of human movement  
Understand key events in Southeast Asian history  
Identify the characteristics of Southeast Asian society.

**Topic:** Final Project

**Duration:** 2 Day(s)

### Knowledge Skills

Conduct a short research project to highlight key aspects of a country  
Read and comprehend secondary sources on grade level

**Unit:** Unit 14: Oceania

**Duration:** 8 Day(s)

### Description

This unit discusses the geography, resources, migration, colonization, culture, government, economy, and environmental challenges of Oceania. Also covered is Antarctica. This unit also contains the beginning research stages for the final country research project.

### Materials and Resources

Acellus  
Brainpop  
Worldbook Encyclopedia (For Final Project)

### Essential Questions

What are the geographical features of Oceania?  
What are the economic resources of Oceania?  
How does Oceania play a role in the modern world?  
What environmental challenges does Oceania currently face?

### Unit Learning Activities

Guided practice on Oceania

### Unit Assessment

Unit assessment on Oceania  
Culminating Project

**Topic:** Oceania

**Duration:** 3 Day(s)

### Knowledge Skills

Understand the geographical characteristics of Oceania  
Recall key events in the history of Oceania  
Understand the cultural characteristics of Oceania  
Identify the forces by which people modify the physical environment in Oceania

**Topic:** Final Project

**Duration:** 3 Day(s)

### Knowledge Skills

Conduct a short research project to highlight key aspects of a country  
Read and comprehend secondary sources on grade level

**Topic:** Benchmark Testing

**Duration:** 2 Day(s)

### Knowledge Skills

Assess overall growth and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

# Language Arts - 8th Grade

Language Arts

Grade(s) 8th, Duration 1 Year  
Required Course

## Course Overview

With a divided emphasis on reading and writing skills, 8th grade Language Arts is a course developed to build on previously learned skills, as well as prepare students for high school level English courses. To strengthen reading comprehension skills, lessons are focused on analyzing the use of literary elements in fiction, non-fiction and poetry. Students will practice these skills through reading and evaluating short stories, essays, poetry, and the *The Outsiders* novel. The writing portion of the course will focus on improving students' abilities to structure writing. Students will complete a variety of writing assignments including narratives and essays that are expository, argumentative, research based and centered around literary analysis. Students will pay close attention to their style, organization, focus, content and conventions of writing so that they are prepared for higher level writing. When researching, students will explore MLA format.

## Scope And Sequence

Timeframe	Unit	Instructional Topics
20 Day(s)	[1] Fiction Analysis	1. Course Pretest/Orientation 2. Point of View and Characterization in Fiction 3. Introduction to Theme and Symbolism 4. Unit Assessment
15 Day(s)	[2] Elements of a Narrative	1. Identifying Narrative Craft 2. Narrative Writing 3. Unit Assessment-Multiple-choice 4. Benchmark Testing
10 Day(s)	[3] Analyzing Literary Elements & Figurative Language	1. Analyzing Literature 2. CEW - Assessing Your Future 3. Unit Assessment
10 Day(s)	[4] Grammar, Usage, and Vocabulary	1. Conventions & Vocabulary 2. CEW- Career Cluster/Your Plan of Study 3. Unit Assessment
15 Day(s)	[5] Expository Essay Writing	1. Introduction to Expository Writing 2. Expository Writing Practice 3. Unit Assessment - Multiple Choice
10 Day(s)	[6] Novel Unit	1. Pre-Reading Investigation 2. Novel Unit 3. Unit Assessment
10 Day(s)	[7] Poetry and Figurative Language	1. Poetry and Figurative Language 2. Unit Assessment (course mid-term)
11 Day(s)	[8] Narrative Poetry and Story Elements	1. Narrative Poetry and Story Elements 2. Unit Assessment 3. Benchmark Testing
10 Day(s)	[9] Dramatic Works	1. Comic Drama 2. Unit Assessment
15 Day(s)	[10] Public Speaking: Analyzing Speeches	1. Analyzing Speeches & Public Speaking Best Practices 2. Give a Speech 3. Unit Assessment-Multiple Choice Assessment
14 Day(s)	[11] Analyzing Nonfiction	1. Nonfiction 2. Skills Review/Test Preparation 3. Unit Assessment
15 Day(s)	[12] Persuasive and Narrative Writing	1. Persuasive vs. Narrative Writing: Persuasive Best Practices 2. Writing Persuasively in Practice 3. Unit Assessment-Multiple Choice
15 Day(s)	[13] Research and Informational Writing	1. Research and Informational Writing Best Practices 2. Research and Informational Writing In Practice 3. Unit Assessment--Multiple Choice 4. Benchmark Testing 5. CEW- Student Annual Goal Sheet
10 Day(s)	[14] Reading Fiction Recap	1. Reading Fiction Recap 2. Unit Assessment (Final Exam)

# Language Arts - 8th Grade

Language Arts

Grade(s) 8th, Duration 1 Year  
Required Course

## Materials and Resources

*Acellus*  
Hinton, S.E *The Outsiders*  
*Study Island*  
*Nearpod*  
*Flocabulary*  
*BrainPop*  
*NewsELA*  
*ReadWorks*

## Prerequisites

7th Grade Language Arts

## Course Details

**Unit:** [1] Fiction Analysis

**Duration:** 20 Day(s)

### Description

This unit introduces students to a number of concepts related to the analysis of fiction. Students will apply knowledge and skills including analyzing point of view, theme, characterization, and text structure.

### Materials and Resources

*Acellus*  
Novel or long work of fiction

### Essential Questions

How do authors make use of various words in order to shape meaning and tone in a text?  
What impact does the point-of-view from which a story is told have on the events of the story as well as the experience of reading?  
How does the narrator shape the text?  
What types of characters and what actions between characters are required to make a story interesting?  
How do authors use some things to represent larger ideas (symbols)?  
How does figurative language (i. e. metaphor) shape meaning in a text  
What messages do authors communicate through fiction, and how do those messages impact the way their stories unfold or determine the setting of the story?  
How are old stories retold, keeping with/departing from the themes of the original tales?  
How do authors use other texts to establish/build themes in their own texts?

### Unit Learning Activities

Instructional Videos

Book pages (fiction)

Sets of questions

Help videos for remediation

### Unit Assessment

Course Pretest (diagnostic)

2 multiple-choice assessments

**Topic:** Course Pretest/Orientation

**Duration:** 2 Day(s)

### Description

This time will determine what knowledge and skills students possess prior to the start of the course so that enrichment/remediation may be administered as needed throughout the year

### Knowledge Skills

Demonstrate grade-level competency in ELA by taking a pretest for diagnostic purposes

**Topic:** Point of View and Characterization in Fiction

**Duration:** 9 Day(s)

### Description

Students will complete the course pretest, then will learn several literary terms, including point of view, third person limited/omniscient narrator, and characterization, and student will use these terms in their analysis of a long work of fiction

### Knowledge Skills

Distinguish between when to use subject vs. object vs. reflective pronouns  
Identify the correct definition of unfamiliar words and recognize those words in a novel  
Read and comprehend a fictional text  
Identify the point of view of a story and select appropriate analyses of the narrator's or a character's point of view from a list of options

# Language Arts - 8th Grade

## Language Arts

Grade(s) 8th, Duration 1 Year  
Required Course

Identify character traits that fit the characters in a given story  
Analyze how dialogue reveals character traits and influences characters' decisions  
Participate and initiate classroom discussion on topics introduced  
Interpret, analyze and evaluate fiction and nonfiction to create inferences, make generalizations, and draw conclusions by using textual evidence  
Clarify meaning of unknown or multiple meaning words  
Compare and contrast written literature to live production of that literature and the advantages and disadvantages of using different mediums to present a topic or idea  
Analyze and evaluate how the point of view used in a fictional reading influences the audience and creates suspense or humor

### Topic: Introduction to Theme and Symbolism

Duration: 2 Day(s)

#### Description

Students will complete several pre-reading activities that introduces them to theme and symbolism.

#### Knowledge Skills

Participate and initiate classroom discussion on topics introduced  
Clarify meaning of unknown or multiple meaning words, such as theme and symbolism

### Topic: Unit Assessment

Duration: 1 Day(s)

#### Description

Students will demonstrate mastery of the standards through a multiple-choice assessment.

#### Knowledge Skills

Demonstrate mastery of unit standards through satisfactory completion of a multiple-choice assessment.

## Unit: [2] Elements of a Narrative

Duration: 15 Day(s)

#### Description

In this unit, students learn the essential elements of a narrative and, once they've identified them, practice writing a narrative on their own.

#### Materials and Resources

Acellus  
Short story  
Instructional videos

#### Essential Questions

What parts of a story and writing techniques can writers (professional or student writers) include in order to draw in a reader?

What impact does hearing a poem have on the audience's experience of that poem?

How does an author's perspective or agenda affect the way they depict events?

#### Unit Learning Activities

Instructional Videos

Sets of questions

Help videos for remediation

#### Unit Assessment

Multiple choice test  
Narrative writing

### Topic: Identifying Narrative Craft

Duration: 7 Day(s)

#### Description

Students will identify elements of a narrative that contribute to the overall quality of the story

#### Knowledge Skills

Define and identify the components of a story  
Listen critically a poem read aloud to determine the impact of sound devices  
Determine the role of an author's purpose/agenda in their depiction of historical events  
Critique a paraphrase of a work of literature to determine its accuracy/effectiveness and its use as a tool for determining the meaning of unfamiliar words  
Identify best practices related to narrative writing in preparation to write a narrative

### Topic: Narrative Writing

Duration: 5 Day(s)

#### Description

# Language Arts - 8th Grade

## Language Arts

Grade(s) 8th, Duration 1 Year  
Required Course

Students will apply their knowledge of essential narrative elements to their own writing

### Knowledge Skills

Write an effective narrative, making use of dialogue and details, and moving through the writing process from prewriting to publication.

Description: [This topic is supplemental and will require more detailed contributions from the course teacher - HL]

Participate and initiate classroom discussion on topics introduced

Practice using narrative and descriptive writing techniques, such as dialogue, in pre-writing activities and writing workshops

**Topic:** Unit Assessment-Multiple-choice

**Duration:** 1 Day(s)

### Description

Students will demonstrate mastery of all unit standards that can be assessed without writing

### Knowledge Skills

Demonstrate mastery of all unit standards that can be assessed without writing.

**Topic:** Benchmark Testing

**Duration:** 2 Day(s)

### Description

This time is set aside for district-wide benchmark testing.

### Knowledge Skills

Identify areas of strength and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

## Unit: [3] Analyzing Literary Elements & Figurative Language

**Duration:** 10 Day(s)

### Description

In this unit, students will read passages (excerpts from a work of literature, short fiction, etc) and analyze tools such as word choice, POV, irony, personification, imagery, etc., to determine how an author can affect his or her readers

### Materials and Resources

Acellus

### Essential Questions

How does word choice (diction, grammatical) shape meaning and contribute to effectiveness in a text?

How can an author use tools (such as point of view, irony, personification, and imagery) to create effects and shape the readers' experiences of a text?

How can grammar and usage detract from or enhance a writer's credibility?

### Unit Learning Activities

Instructional Videos

Book pages (fiction)

Sets of questions

Help videos for remediation

### Unit Assessment

Multiple-choice assessment

**Topic:** Analyzing Literature

**Duration:** 8 Day(s)

### Description

Students will analyze a work of literature (e. g. *War of the Worlds*, or excerpts from it), in order to identify literary elements including irony, suspense, and figurative language

### Knowledge Skills

Distinguish between two homophones, understanding when to use each word based on the meaning and part of speech of each.

Define and recognize unfamiliar words used in a fictional text

Define, identify, and analyze irony as it occurs in the text, paying attention to the role of point of view in examples of irony

Define imagery and personification and identify examples of both

Identify examples of suspense in a text

**Topic:** CEW - Assessing Your Future

**Duration:** 1 Day(s)

### Description

Students will complete a career & work lesson during this unit as well

### Knowledge Skills

# Language Arts - 8th Grade

Language Arts

Grade(s) 8th, Duration 1 Year  
Required Course

Assess future goals by participating in Career Activity

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

**Description**

Through this multiple-choice assessment, students will demonstrate mastery of unit standards.

**Knowledge Skills**

Demonstrate mastery of unit standards through satisfactory completion of a multiple-choice assessment.

**Unit:** [4] Grammar, Usage, and Vocabulary

**Duration:** 10 Day(s)

**Description**

In this lesson, students will learn a number of grammar rules and vocabulary decoding tools to help them to develop at their grade level as readers and writers

**Materials and Resources**

Instructional Videos

**Essential Questions**

How can different words create different feelings in a reader?

How can students determine the meaning of unfamiliar words?

Why is it important for students to have a firm grasp on the conventions of Standard American English (SAE)?

**Unit Learning Activities**

Instructional Videos

Sets of questions

Help videos for remediation

**Unit Assessment**

Instructional Videos

Sets of questions

Help videos for remediation

**Topic:** Conventions & Vocabulary

**Duration:** 8 Day(s)

**Description**

Students will learn a number of grammar and usage concepts as well as tools for decoding vocabulary

**Knowledge Skills**

Distinguish between words based on their connotation.

Determine when to use homonyms (e.g. when to use to vs. too vs. two)

Use context clues as well as word parts to determine the meaning of unfamiliar words

Evaluate the impact of selecting one word vs. another

**Topic:** CEW- Career Cluster/Your Plan of Study

**Duration:** 1 Day(s)

**Knowledge Skills**

Participate in Career Education and Work Activity: Career Cluster/Your Plan of Study

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

**Description**

During this assessment, students will demonstrate mastery of unit standards through satisfactory completion of a multiple-choice assessment.

**Knowledge Skills**

Demonstrate mastery of unit standards through satisfactory completion of a multiple-choice assessment.

**Unit:** [5] Expository Essay Writing

**Duration:** 15 Day(s)

**Description**

Students will learn what an expository essay is and should also practice writing one of their own.

**Materials and Resources**

Acellus

Instructional videos

# Language Arts - 8th Grade

Language Arts

Grade(s) 8th, Duration 1 Year  
Required Course

## Essential Questions

How should each paragraph or section (introduction, body, conclusion) function in an essay? Each sentence within each paragraph?

What is the role of a thesis statement or a topic sentence?

How can students write effectively about a piece of literature, articulating and defending an argument about that piece of writing?

## Unit Learning Activities

Instructional Videos

Sets of questions

Help videos for remediation

## Unit Assessment

Multiple-choice assessment

Essay

### Topic: Introduction to Expository Writing

Duration: 9 Day(s)

#### Description

Students will learn the definition, function, and purpose of an expository piece of writing and will break it down to its component parts, understanding the role and function of each part of the essay and each part of each paragraph within the essay.

#### Knowledge Skills

Describe the roles of each section of an expository essay and the roles of each part of a paragraph

Identify appropriate explanations and examples of how to structure a paragraph in an expository essay

Define a thesis statement and identify good examples of thesis statements

Identify examples of well-defended arguments that make use of text evidence

### Topic: Expository Writing Practice

Duration: 5 Day(s)

#### Description

Students will use their understanding of expository writing to write their own expository essays

#### Knowledge Skills

Write an expository essay from prewriting to publication

### Topic: Unit Assessment - Multiple Choice

Duration: 1 Day(s)

#### Description

Students will demonstrate mastery of all unit standards that can be assessed without writing

#### Knowledge Skills

Demonstrate mastery of all unit standards that can be assessed without writing by satisfactorily completing a multiple-choice assessment

## Unit: [6] Novel Unit

Duration: 10 Day(s)

#### Description

In this unit, students will read the novel *The Outsiders*. Activities and discussions will center around theme, characterization, point of view, plot, and conflict.

#### Materials and Resources

Novel, *The Outsiders* by S.E Hinton

#### Essential Questions

Why is individuality powerful?

Why is social acceptance important to people?

Why might people hide their true selves?

What makes you who you are and determines what you will become?

#### Enrichment Opportunities

Watch the 1980s film *The Outsider* and compare and contrast with the novel

#### Unit Learning Activities

Setting Investigation pre-reading assignment

Active reading questions for groups of chapters

Character exploration assignment

Nonfiction criticism activity

#### Unit Assessment

Chapter quizzes

Novel Project assessment

# Language Arts - 8th Grade

Language Arts

Grade(s) 8th, Duration 1 Year  
Required Course

**Topic:** Pre-Reading Investigation

**Duration:** 1 Day(s)

**Description**

Students will complete a pre-reading assignment where they investigate the setting of the novel - America, 1960s

**Knowledge Skills**

Participate and initiate classroom discussion on topics introduced  
Research setting and background information of the novel before reading

**Topic:** Novel Unit

**Duration:** 8 Day(s)

**Knowledge Skills**

Read, comprehend, and analyze grade level text

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

**Description**

Placeholder for course teacher

**Knowledge Skills**

Demonstrate knowledge of key concepts learned in Unit 6

**Unit:** [7] Poetry and Figurative Language

**Duration:** 10 Day(s)

**Description**

Students will be introduced to a variety of types of figurative language and will also read several poems that exemplify the types of figurative language under study.

**Materials and Resources**

Instructional Videos  
Acellus

**Essential Questions**

How can readers or listeners bring purpose to poems they read or listen to in order to understand and appreciate them?

What tools do poets use to make their poetry memorable or to evoke emotions?

**Unit Learning Activities**

Instructional Videos

Sets of questions

Help videos for remediation

**Unit Assessment**

Multiple-Choice Assessment (mid-term in Acellus)

**Topic:** Poetry and Figurative Language

**Duration:** 9 Day(s)

**Description**

Students will read a number of poems and analyze those poems based on their growing knowledge of figurative language and sound devices

**Knowledge Skills**

Distinguish between commonly confused words (i. e. there vs. they're vs. their)  
Define key terms related to poetic forms and types of figurative language  
Identify and analyze examples of figurative language in a poem  
Define mood and determine the mood of a text based on text evidence provided  
Compare poem types with different rhyme schemes and structures (e.g. sonnet vs. haiku)  
Identify the rhyme scheme of a poem when heard

**Topic:** Unit Assessment (course mid-term)

**Duration:** 1 Day(s)

**Description**

Through this assessment, students will demonstrate mastery of unit standards by satisfactorily completing a multiple-choice test.

**Knowledge Skills**

Through this assessment, students will demonstrate mastery of all previous unit standards by satisfactorily completing a multiple-choice test.

**Unit:** [8] Narrative Poetry and Story Elements

**Duration:** 11 Day(s)

**Description**



# Language Arts - 8th Grade

Language Arts

Grade(s) 8th, Duration 1 Year  
Required Course

Students will read (a) narrative poem(s) and compare the genre with prose fiction, identifying how elements of fiction work in a narrative poem

## Materials and Resources

Instructional videos

Acellus

## Essential Questions

What is narrative poetry and how does it differ from fiction and poetry?

How can an author create a certain mood (e. g. suspense) in a piece of writing?

How are characters developed in poetry?

## Unit Learning Activities

Instructional Videos

Sets of questions

Help videos for remediation

## Unit Assessment

Multiple-choice assessment

### Topic: Narrative Poetry and Story Elements

Duration: 8 Day(s)

#### Description

Students will read (a) narrative poem(s) and compare the genre with prose fiction, identifying how elements of fiction work in a narrative poem

#### Knowledge Skills

Demonstrate comprehension of (a) narrative poem(s) through multiple-choice questions

Define and analyze narrative poetry, including epic poetry

Make connections between an author's life and his or her writing

Identify story elements (conflict, plot, setting) in a narrative poem.

Listen critically to a poem, paying attention to techniques the poet uses to create suspense.

Identify appropriate analyses of how rhyme emphasizes emotional words in a text in order to emphasize a certain mood.

Identify appropriate paraphrases of a text

Distinguish between easily-confused words in order to choose the grammatically correct choice according to SAE

Identify appropriate uses of a colon in a text

### Topic: Unit Assessment

Duration: 1 Day(s)

#### Description

Through this assessment, students will demonstrate mastery of unit standards by satisfactorily completing a multiple-choice test.

#### Knowledge Skills

Demonstrate mastery of unit standards through satisfactory completion of a multiple-choice test.

### Topic: Benchmark Testing

Duration: 2 Day(s)

#### Description

This time is set aside for district-wide benchmark testing (mid-year).

#### Knowledge Skills

Assess midyear growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

## Unit: [9] Dramatic Works

Duration: 10 Day(s)

#### Description

Students will read, comprehend, and analyze a dramatic play such as one by William Shakespeare (i. e. *Midsummer Night's Dream*, *Much Ado About Nothing*). Along the way, they will learn conventions of drama as well as the elements of stage, lighting, setting and performing dramatic works.

#### Materials and Resources

Acellus

Instructional Videos

Play (a comedy)

#### Essential Questions

What makes drama distinct and unique from other genres?

How do authors create comic scenes in writing?

How do authors use word choice (both grammatically and stylistically) to enhance a work?

# Language Arts - 8th Grade

Language Arts

Grade(s) 8th, Duration 1 Year  
Required Course

## Unit Learning Activities

Instructional Videos

Book pages (drama, comedy)

Sets of questions

Help videos for remediation

## Unit Assessment

Multiple-choice assessment

**Topic:** Comic Drama

**Duration:** 9 Day(s)

### Description

Students will read, comprehend, and analyze a dramatic comedy such as one of Shakespeare's comedies (i. e. *Midsummer Night's Dream*). Along the way, they will learn conventions of drama as well as the criteria of a comedy.

### Knowledge Skills

Read and comprehend and interpret a dramatic comedy or parts of a dramatic play.

Description: Students will read, revise, revise adapt a scene from the chosen play with new settings/times/ and performance elements of their choosing.

Identify where a particular work fits within the larger cannon of writing of an author (e. g. Shakespeare)

Trace the development of a theme over the course of a text

Define terms that refer to types of figurative language used in the play (e. g. personification)

Compare comedic drama with another genre such as nonfiction

Distinguish between active and passive verbs

Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

### Description

In this assessment, students will demonstrate mastery of unit standards through the satisfactory completion of a multiple-choice assessment.

### Knowledge Skills

Demonstrate mastery of unit standards through satisfactory completion of a multiple-choice assessment.

**Unit:** [10] Public Speaking: Analyzing Speeches

**Duration:** 15 Day(s)

### Description

Students will analyze speeches, learn best practices for public speaking, and give a speech

### Materials and Resources

Acellus

Instructional videos

### Essential Questions

How do effective communicators speak effectively in different contexts and to various audiences?

What rules govern the various ways that people communicate in school, home, at work, and in society?

### Unit Learning Activities

Instructional Videos

Sets of questions

Help videos for remediation

### Unit Assessment

Multiple-choice assessment

Speech

**Topic:** Analyzing Speeches & Public Speaking Best Practices

**Duration:** 9 Day(s)

### Description

Students will analyze speeches and learn best practices associated with public speaking

### Knowledge Skills

Determine if/when to use troublesome words according to the conventions of SAE

Analyze a speech based on both the historical context and the persuasive techniques associated with it

Describe and identify best practices associated with public speaking (i. e. pacing, volume)

Define a grammatical term (i. e. participles) and distinguish between correct and incorrect usages

# Language Arts - 8th Grade

Language Arts

Grade(s) 8th, Duration 1 Year  
Required Course

## Topic: Give a Speech

Duration: 5 Day(s)

### Description

Students will prepare and deliver a speech [preferably including some collaborative work with peers to meet 1.5.8A if not met elsewhere in course/during LLS, at teacher's discretion-HL]

### Knowledge Skills

Compose and deliver a speech according to best practices learned earlier in the unit, incorporating some form of multimedia  
Engage in collaborative discussion with peers (at teacher's discretion, if 1.5.8A not met elsewhere in course)  
Evaluate an author's argument, reasoning and claims when researching and peer reviewing essays  
Demonstrate persuasive writing techniques by creating an argumentative essay that utilizes the skills mentioned in all five areas of the writing rubric - style, focus, conventions, organization and content  
Adapt speech and demonstrate the command conventions of standard English by speaking presenting a project to classmates

## Topic: Unit Assessment-Multiple Choice Assessment

Duration: 1 Day(s)

### Description

Through this unit assessment, students will demonstrate mastery of the unit standards through satisfactory completion of a multiple-choice test. This assessment examines the standards that can be assessed without speaking/writing.

### Knowledge Skills

Demonstrate mastery of the unit standards not assessed in the speech

## Unit: [11] Analyzing Nonfiction

Duration: 14 Day(s)

### Description

Students will read and analyze nonfiction and will prepare for state tests

### Materials and Resources

Instructional Videos  
Acellus

### Essential Questions

What motivates authors to write informational texts?

How does nonfiction reading compare to fiction/literary reading? What elements are shared and what key differences exist?

### Unit Learning Activities

Instructional Videos

Sets of questions

Help videos for remediation

### Unit Assessment

Multiple-choice assessment

## Topic: Nonfiction

Duration: 9 Day(s)

### Description

Students will read and analyze nonfiction, identifying similarities between reading fiction and nonfiction as well as key differences between the two genres

### Knowledge Skills

Define a grammatical term and identify correct/incorrect examples of that term.  
Describe the purpose of informational texts and identify distinguishing features of the genre.  
Select text evidence from a series of choices that best supports a given inference  
Evaluate potential themes for a nonfiction text and select those that appear to be most appropriate.  
Identify appropriate summaries of a selection of a text.  
Use context clues to determine the meaning of unfamiliar words in nonfiction texts  
Identify the beginning, middle, and end of a nonfiction text as well as how those components compare to their corresponding parts in a fictional work  
Determine the point of view of a nonfiction piece and determine the influence on POV on an argument

## Topic: Skills Review/Test Preparation

Duration: 4 Day(s)

### Description

This time is set aside for preparation for/administration of state standardized tests

### Knowledge Skills

# Language Arts - 8th Grade

Language Arts

Grade(s) 8th, Duration 1 Year  
Required Course

Demonstrate knowledge of key concepts learned in 8th Grade English Language Arts

**Topic:** Unit Assessment

**Duration:** 1 Day(s)

## Description

Through this assessment, students will demonstrate mastery of unit standards by satisfactorily completing a multiple-choice assessment

## Knowledge Skills

demonstrate mastery of unit standards by satisfactorily completing a multiple-choice assessment

**Unit:** [12] Persuasive and Narrative Writing

**Duration:** 15 Day(s)

## Description

Students will critically read a persuasive piece of writing and learn best practices associated with persuasive writing. They will consider how persuasive writing compares to narrative writing and, ultimately, they will apply the best practices they learned to their own writing.

## Materials and Resources

Instructional videos

Acellus

## Essential Questions

What is persuasive writing?

What techniques can authors use to make a persuasive argument?

How does a person's viewpoint affect his judgment and the arguments he makes?

How do narrative stories compare with persuasive pieces?

## Unit Learning Activities

Instructional Videos

Sets of questions

Help videos for remediation

## Unit Assessment

Multiple-choice assessment

**Topic:** Persuasive vs. Narrative Writing: Persuasive Best Practices

**Duration:** 9 Day(s)

## Description

Students will learn what makes a strong piece of persuasive writing and will analyze a sample persuasive text. They will also consider how persuasive writing compares with narrative writing.

## Knowledge Skills

Analyze a sample student paper in order to determine how the author structures and defends her or his argument.

Distinguish between weak and strong evidence from reliable or unreliable sources.

Describe the writing process and effective writing practices for persuasive writing.

Compare arguments from opposing viewpoints

Identify important components for narrative writing as compared with persuasive writing

Compare how different words affect the tone of writing, paying attention to grammar

**Topic:** Writing Persuasively in Practice

**Duration:** 5 Day(s)

## Description

Students will apply best practices learned elsewhere in the unit to their own persuasive writing

## Knowledge Skills

Write a persuasive piece

**Topic:** Unit Assessment-Multiple Choice

**Duration:** 1 Day(s)

## Description

In this assessment, students will demonstrate mastery of unit standards that can be assessed without writing. Students must satisfactorily complete this multiple-choice test.

## Knowledge Skills

Demonstrate mastery of unit standards not assessed in the essay by satisfactorily completing a multiple-choice test.

**Unit:** [13] Research and Informational Writing

**Duration:** 15 Day(s)

# Language Arts - 8th Grade

Language Arts

Grade(s) 8th, Duration 1 Year  
Required Course

## Description

In this unit, students learn how to conduct research and how to compose a trustworthy informational piece based on research they conducted

## Materials and Resources

Instructional videos

Acellus

## Essential Questions

What are the best practices associated with research and informational writing?

What tools are available for students hoping to write effectively and conduct strong research?

What makes a source unreliable and how can students or people conducting research determine the reliability of a source?

## Unit Learning Activities

Instructional Videos

Sets of questions

Help videos for remediation

## Unit Assessment

Multiple-choice assessment

### Topic: Research and Informational Writing Best Practices

Duration: 6 Day(s)

#### Description

In these lessons, students are introduced to informational writing and research as an essential component of the writing process for informational texts. They learn best practices for both research and informational writing.

#### Knowledge Skills

Define informative writing and identify its purpose

Describe the purpose and use of a dictionary and a thesaurus, distinguishing between when to use which one

Describe how to use the internet as a tool for research

Identify strategies to use for determining the credibility of sources

Describe strategies they can use to enhance their paper, including the use of visuals.

### Topic: Research and Informational Writing In Practice

Duration: 5 Day(s)

#### Description

Students apply best practices learned elsewhere in the unit to write an informational essay based on credible research.

#### Knowledge Skills

Conduct research according to best practices learned earlier in the unit

Write informatively based on best practices identified elsewhere in the unit

Develop and analyze a research topic by creating a paper and annotated bibliography that provides facts, quotations and examples from the sources and that is formatted according to MLA

### Topic: Unit Assessment--Multiple Choice

Duration: 1 Day(s)

#### Description

In this assessment, students will demonstrate mastery of the standards that can be assessed without writing. They will satisfactorily complete a multiple-choice test.

#### Knowledge Skills

Demonstrate mastery of unit standards that don't require writing through completion of a multiple-choice test.

### Topic: Benchmark Testing

Duration: 2 Day(s)

#### Description

This unit is set aside for district-wide benchmark testing.

#### Knowledge Skills

Assess overall growth and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

### Topic: CEW- Student Annual Goal Sheet

Duration: 1 Day(s)

#### Description

Students will complete a career & work lesson during this unit

#### Knowledge Skills

Analyze student created goals and reflect on the progress of goals in order to identify areas of strength and areas of weakness.

# Language Arts - 8th Grade

Language Arts

Grade(s) 8th, Duration 1 Year  
Required Course

## Unit: [14] Reading Fiction Recap

Duration: 10 Day(s)

### Description

In this unit, students review all of the skills they have developed for reading fiction and apply those skills to one text

### Materials and Resources

Fiction text  
Informational Videos

### Essential Questions

How can students read actively in order to ensure comprehension?

How can reading a story analytically make the story more enjoyable or reveal previously unnoticed details or lessons?

### Unit Learning Activities

Instructional Videos

Sets of questions

Help videos for remediation

### Unit Assessment

Multiple Choice Test (Final Exam)

## Topic: Reading Fiction Recap

Duration: 8 Day(s)

### Description

Students will review the skills they have developed throughout the year for reading literature and will apply those skills to a final piece of fiction

### Knowledge Skills

Read and comprehend a piece of short fiction  
Practice reading actively pausing throughout the story to check for comprehension  
Define symbolism and identify examples of symbols in a story  
Define and identify examples of situational irony in a short story  
Determine the theme of a short story and select the most appropriate text evidence to support that theme from several options  
Identify inappropriate comma usage

## Topic: Unit Assessment (Final Exam)

Duration: 2 Day(s)

### Description

In this unit assessment, students will demonstrate mastery of course standards through satisfactory completion of this multiple-choice test.

### Knowledge Skills

Demonstrate mastery of course standards through satisfactory completion of a multiple-choice test and benchmark exam.

# Mathematics - 8th Grade

Mathematics

Grade(s) 8th, Duration 1 Year  
Required Course

## Course Overview

Eighth grade math offers a diverse pre-algebraic curriculum to help students prepare for Algebra 1 and high school math. Students in this course will explore all domains of math with a focus on critical thinking, analysis, and problem solving skills. They will learn about the number system by expanding on both rational and irrational numbers then building into exponential expressions. Some of the algebraic concepts explored will include using the Pythagorean Theorem, solving linear equations and systems of equations, and graphing functions. Geometry concepts will include transformations of figures on the coordinate plane, pairs of angles and lines, and two and three dimensional measurement. Students will also learn about data analysis through scatter plots, lines of best fit, and two-way tables.

# Mathematics - 8th Grade

Mathematics

Grade(s) 8th, Duration 1 Year  
Required Course

Timeframe	Unit	Scope And Sequence	
			Instructional Topics
26 Day(s)	Unit 1: Expressions and Equations		<ol style="list-style-type: none"><li>1. Course Introduction</li><li>2. Key Vocabulary</li><li>3. Algebraic Expressions</li><li>4. Solving One-Step Equations</li><li>5. Solving Multi-Step Equations</li><li>6. Solving Equations with Variables on Both Sides</li><li>7. Unit Review and Assessment</li><li>8. School Benchmark Testing</li></ol>
21 Day(s)	Unit 2: Rational Numbers and Exponents		<ol style="list-style-type: none"><li>1. Rational Numbers</li><li>2. Properties of Exponents</li><li>3. Integer Exponents</li><li>4. Scientific Notation</li><li>5. Unit Review and Assessment</li></ol>
17 Day(s)	Unit 3: Irrational Numbers and the Pythagorean Theorem		<ol style="list-style-type: none"><li>1. Squares and Square Roots</li><li>2. Cubes and Cube Roots</li><li>3. The Pythagorean Theorem</li><li>4. Applying the Pythagorean Theorem and its Converse</li><li>5. Unit Review and Assessment</li></ol>
13 Day(s)	Unit 4: Patterns in Geometry		<ol style="list-style-type: none"><li>1. Transformations</li><li>2. Combined Transformations</li><li>3. Congruency</li><li>4. Similarity</li><li>5. Unit Review and Assessment</li></ol>
17 Day(s)	Unit 5: Angles and Pairs of Lines		<ol style="list-style-type: none"><li>1. Angle Relationships</li><li>2. Angles and Parallel Lines</li><li>3. Triangles</li><li>4. Coordinate Geometry</li><li>5. Midterm Review and Assessment</li></ol>
15 Day(s)	Unit 6: Volume		<ol style="list-style-type: none"><li>1. School Benchmark Testing</li><li>2. Circles</li><li>3. Spheres</li><li>4. Volume of Prisms and Cylinders</li><li>5. Volume of Pyramids and Cones</li><li>6. Unit Review and Assessment</li><li>7. Value of Money and Budgeting</li></ol>
27 Day(s)	Unit 7: Linear Equations		<ol style="list-style-type: none"><li>1. Interpreting Graphs</li><li>2. Slope</li><li>3. Graphing Linear Equations</li><li>4. Special Linear Relationships</li><li>5. Unit Review and Assessment</li><li>6. PSSA Test Prep Activities</li><li>7. Standardized Testing</li><li>8. Career Investigation Project</li></ol>
20 Day(s)	Unit 8: Systems of Equations		<ol style="list-style-type: none"><li>1. Slope of Parallel and Perpendicular Lines</li><li>2. Solving Systems of Linear Equations</li><li>3. Functions</li><li>4. Unit Review and Assessment</li></ol>
24 Day(s)	Unit 9: Interpreting Data		<ol style="list-style-type: none"><li>1. Scatter Plots</li><li>2. Linear Best Fit Models</li><li>3. Comparing Multiple Representations</li><li>4. Final Review and Assessment</li><li>5. Course Wrap Up</li><li>6. School Benchmark Testing</li></ol>



# Mathematics - 8th Grade

Mathematics

Grade(s) 8th, Duration 1 Year  
Required Course

## Materials and Resources

Calculator  
Acellus Learning System  
Study Island  
Flocabulary  
Gizmos  
Flipgrid  
Nearpod

## Prerequisites

Successful Completion of 7th Grade Math

## Course Details

**Unit:** Unit 1: Expressions and Equations

**Duration:** 26 Day(s)

### Description

This unit focuses on solving one variable equations. Students will study vocabulary that identifies the components of an equation and then apply the concept of inverse operations to build on solving single variable equations. Students will learn about evaluating algebraic expressions, combining like terms in an expression, distinguishing the parts of an equation, applying the distributive property, and applying inverse operations to solve equations for an unknown variable using one-step, two-steps, and multi-steps. The students will work with equations that have variables on one and both sides. They will be able to generate equations that model word problems and relate equations to real world situations.

### Materials and Resources

Calculator  
Acellus  
Study Island

### Essential Questions

What do equations represent?  
What are variables and what do they mean in terms of an equation?  
Why do we combine like terms?  
How do you solve for missing components of an equation?  
Why is the order of operations important in mathematics?

### Enrichment Opportunities

Guided Math Practice

### Unit Learning Activities

Vocabulary Activity  
Order of Operations Review Activity  
Algebraic Expressions Activity  
Variables and Expressions Problem Set  
Coefficients, Terms, and Constants Problem Set  
Evaluating Algebraic Expressions Problem Set  
Algebraic Expressions with Order of Operations Problem Set  
Introduction to Equations Problem Set  
Solving Equations by Adding and Subtracting Problem Set  
Solving Equations by Multiplying and Dividing Problem Set  
Solving Two-Step Equations Problem Set  
Solving Multi-Step Equations (Part 1) Problem Set  
Solving Multi-Step Equations (Part 2) Problem Set  
Solving Equations with Distributive Property Problem Set  
Solving Equations with Variables on Both Sides (Part 1) Problem Set  
Solving Equations with Variables on Both Sides (Part 2) Problem Set  
Solving Special Equations Problem Set  
Unit Review Problem Set  
Unit Review Game

### Unit Assessment

Unit 1: Expressions and Equations Exam

**Topic:** Course Introduction

**Duration:** 3 Day(s)

### Knowledge Skills

Course Introduction  
Pre-Test

**Topic:** Key Vocabulary

**Duration:** 2 Day(s)

# Mathematics - 8th Grade

Mathematics

Grade(s) 8th, Duration 1 Year  
Required Course

## Knowledge Skills

Define key vocabulary relating to expressions and equations.

### Topic: Algebraic Expressions

Duration: 3 Day(s)

## Knowledge Skills

Combine like terms in an expression  
Evaluate algebraic expressions  
Apply the order of operations to evaluate algebraic expressions

### Topic: Solving One-Step Equations

Duration: 3 Day(s)

## Knowledge Skills

Solving one-step equations using addition or subtraction  
Solve one-step equations using multiplication and division

### Topic: Solving Multi-Step Equations

Duration: 6 Day(s)

## Knowledge Skills

Solve two-step equations using addition or subtraction and multiplication or division  
Solve multi-step equations with integer values  
Solve multi-step equations with rational numbers  
Solve multi-step equations by using the distributive property

### Topic: Solving Equations with Variables on Both Sides

Duration: 5 Day(s)

## Knowledge Skills

Solve integer equations with variables on both sides of the equal sign  
Solve rational number equations with variables on both sides of the equal sign  
Solve special equations with no solutions or infinitely many solutions

### Topic: Unit Review and Assessment

Duration: 2 Day(s)

## Knowledge Skills

Demonstrate knowledge of key concepts and skills learned in Unit 1

### Topic: School Benchmark Testing

Duration: 2 Day(s)

## Knowledge Skills

Identify areas of strength and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

## Unit: Unit 2: Rational Numbers and Exponents

Duration: 21 Day(s)

### Description

In this unit students will analyze number relations and apply the knowledge of rational numbers to simplify expressions using exponents. They will convert rational numbers into various representations including fractions, decimals, and percents. Students will identify and use the laws of exponents to simplify expressions. They will write, simplify, and evaluate problems using scientific notation.

### Materials and Resources

Calculator  
Acellus  
Study Island

### Essential Questions

What is a rational number?  
Can you write a number in more than one way?  
Why would converting a rational number to a different representation be useful when problem solving?  
What are exponents?  
How are exponents used in math?  
What is scientific notation?  
In what real world situations would scientific notation be used?

### Enrichment Opportunities

Guided Math Practice

### Unit Learning Activities

Rational Numbers to Decimal Expansion Problem Set  
Terminating Decimals to Rational Numbers Problem Set  
Repeating Decimals to Rational Numbers Problem Set

# Mathematics - 8th Grade

Mathematics

Grade(s) 8th, Duration 1 Year  
Required Course

Percents to Decimals Problem Set  
Exponents and Bases Problem Set  
Powers and Exponents Problem Set  
Multiplying Powers with Similar Bases Problem Set  
Multiplying Powers with Different Bases Problem Set  
Dividing Powers with Similar Bases Problem Set  
Exponents of Zero Problem Set  
Negative Exponents Problem Set  
Converting Exponential Expressions Problem Set  
Scientific Notation Problem Set  
Operations with Scientific Notation Problem Set  
Scientific Notation Formats Problem Set  
Calculator Tips and Tricks Activity  
Exponents Activity  
The Number System Activity

## Unit Assessment

Unit 2: Rational Numbers and Exponents Exam

### Topic: Rational Numbers

Duration: 5 Day(s)

#### Knowledge Skills

Convert rational numbers to decimal expansion  
Convert terminating decimals to rational numbers  
Convert repeating decimals to rational numbers  
Convert percents to decimals

### Topic: Properties of Exponents

Duration: 4 Day(s)

#### Knowledge Skills

Key vocabulary including powers, exponents, index, and base  
Apply the laws of exponents to multiply powers with the same base  
Multiply powers with different bases  
Apply the laws of exponents to divide powers with the same base

### Topic: Integer Exponents

Duration: 5 Day(s)

#### Knowledge Skills

Apply the laws of exponents to evaluate exponents of zero  
Apply the laws of exponents to evaluate negative integer exponents  
Apply the laws of exponents to simplify expressions with integer exponents

### Topic: Scientific Notation

Duration: 5 Day(s)

#### Knowledge Skills

Express large and small numbers in scientific notation  
Convert numbers between scientific notation and standard form  
Perform basic operations of addition, subtraction, multiplication and division with numbers in scientific notation  
Interpret the different formats of scientific notation

### Topic: Unit Review and Assessment

Duration: 2 Day(s)

#### Knowledge Skills

Demonstrate knowledge of key concepts and skills learned in Unit 2

## Unit: Unit 3: Irrational Numbers and the Pythagorean Theorem

Duration: 17 Day(s)

### Description

This unit will focus on powers and square roots. Students will practice squaring and cubing numbers, find square and cube roots, approximate irrational number place values, and solve problems using square roots. They will gain a better understanding of the number system and the differences between rational and irrational numbers. The unit will also focus on using both the Pythagorean Theorem and the Distance Formula to solve problems. Students will find missing side lengths of right triangles given two known legs or a known leg and the hypotenuse. They will apply this to real world concepts and problem solving. Students will apply the converse of the Pythagorean Theorem to classify types of triangles. They will also use the Pythagorean Theorem on the coordinate plane to calculate the distance between two points.

### Materials and Resources

Calculator  
Acellus

# Mathematics - 8th Grade

Mathematics

Grade(s) 8th, Duration 1 Year  
Required Course

Study Island

## Essential Questions

- What are square roots?
- Where do square root values belong on a number line?
- Why is it important to become familiar with perfect squares?
- How is it possible to have a negative cubed root but not of a square root?
- How do you find the missing side length of a right triangle?
- What is the Pythagorean Theorem?
- Why can the Pythagorean Theorem only be used with right triangles?
- What is the converse of the Pythagorean Theorem used for?
- How will cube and fourth roots and powers be similar to square roots and powers?

## Enrichment Opportunities

Guided Math Practice

## Unit Learning Activities

- Perfect Squares and Square Roots Activity
- Estimating Irrational Numbers Activity
- Pythagorean Theorem Word Problems Activity
- Perfect Squares Problem Set
- Irrational Numbers Problem Set
- Irrational Numbers on the Number Line Problem Set
- Cubes Problem Set
- Cube Roots Problem Set
- Cube Roots of Negative Numbers Problem Set
- Pythagorean Theorem with Known Legs Problem Set
- Pythagorean Theorem with Unknown Leg Problem Set
- Proving Pythagorean Theorem Problem Set
- Applying Converse of Pythagorean Theorem Problem Set
- PT Determining Right, Acute and Obtuse Triangles Problem Set
- Using PT in the Coordinate System Problem Set

## Unit Assessment

Unit 3: Irrational Numbers and the Pythagorean Theorem Exam

### Topic: Squares and Square Roots

Duration: 4 Day(s)

#### Knowledge Skills

- Identify the perfect squares and square roots for integer values 1-20
- Find squares and square roots of integer values
- Approximate the value of irrational numbers on the number line
- Determine whether a number is rational or irrational

### Topic: Cubes and Cube Roots

Duration: 3 Day(s)

#### Knowledge Skills

- Explore the relationship between cubes and cube roots
- Find cubes and cube roots of integer values
- Evaluate cube roots of negative numbers

### Topic: The Pythagorean Theorem

Duration: 4 Day(s)

#### Knowledge Skills

- Use the Pythagorean Theorem to find the hypotenuse of right triangles given known legs
- Use the Pythagorean Theorem to find an unknown leg of a right triangle
- Apply the Pythagorean Theorem to real world concepts to evaluate the missing side length of a right triangle

### Topic: Applying the Pythagorean Theorem and its Converse

Duration: 4 Day(s)

#### Knowledge Skills

- Apply the converse of the Pythagorean Theorem to identify right triangles
- Determine classifications of triangles by angle using the converse of the Pythagorean Theorem
- Calculate the distance between two points in the coordinate system using the Pythagorean Theorem

### Topic: Unit Review and Assessment

Duration: 2 Day(s)

#### Knowledge Skills

- Demonstrate knowledge of key concepts and skills learned in Unit 3

# Mathematics - 8th Grade

Mathematics

Grade(s) 8th, Duration 1 Year  
Required Course

Unit: Unit 4: Patterns in Geometry

Duration: 13 Day(s)

## Description

This unit will explore congruence and similarity. The students will learn about the relationships between congruent and similar figures, as well as identifying both with two-dimensional figures. The students will learn about the rules and properties of basic transformations using coordinate geometry and two-dimensional polygons. They will apply these rules and properties to identify combinations of transformations and the effects of transformations using coordinates. The students will define congruence in line segments, angles, and polygons. They will also explore proportional relationships through concepts of similarity.

## Materials and Resources

Calculator  
Acellus  
Study Island

## Essential Questions

What is the difference between similarity and congruence?  
What is a transformation?  
Can a final image of a combined transformation be both similar and congruent?  
What types of motions can be included in a transformation?  
What applications can transformations have in the real world?

## Enrichment Opportunities

Guided Math Practice

## Unit Learning Activities

Dilations Problem Set  
Translations Problem Set  
Reflections Problem Set  
Rotations Problem Set  
Combinations of Transformations Problem Set  
Congruent Polygons Problem Set  
Transformations and Congruency Problem Set  
Determining Similarity with Transformations Problem Set  
Similarity Transformations Problem Set  
Writing Congruence Statements Activity  
Unit Review Problem Set

## Unit Assessment

Unit 4: Patterns in Geometry Exam

### Topic: Transformations

Duration: 4 Day(s)

#### Knowledge Skills

Identify and apply properties of dilations, translations, rotations, and reflections  
Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates

### Topic: Combined Transformations

Duration: 2 Day(s)

#### Knowledge Skills

Describe the effect of compound transformations on figures using coordinates  
Identify the image of a figure after a combined transformation is performed  
Determine whether the final image of a figure is similar or congruent to the original after a combined transformation is performed

### Topic: Congruency

Duration: 3 Day(s)

#### Knowledge Skills

Define and identify congruency in line segments, angles, and shapes  
Identify congruent two-dimensional figures on the coordinate plane  
Write congruency statements for congruent figures  
Given two congruent figures, describe a sequence of transformations that exhibits the congruence between them

### Topic: Similarity

Duration: 2 Day(s)

#### Knowledge Skills

Identify transformations as similarity or congruence transformations  
Use proportional relationships to define similarity between two-dimensional figures on the coordinate plane  
Given two similar two-dimensional figures, describe a sequence of transformations that exhibits the similarity between them

### Topic: Unit Review and Assessment

Duration: 2 Day(s)

#### Knowledge Skills

# Mathematics - 8th Grade

Mathematics

Grade(s) 8th, Duration 1 Year  
Required Course

Demonstrate knowledge of key concepts and skills learned in Unit 4

## Unit: Unit 5: Angles and Pairs of Lines

Duration: 17 Day(s)

### Description

This unit will focus on angles and lines. The students will learn about angle and line relationships. They will classify and find angle measures through various means, identify parallel and perpendicular lines, and study various rules of angles and lines. In this unit, students will also take a midterm that reviews all key concepts and skills learned in Units 1-5.

### Materials and Resources

Calculator  
Acellus  
Study Island

### Essential Questions

How do you classify angles?  
What is the difference between parallel and perpendicular lines?  
What types of relationships do special angles and lines have?  
How can algebra be used to find missing angle measurements?  
How can properties of parallel lines be used to prove similarity in triangles?

### Enrichment Opportunities

Guided Math Practice

### Unit Learning Activities

Linear Pairs of Angles Problem Set  
Vertical Angles Problem Set  
Corresponding Angles and Parallel Lines Problem Set  
Alternate Interior Angles and Parallel Lines Problem Set  
Alternate Exterior Angles and Parallel Lines Problem Set  
Same Side Interior Angles and Parallel Lines Problem Set  
Angles of Parallel Lines with Algebra - Part 1 Problem Set  
Angles of Parallel Lines with Algebra - Part 2 Problem Set  
Angles and Polygons Problem Set  
Similar Figures and Parallel Lines Problem Set  
Triangle Sum Theorem Activity  
Polygons and Midpoints Activity  
Mid-Term Review Problem Set  
Mid-Term Review Game

### Unit Assessment

Mid-Term Exam

### Topic: Angle Relationships

Duration: 5 Day(s)

#### Knowledge Skills

Classify linear angles using the supplementary angle theorem, vertical angle theorem, corresponding angle theorem, alternate interior angle theorem, alternate exterior theorem, and same side interior angle theorem  
Identify linear angle measurements using properties of supplementary angle theorem, vertical angle theorem, corresponding angle theorem, alternate interior angle theorem, alternate exterior angle theorem, and same side interior angle theorem

### Topic: Angles and Parallel Lines

Duration: 4 Day(s)

#### Knowledge Skills

Identify parallel and perpendicular lines and the angles formed by a transversal  
Calculate angle measurements using properties of supplementary angle theorem, vertical angle theorem, corresponding angle theorem, alternate interior angle theorem, alternate exterior angle theorem, and same side interior angle theorem

### Topic: Triangles

Duration: 3 Day(s)

#### Knowledge Skills

Identify unknown angles in a triangle using the triangle sum theorem  
Calculate unknown linear exterior angles of triangles by applying the triangle sum theorem

### Topic: Coordinate Geometry

Duration: 2 Day(s)

#### Knowledge Skills

Identify polygons and midpoints of segments in the coordinate plane  
Identify similarity between triangles by applying properties of angles, parallel lines, and transversals

### Topic: Midterm Review and Assessment

Duration: 3 Day(s)

# Mathematics - 8th Grade

Mathematics

Grade(s) 8th, Duration 1 Year  
Required Course

## Knowledge Skills

Demonstrate knowledge of key concepts and skills learned in Units 1-5

**Unit:** Unit 6: Volume

**Duration:** 15 Day(s)

### Description

This unit will focus on basic measurements in geometry. Students will analyze relationships between one and two dimensional measurements of a circle, circumference and area. They will learn about the number  $\pi$  and its relation to the dimensions of a circle. Students will explore differences between measurements in one, two, and three dimensional figures. They will learn about calculating volume and surface area of various three dimensional figures.

### Materials and Resources

Calculator  
Acellus  
Study Island

### Essential Questions

What is  $\pi$ ?  
Why is  $\pi$  so important to the circle and what relationship does it share?  
What are the differences in one, two, and three dimensional measurement?  
How does increasing the dimensions of a figure alter the type of measurement?  
What are the effects on the volume of a solid when the dimensions change proportionally?  
How do you find the volume and surface area of a three dimensional figure?  
What is the difference between volume and surface area?

### Enrichment Opportunities

Guided Math Practice

### Unit Learning Activities

Exact and Approximate Pi Problem Set  
Area of Circles Problem Set  
Volume of Spheres Problem Set  
Volume of Cylinders Problem Set  
Volume of Composite Shapes Problem Set  
Pythagorean Theorem in Cones Problem Set  
Approximating Pi by Measuring Activity  
Hands-On Measurement Lab Activity  
Unit 6 Review Problem Set

### Unit Assessment

Unit 6: Volume Exam

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

### Knowledge Skills

Assess midyear growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

**Topic:** Circles

**Duration:** 3 Day(s)

### Knowledge Skills

Approximate pi by measuring  
Find the circumference and area of circles

**Topic:** Spheres

**Duration:** 1 Day(s)

### Knowledge Skills

Calculate the volume and surface area of spheres

**Topic:** Volume of Prisms and Cylinders

**Duration:** 3 Day(s)

### Knowledge Skills

Explore the volume of prisms and cylinders by measuring household objects  
Calculate the volume of prisms and cylinders

**Topic:** Volume of Pyramids and Cones

**Duration:** 3 Day(s)

### Knowledge Skills

Explore the relationships between the volume of prisms and pyramids, and between cylinders and cones  
Calculate the volume of pyramids and cones  
Calculate the volume of cones by applying the Pythagorean Theorem

# Mathematics - 8th Grade

Mathematics

Grade(s) 8th, Duration 1 Year  
Required Course

**Topic:** Unit Review and Assessment

**Duration:** 2 Day(s)

## Knowledge Skills

Demonstrate knowledge of key concepts and skills learned in Unit 6

**Topic:** Value of Money and Budgeting

**Duration:** 1 Day(s)

## Knowledge Skills

Examine the difference between needs and wants.  
Practice managing money by calculating income and expenses.  
Learn tips for budgeting money and how to save money.  
Create a budget for personal income and expenses.

**Unit:** Unit 7: Linear Equations

**Duration:** 27 Day(s)

## Description

This unit focuses on linear equations in depth. Students will learn about the relationships between variables in linear equations and what they represent. They will learn about multiple representations and defining characteristics of linear equations. They will learn how to graph lines on the coordinate plane. They will also learn about the slope and intercepts of lines including the variables they represent, how to solve for them, how to find them graphically, and their correlation to each unique line.

## Materials and Resources

Calculator  
Acellus  
Study Island

## Essential Questions

What is slope?  
Why is the relationship between slope and the x and y variables?  
How do you graph a line?  
How do you find the intercepts?  
What relationships can be identified between the x and y coordinates?  
What does being an independent or dependent variable mean?

## Enrichment Opportunities

Guided Math Practice

## Unit Learning Activities

Relating Graphs to Events Problem Set  
Functions Problem Set  
Sequences Problem Set  
Slope Problem Set  
Unit Rate as Slope Problem Set  
Comparing Proportional Relationships Problem Set  
Graphing Linear Equations with Slope Problem Set  
Slope Formula Problem Set  
Y-Intercept Problem Set  
Graphing Lines with Slope and Y-Intercept Problem Set  
Special Linear Equations Problem Set  
Independent vs. Dependent Variables Problem Set  
Slopes of Similar Triangles Problem Set  
Slopes of Similar Triangles 2 Problem Set  
Unit 7 Review Problem Set

## Unit Assessment

Unit 7: Linear Equations Exam

**Topic:** Interpreting Graphs

**Duration:** 4 Day(s)

## Knowledge Skills

Interpret information given in a graph  
Make a graph to model a situation  
Identify whether graphs are functions  
Predict values in a sequence of numbers

**Topic:** Slope

**Duration:** 5 Day(s)

## Knowledge Skills

Calculate the slope of a line from a table of values  
Identify slope as a ratio, rate, or unit rate and use it with real world applications



# Mathematics - 8th Grade

Mathematics

Grade(s) 8th, Duration 1 Year  
Required Course

Calculate the slope of a line by using the slope formula  
Identify slope from given equations

**Topic:** Graphing Linear Equations

**Duration:** 4 Day(s)

### Knowledge Skills

Identify and graph linear equations  
Find the y-intercept of a line  
Graph lines using the slope and y-intercept

**Topic:** Special Linear Relationships

**Duration:** 5 Day(s)

### Knowledge Skills

Generate different representations of the same data  
Identify special linear equations in which the slope is 0 or undefined  
Compare the relationship between x and y as independent and dependent variables  
Compare the slopes of similar triangles on the coordinate plane  
Generate linear equations using similar triangles

**Topic:** Unit Review and Assessment

**Duration:** 2 Day(s)

### Knowledge Skills

Demonstrate knowledge of key concepts and skills learned in Unit 7

**Topic:** PSSA Test Prep Activities

**Duration:** 3 Day(s)

### Knowledge Skills

Students will complete a series of test-prep activities to practice test-taking strategies and review various knowledge and skills that will be assessed on the PSSAs.

**Topic:** Standardized Testing

**Duration:** 3 Day(s)

### Knowledge Skills

Demonstrate knowledge of key concepts learned throughout the year by participating in state standardized testing

**Topic:** Career Investigation Project

**Duration:** 1 Day(s)

### Knowledge Skills

Research a career of interest  
Create a presentation outlining a career of interest based on research surrounding the field or industry  
Identify whether the career would be a good fit based on personal strengths and weaknesses

**Unit:** Unit 8: Systems of Equations

**Duration:** 20 Day(s)

### Description

This unit focuses more in depth on linear relationships using various representations of data and systems of equations. Students are able to generate these different representations using tables, graphs, and equations to compare and contrast. The information gathered is more applicable to real world situations. Students will learn various methods to solving systems of equations. They will also explore quadratic and exponential functions.

### Materials and Resources

Calculator  
Acellus  
Study Island

### Essential Questions

What types of relationships can be shown by data?  
How can real world situations be solved using direct variation?  
What types of applications would systems of linear equations be used for in the real world?  
What is the constant of variation?  
What does the interception of two linear equations represent?

### Enrichment Opportunities

Guided Math Practice

### Unit Learning Activities

Solving Systems of Equations Problem Set  
Parallel Lines Problem Set  
Perpendicular Lines Problem Set  
Parallel Slopes Problem Set

# Mathematics - 8th Grade

Mathematics

Grade(s) 8th, Duration 1 Year  
Required Course

Perpendicular Slopes Problem Set  
Solving Systems of Equations via Elimination - 1 Problem Set  
Solving Systems of Equations via Elimination - 2 Problem Set  
Solving RW Systems of Equations via Elimination Problem Set  
Solving Systems of Equations via Substitution Problem Set  
Solving RW Systems of Equations via Substitution Problem Set  
Comparing Linear Functions Problem Set  
Transforming Linear Functions Problem Set  
Quadratic Functions Problem Set  
Exponential Functions Problem Set

## Unit Assessment

Unit 8: Systems of Equations Exam

**Topic:** Slope of Parallel and Perpendicular Lines **Duration:** 4 Day(s)

### Knowledge Skills

Identify the slope of parallel and perpendicular lines  
Compare the relationship between slopes of parallel and perpendicular lines

**Topic:** Solving Systems of Linear Equations **Duration:** 9 Day(s)

### Knowledge Skills

Solve a system of linear equations by graphing  
Solve a system of linear equations by process of elimination  
Solve a system of linear equations by a process of substitution  
Interpret solutions to a system of two linear equations  
Solve real world problems leading to two linear equations in two variables

**Topic:** Functions **Duration:** 5 Day(s)

### Knowledge Skills

Compare relationships between linear functions  
Transform linear functions  
Identify quadratic functions through multiple representations  
Identify exponential functions through multiple representations

**Topic:** Unit Review and Assessment **Duration:** 2 Day(s)

### Knowledge Skills

Demonstrate knowledge of key concepts and skills learned in Unit 8

**Unit:** Unit 9: Interpreting Data **Duration:** 24 Day(s)

### Description

This unit focuses on interpreting data sets using various representations. Students will learn how to construct scatterplots and read the information based on linear models. They will also learn how to identify and write linear functions. Students will be able to compare and contrast data sets by looking at tables, graphs, and equations. They will be able to also use lines of best fit and real world situations to make predictions.

### Materials and Resources

Calculator  
Acellus  
Study Island

### Essential Questions

In what ways can data be displayed?  
How can data be modeled to interpret situations?  
How can a scatter plot be used to make predictions?  
What is the most efficient way to display data graphically?  
What is a line of best fit?  
What does a correlation represent?

### Enrichment Opportunities

Guided Math Practice

### Unit Learning Activities

Clustering Problem Set  
Linear Association Problem Set  
Positive vs. Negative Association Problem Set  
Outliers Problem Set  
Nonlinear Association Problem Set

# Mathematics - 8th Grade

Mathematics

Grade(s) 8th, Duration 1 Year  
Required Course

Modeling Data with Lines Problem Set  
Trend Lines in Scatter Plots Problem Set  
Correlation Problem Set  
Interpolation vs. Extrapolation Problem Set  
Categorical Data Problem Set  
Final Review Problem Set

## Unit Assessment

Final Exam

### Topic: Scatter Plots

Duration: 6 Day(s)

#### Knowledge Skills

Create and interpret scatter plots  
Analyze association and outliers of categorical data

### Topic: Linear Best Fit Models

Duration: 7 Day(s)

#### Knowledge Skills

Identify patterns in scatter plots  
Informally fit and use a linear model to solve problems and make predictions as appropriate  
Determine trend lines in scatter plots  
Define correlation, interpolation and extrapolation as it relates to data

### Topic: Comparing Multiple Representations

Duration: 4 Day(s)

#### Knowledge Skills

Compare linear functions represented in different ways  
Analyze categorical data through means of multiple representations

### Topic: Final Review and Assessment

Duration: 3 Day(s)

#### Knowledge Skills

Demonstrate knowledge of key concepts and skills learned in 8th grade math

### Topic: Course Wrap Up

Duration: 2 Day(s)

#### Description

Students will finish up various things for the end of the school year. Scantron testing, an 8th grade math assessment, and course satisfaction surveys will be given.

#### Knowledge Skills

Provide reflections of course through course satisfaction surveys

### Topic: School Benchmark Testing

Duration: 2 Day(s)

#### Knowledge Skills

Assess overall growth and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

# Algebra 1A

Mathematics

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Required Course

## Course Overview

In this course, students will develop algebraic skills aligned with the Pennsylvania Common Core Standards. Algebra IA topics include: solving equations and inequalities, functions, and systems of linear equations and inequalities. The students will develop skills and knowledge necessary for Geometry and Algebra II. Course assignments include: guided practice problems, quizzes, labs, exams, Keystone Exam preparation, and a final cumulative exam.

## Scope And Sequence

Timeframe	Unit	Instructional Topics
23 Day(s)	Unit 1 - Algebraic Expressions and Equations	<ol style="list-style-type: none"><li>1. Course Orientation</li><li>2. Variables and Expressions</li><li>3. Introduction to Equations</li><li>4. Solving Different Types of Equations</li><li>5. Unit Review and Assessment</li></ol>
18 Day(s)	Unit 2 - Proportions, Inequalities, and Absolute Value	<ol style="list-style-type: none"><li>1. Ratios, Rates, and Proportions</li><li>2. Solving and Graphing Inequalities</li><li>3. Solving Absolute Value Equations</li><li>4. Solving Absolute Value Inequalities</li><li>5. Unit Review and Assessment</li></ol>
24 Day(s)	Unit 3 - Introduction to Functions	<ol style="list-style-type: none"><li>1. Relations vs. Functions</li><li>2. Linear and Nonlinear Functions</li><li>3. Graphing Functions</li><li>4. Rate of Change, Slope, and Equations of Lines</li><li>5. Unit Review and Assessment</li></ol>
25 Day(s)	Unit 4 - Linear Functions and Systems	<ol style="list-style-type: none"><li>1. Equations of Lines</li><li>2. Parallel and Perpendicular Lines</li><li>3. Solve Systems of Equations Using Various Methods</li><li>4. Systems of Linear Inequalities</li><li>5. Midterm Review and Assessment</li><li>6. Benchmark Testing</li></ol>

## Materials and Resources

Acellus  
Nearpod  
Google Suite  
Flocabulary  
Get More Math  
Gizmos

## Prerequisites

8th Grade Mathematics

## Course Details

**Unit:** Unit 1 - Algebraic Expressions and Equations

**Duration:** 23 Day(s)

### Description

In this unit students come to understand variables, expressions, algebraic language, classifying numbers, evaluating algebraic expressions, equations, input, output, and analyzing equations, patterns, and graphs. They also learn solving one-step equations with addition, subtraction, multiplication, and division, as well as solving two-step equations and multi-step equations. They also learn solving equations with distributive property and with variables on both sides, solving special equations and solving literal equations and formulas.

### Materials and Resources

Acellus

### Essential Questions

How will I tell the difference between an algebraic expression and an equation?

Why is it important to learn about equations?

How will I solve different types of equations?

### Unit Learning Activities

Video and Quiz - Variables and Expressions  
Standardized Test Prep - Variables and Expressions  
Video and Assignment - Intro to Equations

# Algebra 1A

Mathematics

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

Video and Quiz - Solving Equations  
Standardized Test Prep - Solving Equations

## Unit Assessment

Unit 1 Exam

**Topic:** Course Orientation **Duration:** 3 Day(s)

### Description

Students will be introduced to the course and demonstrate their math skills on school benchmark tests.

### Knowledge Skills

Assess students prior knowledge of key concepts that will be learned and practiced in Algebra.

**Topic:** Variables and Expressions **Duration:** 4 Day(s)

### Description

Students will be introduced to variables, expression and basic factoring.

### Knowledge Skills

Compare and/or order any real numbers.  
Identify variables and constants.  
Factors and multiples of monomials  
Evaluate algebraic expressions.

**Topic:** Introduction to Equations **Duration:** 4 Day(s)

### Description

Students will begin to explore simple equations.

### Knowledge Skills

Explore simple equations.

**Topic:** Solving Different Types of Equations **Duration:** 9 Day(s)

### Description

Students will practice solving different types of one-step, two step and multi-step equations.

### Knowledge Skills

Solve one-step, two-step, and multi-step equations using addition and subtraction.  
Solve one-step, two-step, and multi-step equations using multiplication and division.  
Solve different types of equations using the distributive property.  
Solve literal equations and formulas.  
Identify an algebraic property to justify any step in an equation-solving process.

**Topic:** Unit Review and Assessment **Duration:** 3 Day(s)

### Description

Students will demonstrate an understanding of all topics in unit 1.

### Knowledge Skills

Demonstrate knowledge of key concepts learned in Unit 1.

**Unit:** Unit 2 - Proportions, Inequalities, and Absolute Value **Duration:** 18 Day(s)

### Description

In this unit, students learn ratios, rates, and conversions, as well as solving proportions in general and with maps. In addition they learn proportions and similar figures. They also learn percent change, graphing inequalities on a number line, solving positive and negative multi-step inequalities, solving special inequalities, solving inequalities with variables on both sides, compound inequalities, and absolute value equations and inequalities.

### Materials and Resources

Acellus

### Essential Questions

What is a proportion?

How do you solve an inequality?

What is an absolute value equation vs an absolute value inequality?

# Algebra 1A

Mathematics

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

## Unit Learning Activities

Video and Quiz - Ratios, Rates, and Proportions  
Standardized Test Prep - Rates of Change  
Video and Quiz - Solving and Graphing Inequalities  
Standardized Test Prep - Linear and Compound Inequalities  
Video and Quiz - Solving Absolute Value Equations  
Absolute Value Graph Lab  
Video and Quiz - Solving Absolute Value Inequalities

## Unit Assessment

Unit 2 Exam

**Topic:** Ratios, Rates, and Proportions

**Duration:** 4 Day(s)

### Description

Students will learn about ratios and proportions as well as use these topics in problem solving.

### Knowledge Skills

Interpret solutions to problems in the context of the problem situation.  
Identify, solve, and/or apply proportions to real-world problems.

**Topic:** Solving and Graphing Inequalities

**Duration:** 6 Day(s)

### Description

Students will practice graphing and solving inequalities.

### Knowledge Skills

Identify or graph the solution set to a linear inequality on a number line.  
Interpret solutions to problems in the context of the problem situation.  
Write or solve compound inequalities and/or graph their solution sets on a number line.  
Identify or graph the solution set to a linear inequality on a number line.

**Topic:** Solving Absolute Value Equations

**Duration:** 2 Day(s)

### Description

Students will be introduced to absolute value equations and practice solving problems.

### Knowledge Skills

Write, solve, and/or apply a linear equation (including problem situations).  
Use and/or identify an algebraic property to justify any step in an equation-solving process.

**Topic:** Solving Absolute Value Inequalities

**Duration:** 3 Day(s)

### Description

Students will extend their knowledge of absolute value equations to inequalities.

### Knowledge Skills

Write or solve compound inequalities and/or graph their solution sets on a number line (may include absolute value inequalities).  
Interpret solutions to problems in the context of the problem situation.

**Topic:** Unit Review and Assessment

**Duration:** 3 Day(s)

### Description

Students will demonstrate an understanding of all topics in unit 2.

### Knowledge Skills

Demonstrate knowledge of key concepts learned in Unit 2.

**Unit:** Unit 3 - Introduction to Functions

**Duration:** 24 Day(s)

### Description

In this unit students learn mapping diagrams, distinguishing relations from functions, investigating patterns and linear functions, investigating patterns and nonlinear functions, and independent and dependent variables. They also learn graphing a function rule, function notation, writing a function rule, identifying arithmetic sequences as linear functions, rate of change and slope, direct variation, slope-intercept form, and special linear equations.

### Materials and Resources

Acellus

### Essential Questions

# Algebra 1A

Mathematics

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

What is the difference between independent and dependent variables?

How do I use functions to model different situations?

When do I use functions to model real-world problems?

## Unit Learning Activities

Video and Quiz - Relations and Functions

Standardized Test Prep - Relations and Functions

Video and Quiz - Linear and Nonlinear Relations

Video and Quiz - Graphing Functions

Standardized Test Prep - Linear Functions

Video and Quiz - Rate of Change and Slope

Standardized Test Prep - Find the slope and y-intercept

Video and Quiz - Direct Variation

## Unit Assessment

Unit Exam

### Topic: Relations vs. Functions

Duration: 4 Day(s)

#### Description

Students will learn to differentiate relations and functions.

#### Knowledge Skills

Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.

Determine whether a relation is a function, given a set of points or a graph.

Identify domain and range of a relation

### Topic: Linear and Nonlinear Functions

Duration: 3 Day(s)

#### Description

Students will learn to differentiate linear and nonlinear functions through multiple representations.

#### Knowledge Skills

Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.

### Topic: Graphing Functions

Duration: 7 Day(s)

#### Description

Students will learn to graph and recognize graphs of functions.

#### Knowledge Skills

Create, interpret, and/or use the equation, graph, or table of a linear function.

Identify independent vs. dependent variables.

Identify the relationship between independent and dependent variables needed to write a function rule.

Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.

### Topic: Rate of Change, Slope, and Equations of Lines

Duration: 7 Day(s)

#### Description

Students will learn to find and/or identify the slope of an equation of a line.

#### Knowledge Skills

Identify, describe, and/or use constant rates of change.

Apply the concept of linear rate of change (slope) to solve problems.

Write or identify a linear equation when given the graph of the line, two points on the line, or the slope and a point on the line.

Determine the slope and/or y-intercept represented by a linear equation or graph.

### Topic: Unit Review and Assessment

Duration: 3 Day(s)

#### Description

Students will demonstrate an understanding of all topics in unit 3.

#### Knowledge Skills

Demonstrate knowledge of key concepts learned in Unit 3.

## Unit: Unit 4 - Linear Functions and Systems

Duration: 25 Day(s)

# Algebra 1A

Mathematics

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits  
Required Course

## Description

In this unit students will learn slope-intercept transformations, point-slope form, point-slope form alternative:  $y = mx + b$  inputs, finding X and Y intercepts with standard form, converting standard form to slope intercept form, and converting slope intercept form to standard form. They will also learn parallel lines, perpendicular lines, solving systems by graphing, substitution, and elimination, applying linear systems in the real world, graphing linear inequalities in two variables, graphing systems of linear inequalities, applying systems of linear inequalities in the real world, and graphing positive and negative absolute value functions.

## Materials and Resources

Acellus

## Essential Questions

How do I determine which form of the equation of a line to use?

What is the difference between parallel and perpendicular lines?

How do I know which method to use when solving systems of linear equations?

## Unit Learning Activities

Video and Quiz - Point-Slope Form

Video and Quiz - Finding x and y-intercepts

Standardized Test Prep - Identify Linear Equations Using Given Information

Video and Quiz - Converting between different forms of equations of lines

Standardized Test Prep - Translate between Representations of Linear Functions

Video and Quiz - Parallel and Perpendicular Lines

Video and Quiz - Solving Systems of Linear Equations

Video and Quiz - Solving Systems of Linear Inequalities

Systems of Linear Inequalities Lab

## Unit Assessment

Unit Exam

### Topic: Equations of Lines

Duration: 6 Day(s)

#### Description

Students will explore different representations of an equation of a line and be able to convert between them.

#### Knowledge Skills

Express equations of lines in different forms, depending on the context of the problem.

Convert between different forms of equations of lines.

Calculate x and y intercepts of the equation of a line.

Interpret the effect of transformations on linear equations

Make predictions using scatter plots and lines of best fit

### Topic: Parallel and Perpendicular Lines

Duration: 4 Day(s)

#### Description

Students will be able to identify and construct parallel and perpendicular lines.

#### Knowledge Skills

Identify parallel lines by comparing slopes.

Identify perpendicular lines by comparing slopes.

### Topic: Solve Systems of Equations Using Various Methods

Duration: 7 Day(s)

#### Description

Students will be able to solve systems of equations using multiple different methods.

#### Knowledge Skills

Solve a system of linear equations using graphing.

Solve a system of linear equations using substitution.

Solve a system of linear equations by elimination.

Apply linear systems in the real world.

### Topic: Systems of Linear Inequalities

Duration: 4 Day(s)

#### Description

Students will learn to graph systems of linear inequalities and interpret solutions based on real world situations.

#### Knowledge Skills

Solve a system of linear inequalities by graphing.



# Algebra 1A

Mathematics

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Required Course

Apply systems of linear inequalities to real world situations.  
Graph absolute value functions.

**Topic:** Midterm Review and Assessment

**Duration:** 3 Day(s)

**Description**

Students will demonstrate an understanding of all topics in units 1-4

**Knowledge Skills**

Demonstrate knowledge of key concepts learned in Units 1-4.

**Topic:** Benchmark Testing

**Duration:** 2 Day(s)

**Knowledge Skills**

Identify areas of strength and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

# Algebra 1B

Mathematics

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Required Course

## Course Overview

In this course, students will develop algebraic skills aligned with the Pennsylvania Common Core Standards. Algebra IB topics include: exponents, polynomials, quadratic functions and equations, data analysis, probability, and exponential, radical, and rational functions. The students will develop skills and knowledge necessary for Geometry and Algebra II. Course assignments include: guided practice problems, quizzes, labs, exams, Keystone Exam preparation, and a final cumulative exam.

## Scope And Sequence

Timeframe	Unit	Instructional Topics
21 Day(s)	Unit 1 - Exponential Properties and Functions	<ol style="list-style-type: none"><li>1. Properties of Exponents</li><li>2. Solving Exponential Functions</li><li>3. Geometric Sequences</li><li>4. Operations with Polynomials</li><li>5. Unit Review and Assessment</li></ol>
19 Day(s)	Unit 2 - Factoring	<ol style="list-style-type: none"><li>1. Greatest Common Factor</li><li>2. Factoring Trinomials</li><li>3. Factoring Trinomial Special Cases</li><li>4. Factoring Four-Term Polynomials</li><li>5. Unit Review and Assessment</li><li>6. Benchmark Testing</li></ol>
31 Day(s)	Unit 3 - Quadratic, Inverse, and Square Root Functions	<ol style="list-style-type: none"><li>1. Characteristics of Quadratic Functions</li><li>2. Vertex vs. Standard Form</li><li>3. Solving Quadratic Equations</li><li>4. Applications of Quadratic Functions</li><li>5. Linear vs. Quadratic vs. Exponential</li><li>6. Linear-Quadratic Systems</li><li>7. Inverse Functions</li><li>8. Square Root Functions</li><li>9. Unit Review and Assessment</li></ol>
19 Day(s)	Unit 4 - Statistical Analysis	<ol style="list-style-type: none"><li>1. Frequency and Histograms</li><li>2. Measures of Central Tendency and Dispersion</li><li>3. Scatter Plots</li><li>4. Probability</li><li>5. Final course Review and Assessment</li><li>6. Benchmark Testing</li></ol>

## Materials and Resources

Acellus  
Nearpod  
Google Suite  
Flocabulary  
Gizmos  
Kahoot  
Get More Math

## Prerequisites

Algebra 1A

## Course Details

**Unit:** Unit 1 - Exponential Properties and Functions

**Duration:** 21 Day(s)

### Description

In this unit students develop an understanding of concepts including zero and negative exponents, multiplication and division properties of exponents, conversion from exponential to radical form, exponential functions, growth, and decay. Students also learn geometric sequences, adding and subtracting polynomials, multiplying monomials by polynomials, multiplying binomials, and multiplying binomials raised to powers.

### Materials and Resources

Acellus

### Essential Questions

What is an exponent?

What is an exponential function?

# Algebra 1B

Mathematics

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

How do I solve equations that have exponents?

How do I perform operations on variables that have exponents?

## Unit Learning Activities

Video and Quiz - Properties of Exponents

Video and Quiz - Solving Exponential Functions

Standardized Test Prep - Simplify Square Roots

Video and Quiz - Geometric Sequences

Video and Quiz - Operations with Polynomials

Standardized Test Prep - Working with Polynomials

## Unit Assessment

Unit Exam

### Topic: Properties of Exponents

Duration: 5 Day(s)

#### Description

Students will learn and utilize the properties of exponents for problem solving.

#### Knowledge Skills

Simplify/evaluate expressions involving properties/laws of exponents.

Convert between exponential and radical form.

### Topic: Solving Exponential Functions

Duration: 5 Day(s)

#### Description

Students will solve exponential functions.

#### Knowledge Skills

Analyze and solve exponential growth problems.

Analyze and solve exponential decay problems.

### Topic: Geometric Sequences

Duration: 2 Day(s)

#### Description

Students be able to identify and evaluate geometric sequences.

#### Knowledge Skills

Evaluate geometric sequences.

### Topic: Operations with Polynomials

Duration: 6 Day(s)

#### Description

Students will extend their knowledge of operations to polynomial functions.

#### Knowledge Skills

Add/subtract polynomial expressions.

Multiply monomial expressions with binomial expressions.

Multiply binomial expressions.

Multiply binomials raised to a power.

Solve problems with polynomials

### Topic: Unit Review and Assessment

Duration: 3 Day(s)

#### Description

Students will demonstrate an understanding of all topics in unit 1.

#### Knowledge Skills

Demonstrate knowledge of key concepts learned in Unit 1.

## Unit: Unit 2 - Factoring

Duration: 19 Day(s)

#### Description

In this unit, students learn greatest common factor with coefficients, with variables, and with variables and coefficients. They also learn trinomials, with a leading coefficient of one, as well as with prime leading coefficients, and with composite leading coefficients. In addition, they learn about factoring perfect square trinomials, factoring difference of squares binomials, and factoring four-term polynomials.

#### Materials and Resources

Acellus

# Algebra 1B

Mathematics

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

## Essential Questions

Why do we factor expressions and equations?

What are the different methods for factoring?

## Unit Learning Activities

Video and Quiz - Greatest Common Factor  
Standardized Test Prep - Factors and Multiples of Monomials  
Video and Quiz - Factoring Trinomials  
Video and Quiz - Factoring Trinomial Special Cases  
Video and Quiz - Factoring Polynomials with Four Terms  
Standardized Test Prep - Factoring Polynomials

## Unit Assessment

Unit Exam

### Topic: Greatest Common Factor

Duration: 4 Day(s)

#### Description

Students will learn to find greatest common factors of rational expressions.

#### Knowledge Skills

Find the greatest common factor with coefficients.  
Find the greatest common factor with variables.

### Topic: Factoring Trinomials

Duration: 4 Day(s)

#### Description

Students will practice factoring different types of trinomials.

#### Knowledge Skills

Factor trinomials with leading coefficient of 1.  
Factor trinomials with a leading coefficient that is prime.  
Factor trinomials with a leading coefficient that is composite.

### Topic: Factoring Trinomial Special Cases

Duration: 4 Day(s)

#### Description

Students will extend their knowledge of factoring to special cases.

#### Knowledge Skills

Factor perfect square binomials.  
Factor difference of perfect squares.

### Topic: Factoring Four-Term Polynomials

Duration: 2 Day(s)

#### Description

Students will learn to factor four-term polynomials.

#### Knowledge Skills

Factor polynomials with four terms.

### Topic: Unit Review and Assessment

Duration: 3 Day(s)

#### Description

Students will demonstrate an understanding of all topics in this unit.

#### Knowledge Skills

Demonstrate knowledge of key concepts learned in Unit 2.

### Topic: Benchmark Testing

Duration: 2 Day(s)

#### Knowledge Skills

Assess midyear growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

## Unit: Unit 3 - Quadratic, Inverse, and Square Root Functions

Duration: 31 Day(s)

### Description

In this unit, students learn quadratics and leading coefficients, quadratics and axes of symmetry, quadratic zeroes and Y-intercept, quadratic domain and range, quadratic vertices as minima and maxima, and quadratic vertex form vs. standard form. They also learn solving quadratic

# Algebra 1B

Mathematics

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Required Course

equations by graphing, by factoring, by square roots, by completing the square, and with the quadratic formula, as well as linear, quadratic, and exponential functions, systems of linear and quadratic equations, inverse functions, solving square root equations, and graphing square root functions.

## Materials and Resources

Acellus

## Essential Questions

How do I solve quadratic equations?

What is the root of a quadratic equation?

How do you classify different types of functions?

What is a linear-quadratic system?

## Unit Learning Activities

Video and Quiz - Characteristics of Quadratic Functions

Video and Quiz - Vertex vs. Standard Form

Video and Quiz - Solving Quadratic Functions

Standardized Test Prep - Practice Test 1

Video and Quiz - Applications of Quadratic Functions

Video and Quiz - Linear-Quadratic Systems

Video and Quiz - Inverse Functions

Video and Quiz - Square Root Function

Standardized Test Prep - Practice Test 2

## Unit Assessment

Unit Exam

### Topic: Characteristics of Quadratic Functions

Duration: 7 Day(s)

#### Description

Students will evaluate quadratic functions and identify/describe important aspects of their graphs.

#### Knowledge Skills

Determine whether a quadratic function opens upward or downward.

Determine the axis of symmetry of a quadratic function.

Find the zeros and y-intercept of a quadratic function.

Find the domain and range of a quadratic function.

Find the minimum or maximum of a quadratic function.

### Topic: Vertex vs. Standard Form

Duration: 2 Day(s)

#### Description

Students will be able to differentiate between vertex and standard form of a quadratic equation.

#### Knowledge Skills

Express a quadratic function in vertex and standard form.

### Topic: Solving Quadratic Equations

Duration: 8 Day(s)

#### Description

Students will be able to solve quadratic equations using a variety of techniques.

#### Knowledge Skills

Solve quadratic equations by graphing.

Solve quadratic equations by factoring.

Solve quadratic equations by square roots.

Solve quadratic equations by completing the square.

Solve quadratic equations by using the quadratic formula.

### Topic: Applications of Quadratic Functions

Duration: 2 Day(s)

#### Description

Students will be able to apply what they know about solving quadratic equations to real-world situations.

#### Knowledge Skills

Solve real-world problems with quadratic functions.

# Algebra 1B

Mathematics

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Required Course

**Topic:** Linear vs. Quadratic vs. Exponential

**Duration:** 1 Day(s)

## Description

Students will determine what vocabulary words can best describe given functions.

## Knowledge Skills

Determine if a function is linear, quadratic, or exponential.

**Topic:** Linear-Quadratic Systems

**Duration:** 2 Day(s)

## Description

Students will combine their prior knowledge of linear and quadratic equations to a new type of system.

## Knowledge Skills

Solve linear-quadratic systems of equations.

**Topic:** Inverse Functions

**Duration:** 2 Day(s)

## Description

Students will be able to find and justify how they found the inverse of a function.

## Knowledge Skills

Find the inverse of a function.

**Topic:** Square Root Functions

**Duration:** 3 Day(s)

## Description

Students will be able to solve and graph square root equations.

## Knowledge Skills

Solve square root equations.  
Graph square root functions.

**Topic:** Unit Review and Assessment

**Duration:** 4 Day(s)

## Description

Students will demonstrate an understanding of all topics in unit 3

## Knowledge Skills

Demonstrate knowledge of key concepts learned in Unit 3.

**Unit:** Unit 4 - Statistical Analysis

**Duration:** 19 Day(s)

## Description

In this unit students gain understanding of frequency and histograms, measure of central tendency and dispersion, and standard deviation.

They also learn about box-and-whisker plots and correlation, correlation versus causation, trend lines in scatter plots, and interpolation versus extrapolation.

## Materials and Resources

Acellus

## Essential Questions

What is a measure of central tendency?

What are the different ways of representing data in graphs?

What information can I learn from a scatter plot?

## Unit Learning Activities

Video and Quiz - Frequency and Histograms

Scatterplot Lab

Video and Quiz - Measures of Central Tendency

Video and Quiz - Scatter Plots

Line of Best Fit Lab

## Unit Assessment

Unit Exam

**Topic:** Frequency and Histograms

**Duration:** 4 Day(s)

## Description

# Algebra 1B

Mathematics

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

Students will learn to read and utilize frequency tables and histograms.

## Knowledge Skills

Calculate frequency tables and histograms.

**Topic:** Measures of Central Tendency and Dispersion

**Duration:** 4 Day(s)

## Description

Students will calculate mean, median, mode using a box-and-whisker plot.

## Knowledge Skills

Calculate mean, median, and mode of a set of data.

Calculate standard deviation of a set of data.

Create a box-and-whisker plot for a set of data.

**Topic:** Scatter Plots

**Duration:** 4 Day(s)

## Description

Students will learn to interpret scatterplots and create trend lines to solve real-world problems.

## Knowledge Skills

Create and analyze scatter plots using different forms of data.

Identify the difference between correlation and causation.

Create and calculate trend lines in scatter plots.

Identify the difference between interpolation and extrapolation.

**Topic:** Probability

**Duration:** 3 Day(s)

## Description

Students will learn to find probability of compound events as fractions, decimals and percents.

## Knowledge Skills

Find and represent the probability of compound events as fractions, decimals and percents

**Topic:** Final course Review and Assessment

**Duration:** 2 Day(s)

## Description

Students will demonstrate and understanding of all topics presented in this course.

## Knowledge Skills

Demonstrate knowledge of key concepts learned in Algebra 1 A & B.

**Topic:** Benchmark Testing

**Duration:** 2 Day(s)

## Knowledge Skills

Assess overall growth and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

# Chemistry A

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits  
Required Course

## Course Overview

Chemistry is full-year course split into two semesters. It is recommended that students take Chemistry after successfully completing Algebra I. Chemistry A introduces various types of matter. Topics include scientific measurements, matter, atoms, the periodic table, compounds, moles, nuclear chemistry, and chemical equations. Students will begin to make connections between chemistry and the world around them. Activities include virtual and hands-on experiments, guided and independent practice, projects, class discussions, quizzes and assessments. Chemistry B is the continuation of the study of matter. Students will apply skills from Chemistry A to life applications in this course. Topics include intermolecular forces, gases, solutions, acids and bases, electrochemistry, and organic molecules. Students will complete virtual laboratory exercises, and hands on laboratory exercises. Other activities include guided and independent practice, class discussions, quizzes and assessments.

Timeframe	Unit	Scope And Sequence	
		Instructional Topics	
22 Day(s)	Unit 1: Measurements and Calculations	1. Student Orientation and Pretest 2. Introduction to Chemistry and the Laboratory 3. SI Units and Unit Conversions 4. Scientific Notation and Significant Figures 5. Data Analysis 6. Lab:Volume Displacement 7. Lab: Density 8. Review and Exam 9. School Benchmark Testing	
19 Day(s)	Unit 2: Atoms and the Periodic Table	1. Matter 2. Separation of Mixtures 3. Nuclear Chemistry 4. Lab:Spectroscopy 5. Atoms 6. Periodic Table 7. Review and Demonstrate Knowledge of Key Concepts	
18 Day(s)	Unit 3:Chemical bonding	1. Valence Electrons 2. Ionic Compounds 3. Lab: Melting Points of Compounds 4. Covalent Compounds 5. Lab:VSEPR 6. Review and Demonstrate Knowledge of Key Concepts	
16 Day(s)	Unit 4: Chemical Reactions	1. Balancing Chemical Reactions 2. Types of Chemical Reactions 3. Solubility 4. Lab: Making chalk 5. Lab: Rates of Reactions 6. Review and Demonstrate Knowledge of Key Concepts	
15 Day(s)	Unit 5: The Mole	1. Molar Conversions 2. Percent Composition 3. Lab: Percent of water in fruit 4. Empirical and Molecular Formulas 5. Review and Midterm Assessment	

## Materials and Resources

Acellus  
Periodic Table  
Calculator  
Gizmo  
Lab Kit

## Prerequisites

Algebra  
Biology

## Course Details

**Unit:** Unit 1: Measurements and Calculations

**Duration:** 22 Day(s)

### Description



# Chemistry A

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Required Course

This unit discusses why we study chemistry, the characteristics of matter, the scientific method, SI units and prefixes, and conversions between SI units for temperature. Additionally, this unit addresses derived units for volume and density, scientific notation for addition, subtraction, multiplication, and division, unit conversion in dimensional analysis, data analysis, significant figures and rounding, and calculations using significant figures in addition, subtraction, multiplication, and division.

## Materials and Resources

Acellus  
Gizmos  
Gizmo  
Lab Kit

## Essential Questions

What units are used to express science measurements and how many significant figures should be reported?  
How is the scientific method used in daily life?  
How are really small or really large numbers expressed?  
Why is laboratory safety important?

## Unit Learning Activities

Pretest  
Video and questions on matter  
Video and questions on scientific method  
Videos and questions on SI units  
Videos and questions on scientific calculations  
Video and questions on data analysis  
Videos and questions on significant figures  
Lab: Measuring Volume  
Lab: Determining Density of Unknown solid  
Converting units activity

## Unit Assessment

Unit 1 Exam

**Topic:** Student Orientation and Pretest

**Duration:** 4 Day(s)

### Description

Students will be introduced to the chemistry course and technology.

### Knowledge Skills

Demonstrate prior knowledge of science and explore course materials and expectations.  
Description:

**Topic:** Introduction to Chemistry and the Laboratory

**Duration:** 3 Day(s)

### Description

Students will learn how to perform safe experiments, choose appropriate glassware, and carry out the scientific process.

### Knowledge Skills

Apply the scientific method to chemistry applications.  
Safely apply procedures for laboratory experiments. Analyze how these skills are used in the real world.  
Describe the function of chemical glassware and equipment.

**Topic:** SI Units and Unit Conversions

**Duration:** 4 Day(s)

### Description

Students will learn how to convert between common SI units for distance, mass, temperature and volume.

### Knowledge Skills

Apply the density formula to solve problems  
Convert metric and English units using dimensional analysis

**Topic:** Scientific Notation and Significant Figures

**Duration:** 2 Day(s)

### Description

Students will learn what digits are significant and how to appropriately write significant figures using scientific notation.

### Knowledge Skills

Identify the number of significant figures in a value.  
Apply rules of scientific notation to mathematical calculations

**Topic:** Data Analysis

**Duration:** 2 Day(s)

### Knowledge Skills

# Chemistry A

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

Calculate relative and absolute error.

## Topic: Lab:Volume Displacement

Duration: 2 Day(s)

### Description

Students will use measure the volume of odd shaped objects in a laboratory activity.

### Knowledge Skills

Measure the volume of an object using a graduated cylinder.  
Perform multiple steps from a written experimental procedure.

## Topic: Lab: Density

Duration: 2 Day(s)

### Description

Students will measure the volume of pennies and calculate density in this lab activity.

### Knowledge Skills

Measure the volume of a pre-massed object using a graduated cylinder  
Calculate the experimental density of an object.  
Describe errors that lead to differences between experimental and theoretical values.

## Topic: Review and Exam

Duration: 1 Day(s)

### Knowledge Skills

Demonstrate key concepts learned on measurements and calculations.

## Topic: School Benchmark Testing

Duration: 2 Day(s)

### Description

Identify areas of strength and areas of need in Reading,  
Math, Language Arts, and Science by completing benchmark tests

## Unit: Unit 2: Atoms and the Periodic Table

Duration: 19 Day(s)

### Description

This unit discusses states and properties of matter, physical versus chemical changes, elements versus compounds, and types of mixtures. The organization of the atom, what makes atoms different, quantum theory as it relates to the atom, and electronic configuration are also addressed. This unit also delves into the modern periodic table, electronic configuration and periodicity, and periodic trends.

### Materials and Resources

Acellus  
Gizmos  
Calculator  
Lab Kit

### Essential Questions

How has the model of the atom changed over time?  
What are some parts of the atom?  
How do the subatomic particles influence the mass of the atom?  
How is the arrangement of the periodic table useful in predicting properties of substances?  
How are scientists able to predict properties of undiscovered elements?

### Unit Learning Activities

Videos and questions about matter  
Videos and questions about nuclear chemistry  
Video and questions about atoms  
Videos and questions about the periodic table  
Filtration Lab  
Demonstration of milk turning into plastic  
Chromatography Lab  
Electron configuration battleship  
Graphing ionization energy  
Radioactivity Simulation

### Unit Assessment

Unit 2 Exam

## Topic: Matter

Duration: 1 Day(s)

### Description

# Chemistry A

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Required Course

Students will learn what matter is and how it changes after physical or chemical changes.

## Knowledge Skills

Explain differences between the states of matter

Explain the energy changes that occur during state changes

## Topic: Separation of Mixtures

Duration: 3 Day(s)

### Description

Students will learn how to separate mixtures using distillation, filtration, and chromatography.

### Knowledge Skills

Create and apply a procedure for separating a heterogeneous mixture.

## Topic: Nuclear Chemistry

Duration: 2 Day(s)

### Description

Students will learn about alpha, beta, and gamma radiation.

### Knowledge Skills

Describe nuclear reactions in equation form.

Explain the process of radioactive decay.

## Topic: Lab:Spectroscopy

Duration: 4 Day(s)

### Description

Students will learn what the electromagnetic spectrum is and learn how to use a spectrophotometer to measure concentration.

### Knowledge Skills

Measure absorbance using a spectrophotometer.

Describe the energy and wavelength of waves.

Determine concentration of a solution using a Beer's Law Plot.

Graph absorbance and concentration.

## Topic: Atoms

Duration: 3 Day(s)

### Description

Students will learn all of the parts of the atom.

### Knowledge Skills

Compare and contrast the models of an atom

Describe the sub atomic parts of an atom.

## Topic: Periodic Table

Duration: 5 Day(s)

### Description

Students will learn how the modern periodic table is organized.

### Knowledge Skills

Write an electron configuration to model the electrons in an atom using a period table

Explain repeating patterns of elements using a period table.

Research an element on the periodic table using multiple texts and resources.

Create a web page of an element for a shared class website.

## Topic: Review and Demonstrate Knowledge of Key Concepts

Duration: 1 Day(s)

### Knowledge Skills

Demonstrate key concepts learned on atoms and the periodic table.

## Unit: Unit 3:Chemical bonding

Duration: 18 Day(s)

### Description

This unit discusses valence electrons, ionic bonds and compounds, properties and formulas of ionic compounds, and names of ions and ionic compounds. This unit also discusses covalent bonds, single and multiple covalent bonds, the strength of covalent bonds.

### Materials and Resources

Acellus

Gizmos

Phet simulations

# Chemistry A

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

Calculator  
Lab Kit  
Periodic Table

## Essential Questions

Why do some compounds have different properties?  
How does polarity affect bonding?  
What are the various chemical bonds?  
How do molecular shapes affect reactivities of molecules?

## Unit Learning Activities

Videos and questions about valence electrons  
Videos and questions about ionic bonding  
Videos and questions about covalent bonding  
Videos and questions about naming compounds  
Melting Point Comparison Lab  
Ionic Compound Puzzle  
Building VSEPR shapes with models

## Unit Assessment

Unit 3 Exam

### Topic: Valence Electrons

Duration: 2 Day(s)

#### Description

Students will learn how to use the periodic table and group number to determine the number of valence electrons.

#### Knowledge Skills

Determine the number of valence electrons using a periodic table.

### Topic: Ionic Compounds

Duration: 4 Day(s)

#### Description

Students will learn about ionic compounds and bonds.

#### Knowledge Skills

Relate the number of valence electrons to chemical reactivity.  
Name and write the formulas of ionic compounds.  
Describe the formation of an ionic bond.

### Topic: Lab: Melting Points of Compounds

Duration: 3 Day(s)

#### Description

Students will experimentally determine if compounds have low or high melting points.

#### Knowledge Skills

Determine the relative experimental melting points of compounds.  
Compare the relative melting points of compounds.

### Topic: Covalent Compounds

Duration: 4 Day(s)

#### Description

Students will learn the difference between covalent and ionic compounds.

#### Knowledge Skills

Recognize Lewis structures for covalent compounds  
Name and write the formulas of covalent compounds  
Describe the formation of a covalent bond.

### Topic: Lab:VSEPR

Duration: 4 Day(s)

#### Description

Students will build VSEPR shapes using models

#### Knowledge Skills

Build VSEPR shapes using models

### Topic: Review and Demonstrate Knowledge of Key Concepts

Duration: 1 Day(s)

#### Knowledge Skills

Demonstrate key concepts learned on chemical bonding.

# Chemistry A

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

## Unit: Unit 4: Chemical Reactions

Duration: 16 Day(s)

### Description

This unit covers chemical reactions, balancing chemical equations, types of chemical reactions, and reactions in water.

### Materials and Resources

Acellus  
lab kit  
Gizmos  
Calculator  
Periodic Table

### Essential Questions

What are some different types of reactions?  
How are reactions classified?  
What are some observations of chemical change?  
How are reactions balanced?

### Unit Learning Activities

Videos and questions about balancing and classifying reactions.  
Decomposition and Combustion Demonstration  
Double Displacement Experiment  
Rate of Reactions Experiment

### Unit Assessment

Unit 4 Exam

## Topic: Balancing Chemical Reactions

Duration: 2 Day(s)

### Description

Students will learn how to balance reactions using the law of conservation of mass.

### Knowledge Skills

Balance chemical equations based on the law of conservation of mass

## Topic: Types of Chemical Reactions

Duration: 5 Day(s)

### Description

Students will learn how to identify types of chemical reactions and predict the products

### Knowledge Skills

Classify chemical equations based on reaction type

## Topic: Solubility

Duration: 2 Day(s)

### Description

Students will learn how to use a solubility table to predict if a compound is soluble.

### Knowledge Skills

Predict if a compound will be soluble in water.  
Explain why a precipitate forms during a chemical reaction.

## Topic: Lab: Making chalk

Duration: 3 Day(s)

### Description

Students will make chalk using a double displacement reaction.

### Knowledge Skills

Determine a procedure for separating experimental products.  
List observations of chemical change.

## Topic: Lab: Rates of Reactions

Duration: 3 Day(s)

### Description

Students will make a procedure to test rate of reaction and then perform the experiment.

### Knowledge Skills

Create a procedure to determine the rate of reaction of a compound in water.  
Explain how temperature, concentration and surface area affect rate of reaction.

# Chemistry A

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Required Course

**Topic:** Review and Demonstrate Knowledge of Key Concepts

**Duration:** 1 Day(s)

## Knowledge Skills

Demonstrate key concepts learned on chemical reactions.

**Unit:** Unit 5: The Mole

**Duration:** 15 Day(s)

## Description

This unit discusses what a mole is, how to convert moles to particles and to mass, the mole ratios of compounds, percent composition calculations, and empirical and molecular formula calculations.

## Materials and Resources

Acellus  
Gizmos  
Calculator  
Periodic Table

## Essential Questions

How can the empirical formula of any compound be obtained from experimental data?  
How is the mole related to mass?

## Unit Learning Activities

Videos and questions about moles  
Videos and questions about percent composition  
Videos and questions about empirical formulas  
Videos and questions about molecular formulas  
Percent Composition Lab  
Murder Mystery

## Unit Assessment

Midterm

**Topic:** Molar Conversions

**Duration:** 2 Day(s)

## Description

Students will learn how to convert units using stoichiometry.

## Knowledge Skills

Calculate the number of moles or atoms of a substance using Avogadro's number.  
Recognize the mole as a unit to use in conversions

**Topic:** Percent Composition

**Duration:** 2 Day(s)

## Description

Students will learn how to calculate percent composition.

## Knowledge Skills

Calculate the percent composition of a compound from its formula.

**Topic:** Lab: Percent of water in fruit

**Duration:** 2 Day(s)

## Description

Students will measure mass after drying fruit to calculate percent composition of water.

## Knowledge Skills

Write a procedure for finding percent composition of water.  
Discuss error and limitations of experimental procedure.  
Calculate percent error of experimental results.

**Topic:** Empirical and Molecular Formulas

**Duration:** 7 Day(s)

## Description

Students will learn the difference between empirical and molecular formulas.

## Knowledge Skills

Determine a compound's empirical formula given a percent composition.  
Determine a molecular formula given an empirical formula and molar mass.  
Research an empirical formula to determine the compound name and properties.  
Write an argument based on experimental calculations and evidence.

**Topic:** Review and Midterm Assessment

**Duration:** 2 Day(s)

# Chemistry A

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Required Course

## Knowledge Skills

Demonstrate knowledge of key concepts from the semester.

# Chemistry B

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

## Course Overview

Chemistry is full-year course split into two semesters. It is recommended that students take Chemistry after successfully completing Algebra I. Chemistry A introduces various types of matter. Topics include scientific measurements, matter, atoms, the periodic table, compounds, moles, nuclear chemistry, and chemical equations. Students will begin to make connections between chemistry and the world around them. Activities include virtual and hands-on experiments, guided and independent practice, projects, class discussions, quizzes and assessments. Chemistry B is the continuation of the study of matter. Students will apply skills from Chemistry A to life applications in this course. Topics include intermolecular forces, gases, solutions, acids and bases, electrochemistry, and organic molecules. Students will complete virtual laboratory exercises, and hands on laboratory exercises. Other activities include guided and independent practice, class discussions, quizzes and assessments.

Timeframe	Unit	Scope And Sequence	
		Instructional Topics	
9 Day(s)	Unit 1 Stoichiometry	1. Benchmark Exam 2. Mole and Mass Conversions 3. Percent Yield 4. Review and Assessment	
21 Day(s)	Unit 2: Solids, Liquids and Gases	1. Kinetic Molecular Theory 2. Intermolecular Forces 3. Lab: Surface Tension 4. Liquids 5. Lab: Non-Newtonian Fluids 6. Solids 7. Gas Laws 8. Lab: Charles's Law 9. Review and Assessment 10. School Benchmark Testing	
13 Day(s)	Unit 3: Mixtures and Solutions	1. Mixtures 2. Concentration Calculations 3. Solubility 4. Colligative Properties 5. Review and Assessment	
19 Day(s)	Unit 4: Acids and Bases	1. Models of Acids and Bases 2. Lab: Determining pH 3. Strengths of Acids and Bases 4. Acid and Base Calculations 5. Neutralization 6. Lab: Neutralization Reaction 7. Buffers 8. Review and Assessment	
11 Day(s)	Unit 5: Electrochemistry	1. Oxidation States 2. Redox Reactions 3. Batteries 4. Lab: Apple Oxidation 5. Review and Assessment	
17 Day(s)	Unit 6: Organic Chemistry	1. Lab: Biodegradable Plastic 2. Hydrocarbons 3. Functional Groups 4. Review and Final 5. Benchmark Exam 6. School Benchmark Testing	

## Materials and Resources

calculator  
periodic table  
Acellus  
Gizmos  
Lab Kit

## Prerequisites

Chemistry A



# Chemistry B

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

## Course Details

### Unit: Unit 1 Stoichiometry

Duration: 9 Day(s)

#### Description

This unit discusses chemical reactions in terms of stoichiometric calculations. The discussion includes mole to mole, mole to mass, mass to mole, mass to mass, and percent yield.

#### Materials and Resources

Acellus  
Lab kit  
Calculator  
Gizmo

#### Essential Questions

How are the coefficients in a balanced chemical equation useful?  
How can we predict the yield of a product given the quantities of reactants consumed?  
What are some ways stoichiometry is applied to everyday life?

#### Unit Learning Activities

Videos and questions about stoichiometry, conversions of moles and mass, and percent yield.

#### Unit Assessment

Unit Exam

### Topic: Benchmark Exam

Duration: 1 Day(s)

#### Knowledge Skills

Demonstrate knowledge of key concepts.

### Topic: Mole and Mass Conversions

Duration: 5 Day(s)

#### Description

Students will learn how to use balanced equations to convert units of moles and mass.

#### Knowledge Skills

Apply quantitative data to predict the outcomes of chemical reactions  
Solve stoichiometry problems involving moles, mass, molar mass, number of particles, and density

### Topic: Percent Yield

Duration: 2 Day(s)

#### Description

Students will learn how to calculate percent yield of a given chemical reaction.

#### Knowledge Skills

Calculate the theoretical and percent yields of a product in a chemical reaction

### Topic: Review and Assessment

Duration: 1 Day(s)

#### Knowledge Skills

Demonstrate key concepts learned on stoichiometry.

### Unit: Unit 2: Solids, Liquids and Gases

Duration: 21 Day(s)

#### Description

This unit discusses gases in terms of behavior, units, and the kinetic-molecular theory, and in terms of Dalton's Law of Partial Pressures. Also covered are liquids, solids, and the intermolecular forces that determine the state of matter.

#### Materials and Resources

Acellus  
Lab Kit  
Gizmos  
Calculator

#### Essential Questions

How do intermolecular forces affect the properties of the molecules?  
What are the various intermolecular forces?  
What are some relationships between pressure, temperature, moles, and volume?  
How are real vs ideal gases similar or different?

#### Unit Learning Activities

Videos and questions about kinetic molecular theory, solids, liquids, intermolecular forces, and gas laws.

# Chemistry B

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Required Course

boyles law demo  
charles law lab  
gay-lussacc's demo  
Classifying liquids activity

## Unit Assessment

Unit Exam

**Topic:** Kinetic Molecular Theory **Duration:** 1 Day(s)

### Description

Students will learn how to differentiate between solids, liquids, and gases.

### Knowledge Skills

Describe differences between solids, liquids, and gases based on kinetic properties.

**Topic:** Intermolecular Forces **Duration:** 1 Day(s)

### Description

Students will learn about dipole-dipole forces, london dispersion forces, and hydrogen bonds.

### Knowledge Skills

Contrast ionic and molecular substances in terms of their physical characteristics and the types of forces that govern their behavior.

Describe London dispersion forces and relate their strength to other types of attractions

**Topic:** Lab: Surface Tension **Duration:** 3 Day(s)

### Description

Students will explore surface tension using a variety of liquids.

### Knowledge Skills

Generate a testable question about surface tension.

Explain how surface tension is related to intermolecular bonds.

Perform an experiment to test hypothesis relating to surface tension.

**Topic:** Liquids **Duration:** 2 Day(s)

### Description

Students will learn about the physical properties of liquids.

### Knowledge Skills

Identify phase transitions of liquids.

Summarize shear thinning and shear thickening using an informative text.

**Topic:** Lab:Non-Newtonian Fluids **Duration:** 2 Day(s)

### Description

Students will learn the difference between Newtonian and Non-Newtonian fluids.

### Knowledge Skills

Observe viscosity of a liquid.

Explain how physical stress causes change in Non-Newtonian liquids.

**Topic:** Solids **Duration:** 1 Day(s)

### Description

Students will learn about crystal structures and lattice energy.

### Knowledge Skills

Identify phase transitions of solids.

**Topic:** Gas Laws **Duration:** 4 Day(s)

### Description

Students will learn about the five gas laws and apply equations to mathematical problems.

### Knowledge Skills

State and apply gas laws to solve situational problems.

**Topic:** Lab: Charles's Law **Duration:** 4 Day(s)

# Chemistry B

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

## Description

Students will explore how temperature affects the volume of a gas.

## Knowledge Skills

Measure volume displacement of a gas.

Summarize the relationship between temperature and volume of a gas.

**Topic:** Review and Assessment

**Duration:** 1 Day(s)

## Knowledge Skills

Demonstrate key concepts learned on solids, liquids and gases.

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

## Description

Assess midyear growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

**Unit:** Unit 3: Mixtures and Solutions

**Duration:** 13 Day(s)

## Description

This unit discusses heterogeneous and homogeneous mixtures, as well as concentration as percent by mass, percent by volume, molarity, dilution of molar solutions, molality, and mole fractions. Also covered are solvation in ionic and molecular compounds, solubility, and colligative properties.

## Materials and Resources

Acellus  
various websites  
Lab kit  
Calculator  
Gizmo

## Essential Questions

What does concentration mean in terms of particles?

How are solutions formed?

Why do trucks spray salt on the road in the winter?

## Unit Learning Activities

Videos and questions about mixtures, different types of concentration, solubility, and colligative properties.

Phet ionic and covalent compounds activity

## Unit Assessment

Unit Exam

**Topic:** Mixtures

**Duration:** 2 Day(s)

## Description

Students will learn the difference between heterogeneous and homogeneous mixtures.

## Knowledge Skills

Classify mixtures as heterogeneous or homogeneous mixtures.

Description:

**Topic:** Concentration Calculations

**Duration:** 6 Day(s)

## Description

Students will examine many ways to report concentration. (percent by volume, percent by mass, molarity, molality, mole fraction)

## Knowledge Skills

Calculate concentration of a solution.

**Topic:** Solubility

**Duration:** 2 Day(s)

## Description

Students will learn the about the microscopic interactions between solute and solvent.

## Knowledge Skills

# Chemistry B

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Required Course

Describe solutions in terms of their degree of saturation  
Explain what happens at the particle level when a solid dissolves in a liquid

**Topic:** Colligative Properties

**Duration:** 2 Day(s)

## Description

Students will learn how solute particles change the boiling and freezing point of water.

## Knowledge Skills

Explain how a solute affects the freezing point and boiling point of a solution

**Topic:** Review and Assessment

**Duration:** 1 Day(s)

## Knowledge Skills

Demonstrate key concepts learned on mixtures and solutions.

**Unit:** Unit 4: Acids and Bases

**Duration:** 19 Day(s)

## Description

This unit discusses the Arrhenius, Bronsted-Lowry, and Lewis Models, the strength of acids, weak acid ionization constants, the strength of bases, weak base ionization constant, hydrogen ions, ion product constant, pH and pOH, pH and H<sup>+</sup> calculations, pOH and OH<sup>-</sup> calculations, pH and pOH calculations, and pH and pOH strong acids and bases. Further discussion covers neutralization reactions for acids and bases, as well as basic, acidic, and neutral salt solutions, and buffer solutions.

## Materials and Resources

Acellus  
Lab kit  
Calculator  
Gizmo

## Essential Questions

What are the general characteristics of acids and bases?

What types of acids and bases are present in your digestive system?

How could you test a solution for acidity in your own home?

## Unit Learning Activities

Videos and questions about types of acids and bases, strengths of acids and bases, pH and pOH calculations, buffers, titrations, and neutralization.

pH lab  
neutralization lab  
pH indicator activity

## Unit Assessment

Unit Exam

**Topic:** Models of Acids and Bases

**Duration:** 3 Day(s)

## Description

Students will learn about the three models of acids and bases.

## Knowledge Skills

Compare and contrast the various definitions of acids and bases

**Topic:** Lab: Determining pH

**Duration:** 2 Day(s)

## Description

Students will use pH strips to determine the pH of a solution.

## Knowledge Skills

Measure pH using a test strip.

**Topic:** Strengths of Acids and Bases

**Duration:** 3 Day(s)

## Description

Students will learn the difference between strong and weak acids and bases.

## Knowledge Skills

Describe the properties of strong and weak acids and bases

# Chemistry B

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Required Course

**Topic:** Acid and Base Calculations

**Duration:** 5 Day(s)

**Description**

Students will learn pH and pOH equations.

**Knowledge Skills**

Calculate the pH or pOH of a solution given a concentration.

**Topic:** Neutralization

**Duration:** 1 Day(s)

**Description**

Students will learn the products of neutralization reactions.

**Knowledge Skills**

Describe the conditions at the equivalence point in a titration.

Determine if a salt will be acidic, basic or neutral.

**Topic:** Lab: Neutralization Reaction

**Duration:** 2 Day(s)

**Description**

Students will explore mixing acids and bases.

**Knowledge Skills**

Measure pH before and after a chemical reaction.

Characterize neutralization reactions.

**Topic:** Buffers

**Duration:** 2 Day(s)

**Description**

Students will learn how buffers react when acid or base is added.

**Knowledge Skills**

Describe the components of a buffer solution.

Determine how the addition of an acid or base will affect a buffer system.

**Topic:** Review and Assessment

**Duration:** 1 Day(s)

**Knowledge Skills**

Demonstrate key concepts learned on acid and bases.

**Unit:** Unit 5: Electrochemistry

**Duration:** 11 Day(s)

**Description**

Student will learn about oxidation and reduction. Students will also explore applications of redox reactions such as batteries and cells.

**Materials and Resources**

Apple Oxidation Lab

Lab kit

Calculator

Gizmo

**Essential Questions**

How is electrical energy obtained from a redox reactions?

How do antioxidants slow down oxidation?

**Unit Learning Activities**

Oxidation Worksheet

Redox Worksheet

Hand Battery Demo

Oxidation Lab

Penny Battery Activity

**Unit Assessment**

Unit Exam

**Topic:** Oxidation States

**Duration:** 3 Day(s)

**Description**

Students will learn how to determine oxidation state using 8 rules.

**Knowledge Skills**

# Chemistry B

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

Calculate oxidation state for atoms in a compound or polyatomic ion.

## Topic: Redox Reactions

Duration: 2 Day(s)

### Description

Students will learn the difference between oxidation and reduction reactions.

### Knowledge Skills

Balance redox reactions.

## Topic: Batteries

Duration: 3 Day(s)

### Description

Students will learn about different types of electrochemical batteries.

### Knowledge Skills

Create a battery using an electrolyte.

## Topic: Lab: Apple Oxidation

Duration: 2 Day(s)

### Description

Students will explore what antioxidants work best for slowing down oxidation.

### Knowledge Skills

Create a controlled experiment to test the oxidation of apples.

Observe oxidation for multiple days.

Explain the significance of antioxidants in the body relating to oxidation.

## Topic: Review and Assessment

Duration: 1 Day(s)

### Knowledge Skills

Demonstrate key concepts from the unit.

## Unit: Unit 6: Organic Chemistry

Duration: 17 Day(s)

### Description

This unit discusses hydrocarbons, including alkanes, drawing structures, naming straight-chain alkanes, branched-chain alkanes, cycloalkanes, structures from names, alkenes, alkynes, aromatics, and isomers. Also covered are substituted hydrocarbons in functional groups, halocarbons, alcohols, ethers, amines, aldehydes, ketones, carboxylic acid, and carboxylic acid-ester. Following this unit students are presented with the Final Review and Exam.

### Materials and Resources

Acellus

Lab kit

Calculator

Gizmo

### Essential Questions

What gives carbon the ability to form bonds with so many other substances?

How do differences in chemical structure affect properties of molecules with the same chemical formula?

### Unit Learning Activities

Videos and questions about properties and naming of functional groups and chains.

Biodegradable spoon activity

Organic Chemistry Breakout room

### Unit Assessment

Final Exam

## Topic: Lab: Biodegradable Plastic

Duration: 3 Day(s)

### Description

Students will explore how different types of plastic breakdown overtime.

### Knowledge Skills

Create a procedure to determine the percent of degradation of plastic.

Access the social impacts of biodegradable plastic.

## Topic: Hydrocarbons

Duration: 5 Day(s)

### Description

# Chemistry B

Science

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Required Course

Students will learn how to name alkanes, alkenes, and alkynes.

## Knowledge Skills

Explain the unique properties of carbon that make the formation of organic molecules possible.  
Name simple and branched hydrocarbons from their structural formulas

**Topic:** Functional Groups

**Duration:** 5 Day(s)

## Knowledge Skills

Classify organic compounds such as alcohols, esters, and ketones by their functional groups.

**Topic:** Review and Final

**Duration:** 1 Day(s)

## Knowledge Skills

Demonstrate knowledge of key concepts from the semester

**Topic:** Benchmark Exam

**Duration:** 1 Day(s)

## Knowledge Skills

Demonstrate knowledge of key concepts.

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

## Description

Assess overall growth and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

# English 3A

Language Arts

Grade(s) 11th, Duration 1 Semester, .5 Credits  
Required Course

## Course Overview

This is the first semester of a two-semester course, suggested for junior level students. In this course, students are exposed to the literary eras of American literature and the ideas that shaped the writing during those times. Beginning with pre colonial literature and culminating with the Modernist Movement, students will analyze and interpret various genres, themes and literary elements. Students will also be exposed to a variety of grammar lessons and writing projects that are informative, reflective, creative and researched based.

## Scope And Sequence

Timeframe	Unit	Instructional Topics
19 Day(s)	Unit 1: Early America	<ol style="list-style-type: none"><li>1. Course Orientation</li><li>2. The Native American Experience</li><li>3. Pre-Colonial Literature</li><li>4. Slave Narrative</li><li>5. Puritan Literature</li><li>6. Unit Review and Assessment</li><li>7. Discover Your Future</li><li>8. School Benchmark Testing</li></ol>
16 Day(s)	Unit 2: American Drama	<ol style="list-style-type: none"><li>1. Pre-Reading</li><li>2. Reading a Drama</li><li>3. Unit Review and Assessment</li><li>4. Multiple Interpretations</li></ol>
16 Day(s)	Unit 3: Genres of Writing	<ol style="list-style-type: none"><li>1. Combining Sentences</li><li>2. Types of Writing</li><li>3. Historical Document</li><li>4. Personal Narrative</li><li>5. Unit Review and Assessment</li><li>6. Post Secondary Options</li></ol>
17 Day(s)	Unit 4: American Romanticism (Transcendentalists)	<ol style="list-style-type: none"><li>1. American Romantic Literature</li><li>2. Fireside Poets</li><li>3. Transcendentalists</li><li>4. Brilliant Mavericks</li><li>5. Unit Review and Assessment</li><li>6. Career Education Sessions</li></ol>
17 Day(s)	Unit 5: American Romanticism (Gothic Literature)	<ol style="list-style-type: none"><li>1. Dark Romantic Literature</li><li>2. Brooding Romantics</li><li>3. Modifiers</li><li>4. Unit Review and Assessment</li><li>5. Job Shadow and Internship</li><li>6. College Application</li></ol>
5 Day(s)	Unit 6: Final Exam Course Wrap Up	<ol style="list-style-type: none"><li>1. Course Review and Final Assessment</li><li>2. Course Survey</li></ol>

## Materials and Resources

*Acellus*

*The Crucible*

G Suite for Education

## Prerequisites

English 2A and English 2B

## Course Details

**Unit:** Unit 1: Early America

**Duration:** 19 Day(s)

### Description

In this unit, students will be introduced to early American author's and their selections, providing insight into the thoughts, feelings, and experiences of those who lived during this time.

### Materials and Resources

*Acellus*

G Suite for Education

### Essential Questions

How do the historical contexts and cultural influences of early American impact the literature of the time?  
What effect did early literature have on the foundation of American systems and beliefs?



# English 3A

Language Arts

Grade(s) 11th, Duration 1 Semester, .5 Credits  
Required Course

Why is it important to consider the unique views of early American life through personal accounts?

## Enrichment Opportunities

Research additional historical introductions and literary timelines

Read and analyze additional readings from the time not studied in the course

## Unit Learning Activities

Pre-Reading and vocabulary review for Native American literature

Read Native American Literature

After reading discussion and questions for Native American literature

Pre-Reading and vocabulary review for pre-colonial literature

Read pre-colonial literature

After reading discussion and questions for pre-colonial literature

Pre-Reading and vocabulary review for a slave narrative

Read a slave narrative

After reading discussion and questions for a slave narrative

Contribute to classwide debate

Pre-Reading and vocabulary review for Puritan literature

Read Puritan literature

After reading discussion and questions and for Puritan literature

Career Education activity

## Unit Assessment

Unit Exam

Creation Myth Essay

Persuasive Written Response

**Topic:** Course Orientation

**Duration:** 2 Day(s)

### Description

School and course introduction

### Knowledge Skills

Identify and discuss course rules and procedures

Identify and discuss school rules and procedures

**Topic:** The Native American Experience

**Duration:** 4 Day(s)

### Knowledge Skills

Identify the characteristics of Native American writing

Analyze creation myths for central ideas and themes

Compare and contrast two or more creation myths in an informational essay

**Topic:** Pre-Colonial Literature

**Duration:** 2 Day(s)

### Knowledge Skills

Analyze historical context and cultural characteristics of the pre-colonial era.

Analyze and evaluate a primary source

Identify how personal experiences can influence author's beliefs and purpose for writing

Understand and use specialized vocabulary and multiple meaning words.

**Topic:** Slave Narrative

**Duration:** 4 Day(s)

### Knowledge Skills

Analyze and interpret the author's purpose

Clarify the meaning of unknown or multiple meaning words

Demonstrate comprehension of nonfiction literature by participating in quizzes and discussions

Design a persuasive argument with a claim and evidence from a slave narrative for support

Contribute to a class debate based on a topic from a slave narrative

**Topic:** Puritan Literature

**Duration:** 3 Day(s)

### Knowledge Skills

Identify the historical background of the Puritan culture, including their contributions and influences

Identify and analyze the use of poetic devices, such as figurative language, archaic language, and inverted syntax

Identify and analyze theme, topic and meaning from poems written at similar times

Evaluate the effectiveness of structure in a persuasive nonfiction text

Determine author's purpose and analyze use of rhetorical devices

Clarify meaning of unknown or multiple meaning words

Demonstrate comprehension of nonfiction literature by participating in quizzes and discussions

# English 3A

Language Arts

Grade(s) 11th, Duration 1 Semester, .5 Credits  
Required Course

**Topic:** Unit Review and Assessment

**Duration:** 1 Day(s)

**Description**

Students will demonstrate their knowledge of the skills learned throughout the unit.

**Topic:** Discover Your Future

**Duration:** 1 Day(s)

**Knowledge Skills**

Discover your future options

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

**Unit:** Unit 2: American Drama

**Duration:** 16 Day(s)

**Description**

A drama written during the pre-colonial period about the Puritans.

**Materials and Resources**

*The Crucible*

G Suite for Education

**Essential Questions**

Is everyone really innocent until proven guilty?

What factors may hinder a jury's ability to see a case objectively?

Is it more important to focus on how you view yourself, or on how others view you? Why? How might the two go together?

How do actual social issues impact the way an author writes literature and how a reader responds to it?

**Unit Learning Activities**

Historical background and author influences group activity

Read and answer analysis questions

Act I-IV group discussions

View movie and compare and contrast with play

**Unit Assessment**

Character Diary

Comprehension Quiz

**Topic:** Pre-Reading

**Duration:** 2 Day(s)

**Description**

Complete activities about the drama before reading

**Knowledge Skills**

Research and discuss the background of the drama including the punishments during the Puritan time period.

Identify important vocabulary to the drama

**Topic:** Reading a Drama

**Duration:** 8 Day(s)

**Description**

Students will read, comprehend, analyze and interpret an American Drama

**Knowledge Skills**

Apply textual evidence to show an understanding of characterization and character growth

Demonstrate comprehension of the literature

Analyze the use and impact of certain reading vocabulary terms

Identify and explain the impact of the choice of point of view used in literature

Identify and explain how an author uses historical events to shape and inspire a literary work.

**Topic:** Unit Review and Assessment

**Duration:** 3 Day(s)

**Knowledge Skills**

Identify quotations to support analysis.

Analyze the development of complex characters throughout a drama.

Demonstrate knowledge and comprehension of unit skills by completing a standardized test.

**Topic:** Multiple Interpretations

**Duration:** 3 Day(s)

**Description**

# English 3A

Language Arts

Grade(s) 11th, Duration 1 Semester, .5 Credits

Required Course

Students will analyze multiple interpretation of an American Drama by reading a play and comparing and contrasting it with a movie.

## Knowledge Skills

Analyze and evaluate multiple interpretations of an American drama

## Unit: Unit 3: Genres of Writing

Duration: 16 Day(s)

### Description

This unit focuses on the different ways of combining sentences as well as the different genres of writing.

### Materials and Resources

Acellus  
G Suite for Education

### Essential Questions

What are the different ways to combine sentences while adding maturity to writing?  
What are the four different genres of writing?  
How can you determine the difference between different types of writing?

### Enrichment Opportunities

Additional practice on combining sentences  
Writing prompts to practice using different genres of writing

### Unit Learning Activities

Guided practice on appositives, coordinating conjunctions, and subordinate conjunctions  
Guided practice on expository, narrative, persuasive, and descriptive writing  
Read a persuasive historical document  
Attend post-secondary career options sessions

### Unit Assessment

Unit Exam  
Personal Narrative

## Topic: Combining Sentences

Duration: 2 Day(s)

### Description

Students will learn the different ways to combine sentences.

### Knowledge Skills

Identify and apply ways to combine sentences

## Topic: Types of Writing

Duration: 2 Day(s)

### Description

Students will identify the different types of writing and the characteristics of each type.

### Knowledge Skills

Identify the different types of writing  
Apply knowledge of the different types of writing by identifying examples of each

## Topic: Historical Document

Duration: 2 Day(s)

### Knowledge Skills

Identify the historical context and characteristics of the Writer's of the Revolution literature  
Demonstrate comprehension and analysis of a U.S. historical document

## Topic: Personal Narrative

Duration: 8 Day(s)

### Description

Construct a personal narrative based on daily journal entries

### Knowledge Skills

Construct a personal narrative based on daily journal entries

## Topic: Unit Review and Assessment

Duration: 1 Day(s)

### Description

Students will demonstrate their knowledge of the skills learned throughout the unit.

### Knowledge Skills

Demonstrate knowledge and skills learned throughout the unit

## Topic: Post Secondary Options

Duration: 1 Day(s)

# English 3A

Language Arts

Grade(s) 11th, Duration 1 Semester, .5 Credits  
Required Course

## Knowledge Skills

Identify and explore post-secondary options

## Unit: Unit 4: American Romanticism (Transcendentalists)

Duration: 17 Day(s)

### Description

Literature that was written during the American Romantic Period: 1800-1860

### Materials and Resources

*Acellus*

G Suite for Education

### Essential Questions

What are the values of American Romanticism literature?

What are the common themes presented in romantic writing?

Who are the famous romantic authors and what is their purpose for writing?

What are the similarities and differences between the Fireside Poets and the Transcendentalists writing?

### Enrichment Opportunities

Historical Background of American Romanticism

Interactive vocabulary games

Reading focus/skill review tutorials

Adapted interactive readings

### Unit Learning Activities

Romanticism introduction guided practice

Background, vocabulary and skills introduction guided practice for Fireside Poets selections

Read Fireside Poets selections

After reading question and discussion prompts for Fireside Poets selections

Background, vocabulary and skills introduction guided practice for Transcendentalist selections

Read Transcendentalist selections

After reading questions and discussion prompts for Transcendentalist selections

Background, vocabulary and skills introduction guided practice for Brilliant Mavericks selections

Read Brilliant Mavericks selections

After reading questions and discussion prompts for Brilliant Mavericks selections

### Unit Assessment

Unit Exam

Aphorism Project

Civil Disobedience Essay

## Topic: American Romantic Literature

Duration: 1 Day(s)

### Description

Students will be introduced to the literary Era of American Romanticism, highlighting the characteristics and how what was taking place in the nation influenced or shaped the literature.

### Knowledge Skills

Demonstrate background knowledge of the literary period of Romanticism and identify the national and worldly events that coincide with this literary period.

## Topic: Fireside Poets

Duration: 2 Day(s)

### Description

Students will be introduced to the Fireside Poets and their selections highlighting individualism and love of nature.

### Knowledge Skills

Recognize how the characteristics of American Romanticism are reflected in poetry of the time

Demonstrate comprehension of poetry through analysis and discussion questions

Identify poetic devices, such as figurative language and archaic language and how they affect meaning and tone

## Topic: Transcendentalists

Duration: 7 Day(s)

### Description

Students will learn about the transcendentalist authors and their beliefs, which are reflected in their writing.

### Knowledge Skills

Demonstrate comprehension and interpretation of American Transcendentalist literature.

Establish a reading vocabulary by defining a using new words

Identify and evaluate author's purpose in American Transcendentalist text

Identify and evaluate author's use of transcendentalist ideals and characteristics in literature

# English 3A

## Language Arts

Grade(s) 11th, Duration 1 Semester, .5 Credits  
Required Course

Identify and analyze an author's use of aphorisms in American Transcendentalist literature  
Create a project interpreting and relating to aphorisms from Transcendentalism writing  
Compare and contrast American Transcendentalist essay to a similar nonfiction speech

### Topic: Brilliant Mavericks

Duration: 3 Day(s)

#### Description

Students will be introduced to famous poets of the American Romantic literary era and how they contributed to the change from traditional poetry

#### Knowledge Skills

Demonstrate comprehension and analysis of free verse poetry  
Identify and evaluate the differences between free verse and traditional form poetry  
Identify the devices used in free verse poetry (repetition, sound devices, imagery)  
Identify the use and purpose of literary devices in American Romantic poetry  
Identify and analyze the characteristics of American Romantic poetry

### Topic: Unit Review and Assessment

Duration: 2 Day(s)

#### Description

Demonstrate knowledge and skills from unit by completing a unit exam

#### Knowledge Skills

Demonstrate unit knowledge and skills by completing unit exam

### Topic: Career Education Sessions

Duration: 2 Day(s)

#### Knowledge Skills

Attend multiple career and/or job information sessions to pursue after graduation

## Unit: Unit 5: American Romanticism (Gothic Literature)

Duration: 17 Day(s)

#### Description

Literature that was written during the American Gothic Period: 1800-1860

#### Materials and Resources

*Acellus*  
G Suite for Education

#### Essential Questions

What are the characteristics and/or elements of gothic literature?  
What are the similarities and differences between the Transcendentalists Writing and Dark Romantic Literature/Gothic Fiction?  
How do authors use their life experiences in their writing?  
How are the writings of this era reflective of the time period?  
How can you use modifiers to make appropriate sentences?

#### Enrichment Opportunities

#### Unit Learning Activities

Dark Romantics Introduction guided practice  
Background, vocabulary and skills introduction guided practice for Brooding Romantics poetry and short stories  
Read Brooding Romantic poetry and short story selections  
After reading question and discussion prompts for Brooding Romantics poetry and short story selections  
Video biographies on the Brooding Romantic authors  
Guided practice on sentence modifiers  
Career Education lessons on college applications and job shadowing/internships

#### Unit Assessment

Unit Exam

### Topic: Dark Romantic Literature

Duration: 2 Day(s)

#### Knowledge Skills

Define gothic as a literary term  
Identify the characteristics of gothic literature  
Compare and contrast the subgenre of dark romanticism with romanticism in the Romantic literary era.

### Topic: Brooding Romantics

Duration: 9 Day(s)

#### Description

# English 3A

Language Arts

Grade(s) 11th, Duration 1 Semester, .5 Credits  
Required Course

Students will read and demonstrate comprehension of a variety of selections from the "Brooding Romantic" authors.

## Knowledge Skills

- Identify and analyze satire
- Evaluate how and why authors use literary devices such as foreshadow, simile, and characterization
- Identify the theme of a story and its political, economic, or social ties
- Analyze how an author's background can influence his or her writing
- Identify and analyze poetic devices and story elements in a gothic narrative poem
- Establish a reading vocabulary by identifying and correctly using new vocabulary words
- Identify and analyze theme, symbolism and allegory in gothic literature
- Identify and evaluate the elements of gothic fiction in text
- Recognize the influences gothic literature in other media forms
- Read and comprehend gothic fiction.
- Make inferences and draw conclusions in gothic literature

**Topic:** Modifiers **Duration:** 2 Day(s)

**Topic:** Unit Review and Assessment **Duration:** 2 Day(s)

## Description

Demonstrate knowledge of skills learned throughout the unit

**Topic:** Job Shadow and Internship **Duration:** 1 Day(s)

## Knowledge Skills

- Explore job shadow and internship opportunities

**Topic:** College Application **Duration:** 1 Day(s)

## Knowledge Skills

- Identify what to include in a college application and practice completing one

**Unit:** Unit 6: Final Exam Course Wrap Up **Duration:** 5 Day(s)

## Description

This unit will wrap up the semester. Students will complete a course review, final assessment and course survey.

## Materials and Resources

Acellus

G Suite for Education

Course Survey

## Essential Questions

## Unit Learning Activities

Complete course review

Complete final exam

Evaluate course and instructor

## Unit Assessment

**Topic:** Course Review and Final Assessment **Duration:** 4 Day(s)

## Description

Students will complete the course review and final assessment

**Topic:** Course Survey **Duration:** 1 Day(s)

## Description

Complete course survey

# English 3B

Language Arts

Grade(s) 11th, Duration 1 Semester, .5 Credits  
Required Course

## Course Overview

This second semester course, also suggested for junior level students, picks up the timeline of American literature from the first half. Students will analyze and interpret various genres, themes and literary elements from literature beginning with Realism and ending with the Modernist Movement. Students will also be exposed to a variety of grammar lessons and writing projects that are informative, reflective, creative and researched based. Also during this course, students will also be completing a "future-ready" project that will identify and explore post-secondary options.

Timeframe	Unit	Scope And Sequence Instructional Topics
20 Day(s)	Unit 1: Regional Literature	1. Course Introduction 2. Regionalism 3. Naturalism 4. Realism 5. Unit Assessment 6. School Benchmark Testing
28 Day(s)	Unit 2: Career Project	1. Career Education 2. Field Experience 3. Research Paper 4. Oral Presentation
20 Day(s)	Unit 3: Modernist Movement	1. Modernism Introduction 2. Select Modern Poetry 3. Sentence Elements 4. Unit Assessment
15 Day(s)	Unit 4: Annotated Bibliography	1. Introduction 2. Topic and Thesis Statement 3. Gathering Sources 4. Formatting 5. CEW - Student Annual Goal Sheet
7 Day(s)	Unit 5: Course Review and Final Assessment	1. School Benchmark Testing 2. Course Review and Final Assessment 3. Course Closure

## Materials and Resources

Acellus

## Prerequisites

English IIIA

## Course Details

**Unit:** Unit 1: Regional Literature

**Duration:** 20 Day(s)

### Description

In this unit, students will be introduced to Regional literature.

### Materials and Resources

Acellus

G Suite for Education

### Essential Questions

What are the key characteristics of Realism, Naturalism and Regionalism and how do these appear in literature?

What common themes appear in Realistic, Naturalistic or Regionalist works?

What events in American history influenced the development of Realism, Regionalism and Naturalism?

Why is it important to consider an author's background and perspective when analyzing regional literature?

### Unit Learning Activities

Pre-Reading and vocabulary review for Regionalism literature

Webquest exploring Regionalism author

Read Regionalism Literature

After reading discussion and questions for Regionalism literature

Pre-Reading and vocabulary review for Naturalism literature

Read Naturalism literature

After reading discussion and questions for Naturalism literature

Pre-Reading and vocabulary review for a Realism literature

Read a Realism literature

# English 3B

## Language Arts

Grade(s) 11th, Duration 1 Semester, .5 Credits  
Required Course

After reading discussion and questions for Realism literature

### Unit Assessment

Unit Exam

#### Topic: Course Introduction

Duration: 1 Day(s)

##### Description

Students will be introduced to English III B course

##### Knowledge Skills

Identify course rules and procedures

#### Topic: Regionalism

Duration: 6 Day(s)

##### Knowledge Skills

Identify the historical, social and cultural influences of Regionalism literature.

Define Regionalism and identify the characteristics of the literature

Identify common traits and influences behind the writing of Regionalism authors

Demonstrate comprehension and analysis of Regionalism literature by participating in quizzes and discussions

Clarify meaning of unknown or multiple meaning words

Identify and analyze author's use of dialect in Regionalism literature.

Identify and analyze the different types of point of view and their effects in Regionalism literature

#### Topic: Naturalism

Duration: 5 Day(s)

##### Knowledge Skills

Identify the characteristics and historical context of Naturalism literature

Identify and analyze how Naturalism author's use literary elements (such as theme, irony, and conflict) to convey naturalism beliefs in their writing

Examine authors backgrounds to understand perspective and influences behind their writing

Identify and analyze how setting and theme affect mood in Naturalism literature

Read and analyze Naturalism literature to identify Naturalism beliefs and characteristics

Identify and analyze an author's use of figures of speech in Naturalism literature

Demonstrate comprehension of Naturalism literature by participating in quizzes and discussions

Clarify meaning of unknown or multiple meaning words

#### Topic: Realism

Duration: 5 Day(s)

##### Knowledge Skills

Explore women's roles in influencing and writing Realistic literature

Identify the purpose and characteristics of Realism literature

Demonstrate comprehension of reading literature through discussions and quizzes

Identify and analyze theme and conflict in Realism literature

Examine the historical context of Realism literature including the law and code of conduct for women during the time

Define and apply knowledge of new vocabulary words.

#### Topic: Unit Assessment

Duration: 1 Day(s)

##### Knowledge Skills

Demonstrate knowledge of unit skills by successfully completing the unit exam

#### Topic: School Benchmark Testing

Duration: 2 Day(s)

##### Description

Assess midyear growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

## Unit: Unit 2: Career Project

Duration: 28 Day(s)

### Description

Students will complete a variety of activities focused on helping them prepare for their future after graduation.

### Materials and Resources

Resume template

Cover letter template

Job shadowing forms (interview questions, verification form, reflection)

Prewriting chart



# English 3B

## Language Arts

Grade(s) 11th, Duration 1 Semester, .5 Credits  
Required Course

Graphic organizer/outline  
G Suite for Education

### Essential Questions

- What should you include in a resume?
- What should you include in a cover letter?
- What type of career do you want to explore and shadow?
- What did you learn and take away from your job shadowing experience?
- What information do you want to research about this career?

### Unit Learning Activities

- Guide instruction in creating a resume and cover letter
- Discussions on job shadowing ideas and placements
- Guided instruction on the process of writing a research paper
- Discussion on research topics
- Peer review activity
- Guided instruction and discussion on final presentation guidelines
- Discussion and review of rubric on how to present orally

### Unit Assessment

- Research Paper
- Oral Presentation

**Topic:** Career Education

**Duration:** 10 Day(s)

### Knowledge Skills

- Identify what goes into a resume and cover letter and create a "practice" resume and cover letter.
- Create and maintain career portfolio

**Topic:** Field Experience

**Duration:** 3 Day(s)

### Knowledge Skills

- Conduct job shadowing experience based on future goals and plans
- Evaluate and reflect upon job shadowing experience
- Conduct an interview with an adult in career choice field.

**Topic:** Research Paper

**Duration:** 12 Day(s)

### Knowledge Skills

- Use the process of writing to prewrite, draft and publish a research paper based on a career topic
- Conduct extensive research on career related topic.

**Topic:** Oral Presentation

**Duration:** 3 Day(s)

### Knowledge Skills

- Participate in an oral presentation that uses a multimedia visual to highlight career plan and discuss overview of project

**Unit:** Unit 3: Modernist Movement

**Duration:** 20 Day(s)

### Description

Students will study the Modernist Movement literary era in American Literature

### Materials and Resources

Acellus  
G Suite for Education

### Essential Questions

- What are poetic devices commonly found in modernist poetry?
- What common themes define modernist poetry?
- How do poets use style, imagery, mood, tone, figurative language and sound devices to express their attitudes or beliefs?
- What effect(s) did the events of the time have on modern poetry?
- How can life experiences serve as a foundation for creative and expressive writing?

### Unit Learning Activities

- Guided practice for Modernism Movement
- Pre-Reading and author's style review select modern poetry
- Read select modern poetry
- After reading discussion and questions for select modern poetry
- Guided review of essential and nonessential elements in sentences
- Discussion and comprehension questions for essential and nonessential elements in sentences

### Unit Assessment

- Unit Exam

# English 3B

Language Arts

Grade(s) 11th, Duration 1 Semester, .5 Credits  
Required Course

**Topic:** Modernism Introduction

**Duration:** 2 Day(s)

## Knowledge Skills

- Identify the defining features of modernist poetry
- Identify the historical context and significance of Modernist Movement

**Topic:** Select Modern Poetry

**Duration:** 12 Day(s)

## Knowledge Skills

- Identify and analyze individual poet styles and their influences
- Analyze and interpret the characteristics of modern, narrative, and imagist poetry
- Examine how a poet's background influences his or her writing
- Analyze the use of figurative language to establish tone and meaning in modern poetry
- Demonstrate comprehension and interpretation of modern poetry
- Review and cite the differences of epic, blank verse, free verse and traditional poetry
- Identify and analyze how words and phrases shape or effect meaning in Modern poetry
- Identify and analyze the use of poetic devices in modern poetry

**Topic:** Sentence Elements

**Duration:** 4 Day(s)

## Knowledge Skills

- Identify and examine nonessential elements in sentences
- Identify and analyze essential elements in sentences

**Topic:** Unit Assessment

**Duration:** 2 Day(s)

## Knowledge Skills

- Demonstrate knowledge of unit skills by successfully completing the unit exam

**Unit:** Unit 4: Annotated Bibliography

**Duration:** 15 Day(s)

## Description

Students will be introduced to and examine the important components of an annotated bibliography

## Materials and Resources

- Acellus
- G Suite for Education

## Essential Questions

- What is an annotated bibliography?
- What is the purpose for writing an annotated bibliography?
- What is included in an annotated bibliography?
- What is MLA formatting and why is it important to use?
- How do you evaluate sources to determine validity and reliability when using informational texts?

## Unit Learning Activities

- Guided practice introducing an annotated bibliography
- Discussion and quiz on elements of an annotated bibliography
- Video introduction and guided practice on how to choose a topic, create a thesis statement, and find supporting evidence
- Discussion and quiz on choosing a topic and creating a thesis statement
- Guided practice discussing reliable sources and databases
- Discussion and quiz on gathering sources
- Video review of MLA formatting
- Discussion and quiz on MLA formatting

## Unit Assessment

- Topic quizzes

**Topic:** Introduction

**Duration:** 2 Day(s)

## Knowledge Skills

- Define and identify the parts of an annotated bibliography
- Identify the purpose of writing and how to write an annotated bibliography

**Topic:** Topic and Thesis Statement

**Duration:** 4 Day(s)

## Knowledge Skills

- Identify how to choose a topic for an annotated bibliography
- Review tips and examples on how to create a thesis statement

# English 3B

Language Arts

Grade(s) 11th, Duration 1 Semester, .5 Credits  
Required Course

Define thesis statement and identify its purpose and importance

**Topic:** Gathering Sources

**Duration:** 5 Day(s)

**Knowledge Skills**

Determine the basic skills of research  
Identify and evaluate reliable research sources, including domains and databases

**Topic:** Formatting

**Duration:** 3 Day(s)

**Knowledge Skills**

Identify how and why to format using MLA style  
Review resources available for MLA support  
Identify MLA citation rules and examples

**Topic:** CEW - Student Annual Goal Sheet

**Duration:** 1 Day(s)

**Knowledge Skills**

Analyze student created goals and reflect on the progress of goals in order to identify areas of strength and areas of weakness.

**Unit:** Unit 5: Course Review and Final Assessment

**Duration:** 7 Day(s)

**Description**

Course closure with final exam and course survey

**Materials and Resources**

G Suite for Education

**Unit Learning Activities**

Course Review  
Course Survey

**Unit Assessment**

Final Exam

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

**Knowledge Skills**

Assess overall growth and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

**Topic:** Course Review and Final Assessment

**Duration:** 4 Day(s)

**Knowledge Skills**

Demonstrate knowledge and comprehension of course materials by completing a final assessment

**Topic:** Course Closure

**Duration:** 1 Day(s)

**Knowledge Skills**

Analyze and evaluate the course and instructor

# History of the Holocaust

Social Studies

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits  
Elective Course

## Course Overview

“Never shall I forget that night, the first night in camp, which has turned my life into one long night seven times cursed and seven times sealed.” These words, voiced by Holocaust survivor, Elie Wiesel, provide a glimpse into the heart of this course. Holocaust education focuses on exploring the “how” and “why” genocides such as the Holocaust are able to occur and continue to occur in our world. In this course, students will be encouraged to wonder, question, and analyze as they investigate the origins of anti-semitism and the rise of the Nazi party. Students will examine the persecution of various targets of the Nazis and consider the aftermath the Holocaust has left on everyone involved in World War II. This study of the Holocaust will integrate many social studies disciplines, including world history, geography, American history, and civics. Through this in-depth, semester-long study of the Holocaust, high school students will gain an understanding of the ramifications of prejudice and indifference, and the potential for government-supported terror, while examining the impact of kindness and humanity in the worst of times. “For the dead and the living, we must bear witness.”

## Scope And Sequence

Timeframe	Unit	Instructional Topics
12 Day(s)	Unit 1: The Rise of Anti-Semitism	<ol style="list-style-type: none"> <li>1. Course Introduction</li> <li>2. School Benchmark Testing</li> <li>3. History of Anti-Semitism</li> <li>4. The Rise of the Nazi Party</li> <li>5. Evolution of Anti-Semitism</li> <li>6. Unit 1 Review and Assessment</li> </ol>
10 Day(s)	Unit 2: The Start of World War II and the Jewish Ghettos	<ol style="list-style-type: none"> <li>1. Constitution Day</li> <li>2. Hitler and Poland - The Start of WWII</li> <li>3. Preparing for the Final Solution</li> <li>4. The Jewish Ghettos</li> <li>5. Unit 2 Review and Assessment</li> </ol>
11 Day(s)	Unit 3: "Arbeit Macht Frei" - Life in the Concentration Camps	<ol style="list-style-type: none"> <li>1. Life in Hiding</li> <li>2. Concentration Camp Organization</li> <li>3. Life in the Concentration Camps</li> <li>4. The Victims: The Slavs, Political Prisoners, Asocials, and More</li> <li>5. Unit 3 Review and Assessment</li> </ol>
12 Day(s)	Unit 4: "The Final Solution" and the Extermination Camps	<ol style="list-style-type: none"> <li>1. CTW Lesson - Work Values</li> <li>2. Other Solutions to the Jewish Question</li> <li>3. The Wannsee Conference and the Final Solution</li> <li>4. The Structure of the Extermination Camps and Life Inside</li> <li>5. Heroes of the Holocaust</li> <li>6. Unit 4 Review and Assessment</li> </ol>
9 Day(s)	Unit 5: Liberation and Recovery	<ol style="list-style-type: none"> <li>1. Hiding the Evidence</li> <li>2. Liberation</li> <li>3. Scars of the Holocaust</li> <li>4. Unit 5 Review and Assessment</li> </ol>
8 Day(s)	Unit 6: The Holocaust on Trial	<ol style="list-style-type: none"> <li>1. The Nuremberg Trials</li> <li>2. Holocaust Denial</li> <li>3. Unit 6 Review and Assessment</li> </ol>
16 Day(s)	Unit 7: A Conflict in Forgiveness and Faith	<ol style="list-style-type: none"> <li>1. CTW Lesson - The Culture of Working Together</li> <li>2. Holocaust Novel Analysis</li> <li>3. Perspective Analysis</li> </ol>
12 Day(s)	Unit 8: "Never Again?" - Modern Era Genocides	<ol style="list-style-type: none"> <li>1. CTW Lesson - Changing Roles &amp; Expanding Job Opportunities</li> <li>2. What is a Genocide?</li> <li>3. The Genocide Convention and War Crimes</li> <li>4. Modern Genocides</li> <li>5. Post Test Review and Assessment</li> </ol>

## Materials and Resources

*The Sunflower*, by Simon Wiesenthal (ISBN: 978-0805205787)

Upfront Magazine

Nearpod

## Prerequisites

N/A

## Course Details

# History of the Holocaust

Social Studies

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Elective Course

**Unit:** Unit 1: The Rise of Anti-Semitism

**Duration:** 12 Day(s)

## Description

**Unit 1: The Rise of Anti-Semitism** explores the history of anti-semitism in the world, examining its growth during the beginnings of Christianity in ancient Rome and into the early 18th and 19th centuries. This unit also analyzes the rise of the Nazi party and how Adolf Hitler capitalized on a defeated Germany in order to manipulate the public through hate speech and propaganda, pegging the Jews as the cause for the country's suffering. This manipulation eventually leads to a progression of stricter and harsher views on the Jewish people of Europe, which would soon evolve into the Nuremberg Laws, *Kristallnacht*, and their eventual deportation to the ghettos and concentration camps.

## Materials and Resources

Upfront Magazine

Nearpod

## Essential Questions

How did the outcome of World War I contribute to the rise of the Nazi party?

How was an individual like Adolf Hitler able to rise to become the leader of Germany?

How can propaganda be most manipulative?

What attributes make up a strong ruler?

How did Anti-Semitism, the Nuremberg Laws, and *Kristallnacht* contribute to the progression of the Holocaust?

## Unit Learning Activities

Anti-Semitism comparison and discussion

The Rise of the Nazi Party timeline

Adolf Hitler biography

The Nuremberg Laws primary source analysis

*Kristallnacht* graphic organizer

Propaganda lab

## Unit Assessment

Unit 1 Assessment - The Rise of Anti-Semitism

**Topic:** Course Introduction

**Duration:** 1 Day(s)

## Description

Course Introduction to History of the Holocaust

## Knowledge Skills

Students will be able to examine the goals and course expectations of History of the Holocaust

**Topic:** School Benchmark Testing

**Duration:** 3 Day(s)

## Description

Students will complete school benchmark exams

## Knowledge Skills

Assess growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

Description:

**Topic:** History of Anti-Semitism

**Duration:** 2 Day(s)

## Description

Examine the origin and development of Anti-Semitism in Europe, dating back to ancient Rome into the early 18th and 19th centuries.

## Knowledge Skills

Students will examine the history and development of anti-Semitism in the world

**Topic:** The Rise of the Nazi Party

**Duration:** 2 Day(s)

## Description

Explore the origins of the Nazi Party and its development and expansion in Post-WWI Germany.

## Knowledge Skills

Students will be able to analyze the development of the Nazi Party in post-WWI Germany

**Topic:** Evolution of Anti-Semitism

**Duration:** 2 Day(s)

## Description

Analyze the progression of Anti-Semitism, from hate speech and propaganda, to the Nuremberg Laws, and eventually, to *Kristallnacht*.

## Knowledge Skills

Students will be able to express the evolution of anti-Semitism in Nazi-controlled Germany, from hate speech to direct acts of physical violence.

# History of the Holocaust

Social Studies

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Elective Course

Students will be able to evaluate the impact of *Kristallnacht* on the Nazis transition from non-violent anti-Semitic treatment of the Jews, to violent.

Students will be able to foreshadow the long term implications that the Nuremberg Laws gave towards the Nazis future treatment of the Jewish people

**Topic:** Unit 1 Review and Assessment

**Duration:** 2 Day(s)

## Description

Review and exam assessing comprehension and understanding of key concepts from Unit 1.

## Knowledge Skills

Students will be able to express their understanding of core concepts from the unit on a culminating assessment

**Unit:** Unit 2: The Start of World War II and the Jewish Ghettos

**Duration:** 10 Day(s)

## Description

**Unit 2: The Start of World War II and the Jewish Ghettos** examines life within the Jewish ghettos as Hitler and the Nazi regime prepare their "Final Solution". Between 1939 and 1941, the Nazi party gained control of a large portion of Eastern Europe. German military forces, the SS, and compliant local authorities implemented a variety of provisional solutions to deal with unwanted populations in these regions, particularly Jews, the aim of which was the eventual elimination of Jews from Europe, particularly Western Europe.

## Materials and Resources

Nearpod

## Essential Questions

How did the invasion of Poland impact the international community?

How did the Jewish ghettos help support the Nazis' goal of fulfilling the "Final Solution"?

What role did the *Einsatzgruppen* play in the "Final Solution"?

How did various countries, groups, and individuals respond to the increased pressure and threats from Nazi Germany?

How do primary sources give us more insight on people, items, and events of the past?

## Unit Learning Activities

Invasion of Poland reading questions

Germany invades Poland discussion

Operation Barbarossa discussion and graphic organizer

The Jewish Ghettos lab

The Jewish Ghettos discussion post

Warsaw Ghetto uprising reading questions

## Unit Assessment

Unit 2 Assessment: The Start of World War II and the Jewish Ghettos

**Topic:** Constitution Day

**Duration:** 1 Day(s)

## Description

Explore the basic principles outlined in the U.S. Constitution

## Knowledge Skills

Students will be able to examine the characteristics, skills, and backgrounds of the creators of the U.S. Constitution

**Topic:** Hitler and Poland - The Start of WWII

**Duration:** 2 Day(s)

## Description

Hitler invades Poland and starts World War II.

## Knowledge Skills

Students will be able to evaluate the impact that Germany's invasion of Poland would have on the international community

**Topic:** Preparing for the Final Solution

**Duration:** 2 Day(s)

## Description

Discuss Operation Reinhard and the Nazi plans to transport the Jews from the ghettos to concentration camps as part of the "Final Solution" to the "Jewish Question".

## Knowledge Skills

Students will be able to examine the gradual process of implementing anti-Semitism in Nazi Germany

Students will be able to evaluate the goal of creating the Jewish Ghettos as a part of the Nazis' "Final Solution"

**Topic:** The Jewish Ghettos

**Duration:** 3 Day(s)

## Description

# History of the Holocaust

Social Studies

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Elective Course

Examine life within the Jewish Ghettos

## Knowledge Skills

Students will be able to explore elements of life within the Jewish Ghettos

Students will be able to predict the eventual next step after the Jewish Ghettos in the Nazis; "Final Solution"

Students will be able to examine acts of resistance against the Nazis within the Jewish Ghettos

**Topic:** Unit 2 Review and Assessment

**Duration:** 2 Day(s)

## Description

Review and exam assessing comprehension and understanding of key concepts from Unit 2

## Knowledge Skills

Students will be able to express their understanding of core concepts from the unit on a culminating assessment

**Unit:** Unit 3: "Arbeit Macht Frei" - Life in the Concentration  
Camps

**Duration:** 11 Day(s)

## Description

**Unit 3: "Arbeit Macht Frei" - Life in the Concentration Camps** examines life within the Nazi concentration camps. The concentration camp system, originally designed to confine political prisoners, provided the basis for both the forced labor needed to maintain the Third Reich and the infrastructure required for the eventual annihilation of the Jewish people. The evolution of the concentration camps reflects the changing structure and priorities of the Nazi party between 1933 and the end of World War II in 1945.

## Essential Questions

How could the SS officers be deemed "psychologically typical", yet participate in such violent acts as those which occurred in the concentration camps?

Why was there such little resistance from the German people during Hitler's rise to power?

How did life for the Jews change from within the ghettos to within the camps?

What kinds of things determined your fate within the concentration camps?

How did life differ in the camps between men and women?

## Unit Learning Activities

Life in hiding reading questions

Different prisoners of the Holocaust discussion

Targets of the Nazis quiz

Different camps of the Holocaust graphic organizer

Heroes of the Holocaust discussion and comparison

Life in the camps discussion and post

Selection process graphic organizer

## Unit Assessment

Unit 3 Assessment: "Arbeit Macht Frei" - Life in the Concentration Camps

**Topic:** Life in Hiding

**Duration:** 2 Day(s)

## Description

Examine experiences of those in hiding during the Holocaust to evade capture by the Nazis

## Knowledge Skills

Students will be able to analyze specific experiences of those in hiding during the Holocaust to evade capture by the Nazis

Students will be able to investigate aspects of daily life for people in hiding during the Holocaust

**Topic:** Concentration Camp Organization

**Duration:** 2 Day(s)

## Description

Examine the goals behind the creation of the concentration camps as well as those controlling them

## Knowledge Skills

Students will be able to determine alternative methods of solving the "Jewish Question" for the Nazis outside of extermination

Students will be able to determine the goals of the Nazi concentration camps in the early-mid 1930s

Students will be able to explore the roles of the various individuals inside the concentration camps, from the guards and administration to the prisoners

**Topic:** Life in the Concentration Camps

**Duration:** 3 Day(s)

## Description

Examine life within the concentration camps, including transportation, arrival, selection, and survival.

## Knowledge Skills

# History of the Holocaust

Social Studies

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Elective Course

Students will be able to explore life within the concentration camps, including transportation, treatment, selection, and work expectations  
Students will be able to identify individuals who made a significant impact on the survival of various people in and out of the camps during World War II

Students will be able to analyze primary sources that provide personal stories and experiences within the concentration camps during the Holocaust

Students will be able to analyze primary sources to determine the impact of concentration camps during the Holocaust

**Topic:** The Victims: The Slavs, Political Prisoners, Asocials, and More

**Duration:** 2 Day(s)

## Description

Analyzing the specific groups that the Nazis targeted and the events in which their people were most directly harmed by the Nazi party during WWII

## Knowledge Skills

Students will be able to analyze the various targets of the Nazi party

Students will be able to evaluate what aspects, elements, or characteristics of these victims gave the Nazis reason to primarily target them

**Topic:** Unit 3 Review and Assessment

**Duration:** 2 Day(s)

## Description

Review and exam assessing comprehension and understanding of key concepts from Unit 3

## Knowledge Skills

Students will be able to express their understanding of core concepts from the unit on a culminating assessment

**Unit:** Unit 4: "The Final Solution" and the Extermination Camps

**Duration:** 12 Day(s)

## Description

**Unit 4: "The Final Solution" and the Extermination Camps** discusses the Nazi answer to the "Jewish Question". While the early years of the Third Reich and World War II were difficult ones, particularly for the Jews of Europe, these years paled in comparison to 1941 to 1944. Between 1941 and 1944, the German government implemented the Final Solution, or the plan to kill all of the 11 million Jews residing throughout Europe and the territories of the former Soviet Union. The Final Solution required facilities, transportation, and bureaucracies to manage this horrific task, but the motivations and origins of the Final Solution remain a subject for some scholarly debate. delves deep into the workings of the Nazi extermination camps during the Holocaust. The extermination camps of the Third Reich were designed to quickly and efficiently kill huge numbers of men, women, and children. This was, fundamentally, the sole purpose of the death camps, even those with attached or affiliated labor camps. The majority of people deported to the death camps did not survive to tell their stories. In most cases, they were dead within just hours of their arrival—gassed in the gas chambers, their bodies destroyed in the crematoria of the camp. The stories of camp survivors provide one of the most valuable records of transport, selection, and life in these camps.

## Materials and Resources

*Night*, by Elie Wiesel - Excerpt

Upfront Magazine

Nearpod

## Essential Questions

What is the Jewish Question and how does it relate to the Final Solution?

How did the Nazis make their plans for the Final Solution, as discussed at the Wannsee Conference, difficult to trace?

What other plans did the Nazi's have to answer the Jewish Question?

What allowed one person to survive the camps over another?

What role did the extermination camps play in the Nazis' Final Solution?

What would a "day in the life" entail for a prisoner of Auschwitz?

What makes Auschwitz one of the most well-known extermination camps?

Why do some survivors choose to tell their stories about life in the camps?

## Unit Learning Activities

The Jewish Question and the Final Solution debate

The Madagascar Plan primary source analysis

The Wannsee Conference discussion and reading questions

Operation Reinhard - The Beginning of the Final Solution graphic organizer

The extermination camps timeline

The final death marches discussion and reading questions

## Unit Assessment

Unit 4 Assessment: "The Final Solution" and the Extermination Camps

**Topic:** CTW Lesson - Work Values

**Duration:** 1 Day(s)

## Description

Explore the connection between our values and careers that fulfill them.



# History of the Holocaust

Social Studies

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits  
Elective Course

## Knowledge Skills

Students will be able to evaluate values that they possess and connect them to careers that will fulfill those values  
Students will be able to develop strategies to pursue their career goals while in high school

**Topic:** Other Solutions to the Jewish Question

**Duration:** 1 Day(s)

## Description

Analyze other ideas that Nazis had to respond to the Jewish Question, other than the actions that eventually were taken in the Final Solution

## Knowledge Skills

Students will be able to evaluate failed plans by the Nazis to handle the Jews for their pitfalls and shortcomings

**Topic:** The Wannsee Conference and the Final Solution

**Duration:** 2 Day(s)

## Description

Examine the beginnings of the Final Solution and the actions taken to ensure its secrecy and effectiveness

## Knowledge Skills

Students will be able to predict and theorize the origins of the "Final Solution"  
Students will be able to analyze the language used during the Wannsee Conference

**Topic:** The Structure of the Extermination Camps and Life Inside

**Duration:** 4 Day(s)

## Description

Explore the physical locations within the extermination camp and evaluate their role in the Nazis' Final Solution and the daily experiences for those who lived inside

## Knowledge Skills

Students will be able to compare the physical structure and purposes of concentration camps versus the extermination camps  
Students will be able to explore the connection between the development of the extermination camps and the Nazis' "Final Solution"  
Students will be able to examine various locations within the extermination camps and analyze their purpose and significance

**Topic:** Heroes of the Holocaust

**Duration:** 2 Day(s)

## Description

Explore acts of rebellion and/or heroism during the Holocaust

## Knowledge Skills

Students will be able to analyze various acts of rebellion and heroism during the Holocaust  
Students will be able to identify heroic acts made by various individuals and groups during the Holocaust

**Topic:** Unit 4 Review and Assessment

**Duration:** 2 Day(s)

## Description

Review and exam assessing comprehension and understanding of key concepts from Unit 4

## Knowledge Skills

Students will be able to express their understanding of core concepts from the unit on a culminating assessment

**Unit:** Unit 5: Liberation and Recovery

**Duration:** 9 Day(s)

## Description

**Unit 5: Liberation and Recovery** examines the world at the close of the Holocaust. As Allied forces, including the Soviets, British, and Americans, pressed forward and an Allied victory became clear, the Nazi administration continued its attempts to destroy the Jews and to reduce the evidence of their own atrocities. These attempts—from the forced death marches westward, to the bombings of gas chambers and crematoria and burning of written records—were unsuccessful. Allied forces overran camps in the east and west, revealing the true scope of the horrors of the Holocaust and freeing those still alive. Camp survivors were sick and starving, and relief efforts—from immediate medical care and treatment for malnutrition to long-term displaced persons camps and emigration policies—were immediately essential. This unit will also examine the psychological scars of the Holocaust the lasting international changes that the Holocaust left on the global community.

## Essential Questions

What actions did the Nazis take to hide any incriminating evidence that would connect them to the events that occurred within the concentration camps?  
How did the impact of life in the concentration camps live on after liberation?  
What was the next step for those who survived the Holocaust?

## Unit Learning Activities

Hiding the evidence primary source analysis  
Liberating the camps video analysis

# History of the Holocaust

Social Studies

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits

Elective Course

Displaced Persons Camps graphic organizer  
The psychological scars of the Holocaust discussion post  
Liberation lab activity  
Lasting international changes - The Genocide Convention discussion and reading questions

## Unit Assessment

Unit 5 Assessment: Liberation and Recovery

### Topic: Hiding the Evidence

Duration: 2 Day(s)

#### Description

The Nazis try their best to cover up the evidence of what has occurred in the camps during the Holocaust as Germany sees their incoming surrender in WWII.

#### Knowledge Skills

Students will be able to analyze the steps the Nazis took to hide the evidence of the Holocaust  
Students will be able to explore methods the Nazis took to hide the evidence of their actions during the Holocaust

### Topic: Liberation

Duration: 3 Day(s)

#### Description

Examine the processes of liberating various concentration camps in Europe upon Germany's surrender in WWII

#### Knowledge Skills

Students will be able to analyze the importance of the Allied powers in liberating the concentration camps  
Students will be able to predict the long term impacts the Holocaust left on the survivors  
Students will be able to argue the importance of gathering evidence of the Holocaust in order to convict the Nazis of their crimes

### Topic: Scars of the Holocaust

Duration: 2 Day(s)

#### Description

Examine the physical and psychological scars left behind after the Holocaust

#### Knowledge Skills

Students will be able to compare and contrast the physical scars to the psychological scars left behind on survivors of the Holocaust and World War II  
Analyze the roles and significance of Displaced Persons Camps in transitioning Holocaust survivors back into their previous lives

### Topic: Unit 5 Review and Assessment

Duration: 2 Day(s)

#### Description

Review and exam assessing comprehension and understanding of key concepts from Unit 5

#### Knowledge Skills

Students will be able to express their understanding of core concepts from the unit on a culminating assessment

## Unit: Unit 6: The Holocaust on Trial

Duration: 8 Day(s)

### Description

**Unit 6: The Holocaust on Trial** analyzes the judiciary process of the Nazi criminals that participated in the events of the Holocaust. Even before the end of World War II, the Allied powers, including the United States, Soviet Union, Great Britain, and France, began to formulate a plan to try and convict Nazi criminals of war crimes. This plan required the creation of new legal bodies and laws, intended specifically to prosecute the officials of the Third Reich, as well as those personally involved in the Holocaust. While many war criminals were captured or surrendered, others escaped and were captured and tried later. The war crimes trials, including the Nuremberg Trials, set a lasting legal precedent. This unit will also explore Holocaust Denial and efforts made by individuals to claim that the Holocaust, and the testimonies and evidence gathered during the event, are phony.

### Materials and Resources

*The Hangman*, by Maurice Ogden

### Essential Questions

How were the Nazis punished for the Holocaust?  
Why were the Nazis given a trial?  
What were the Nazi officials convicted of?  
What happened to the Nazis that were not captured at the end of the war?  
Why is it important to speak up when you see discrimination or hateful acts going on around you?  
What is Holocaust Denial, Holocaust Misuse, and Holocaust Distortion?  
What was the impact of *Irving v. Lipstadt* in regards to Holocaust history?

### Unit Learning Activities

The Nuremberg Trials lab

# History of the Holocaust

Social Studies

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Elective Course

Nuremberg Trials discussion post  
Escaped War Criminals and the Eichmann Trial discussion  
Holocaust Denial Graphic Organizer  
*Irving v. Lipstadt* Case Study  
*The Hangman* close reading and graphic organizer

## Unit Assessment

Unit 6 Assessment: The Holocaust on Trial

### Topic: The Nuremberg Trials

Duration: 3 Day(s)

#### Description

Examine the court case held that put major Nazi officials on trial for their actions during WWII.

#### Knowledge Skills

Students will be able to analyze the judicial process that held the Nazi officials accountable for their actions during the Holocaust  
Students will be able to categorize the responsibilities of various high-ranking Nazi officials during the Holocaust to their corresponding punishments after being held trial  
Students will be able to investigate what happened to those Nazi officials who were not captured immediately following the surrender of Germany in WWII

### Topic: Holocaust Denial

Duration: 3 Day(s)

#### Description

Examine the theories of Holocaust Denial and the court case held against the idea of Holocaust Denial

#### Knowledge Skills

Students will be able to explore the beliefs behind "Holocaust Denial" and what evidence, or lack of evidence, provides reasoning for this perspective  
Students will be able to debate the legality of Holocaust Denial

### Topic: Unit 6 Review and Assessment

Duration: 2 Day(s)

#### Description

Review and quiz assessing comprehension and understanding of key concepts from Unit6

#### Knowledge Skills

Students will be able to express their understanding of core concepts from the unit on a culminating assessment

## Unit: Unit 7: A Conflict in Forgiveness and Faith

Duration: 16 Day(s)

### Description

**Unit 7: A Conflict in Forgiveness and Faith** explores the philosophical and theological perspectives of the Holocaust and how many individuals who suffered through this event had their faith and beliefs challenged time and time again. In this unit, we will analyze various pieces of literature to gain a greater understanding of the specific experiences of various survivors and how their faith and beliefs on forgiveness were challenged due to their experiences during the Holocaust. We will examine these experiences and self-reflect to see how we would have responded in their shoes and how those events would affect us today.

### Materials and Resources

*The Sunflower*, by Simon Wiesenthal

### Essential Questions

How could a person's faith and beliefs be challenged by experiencing the events of the Holocaust?  
What role did faith play into a person's will to live on during the Holocaust?  
How do the themes of hope, religion, life, and death play into Holocaust history?  
Is it right and just to forgive those who have committed atrocities?  
Can we forgive someone's actions for another person, even if they have not wronged us personally?

### Unit Learning Activities

Close reading of *The Sunflower*  
*The Sunflower* Book 1: Reading Questions  
*The Sunflower* Book 1: Quiz  
*The Sunflower* Book 2: Perspective Analysis Graphic Organizer  
*The Sunflower* Perspective Analysis Essay graphic organizer  
*The Sunflower* Perspective Analysis Essay rough draft

### Unit Assessment

*The Sunflower* Perspective Analysis Essay

### Topic: CTW Lesson - The Culture of Working Together

Duration: 1 Day(s)

# History of the Holocaust

Social Studies

Grade(s) 9th - 12th, Duration 1 Semester, .5

Credits  
Elective Course

## Description

Evaluate the importance of collaboration and teamwork in the workplace

## Knowledge Skills

Students will be able to examine various listening techniques that prove valuable in the workplace

Students will be able to develop conflict resolution techniques

Students will be able to develop strategies to progress in retention of work responsibilities

**Topic:** Holocaust Novel Analysis

**Duration:** 8 Day(s)

## Description

Analyze texts that explain experiences of individuals during the Holocaust.

## Knowledge Skills

Students will be able to analyze survivor experiences during the Holocaust to understand how this event challenged the faith, beliefs, and philosophies of those involved

Students will be able to compare the religious and philosophical beliefs of individuals entering the camps to their beliefs in the aftermath of the Holocaust

**Topic:** Perspective Analysis

**Duration:** 7 Day(s)

## Description

Students will write an essay summarizing the author's response to the dying Nazi officer and compare that to one of the other perspectives in the book as well the choice they believe they would make in Wiesenthal's shoes.

## Knowledge Skills

Compare and contrast the author's choice to forgive or not to forgive the Nazi officer to that of another's perspective, along with your own

**Unit:** Unit 8: "Never Again?" - Modern Era Genocides

**Duration:** 12 Day(s)

## Description

**Unit 8: "Never Again?" - Modern Era Genocides** examines how genocides in our world did not end with the surrender of Germany in WWII.

In 1948, when the United Nations passed the Genocide Convention, it was widely hoped that the world would never again witness genocide and that these laws would never be called upon to protect the innocent. Recognition of pre-World War II genocides remains a challenging issue on an international level, and unfortunately, there have been several significant genocides during the years since the end of World War II, ranging from Cambodia to Darfur. The tools available to the international community and the United Nations have been used in an attempt to prevent and stop genocide, but without the hoped-for effectiveness; however, there is now an active interest in the prevention of and study of genocide. In the words of Dr. Linda Woolf of Webster University, "Mass violence, torture, violations of fundamental human rights, and the mistreatment of human beings is not a new aspect of humanity; documentation of such events spans the historical record. It is imperative that a greater understanding of the psychological, cultural, political, and societal roots of human cruelty, mass violence, and genocide be developed." Only through such an understanding can further atrocities be stopped.

## Materials and Resources

Make Your Own Escape Room tutorial and template

## Essential Questions

What is a genocide?

What causes a genocide?

How do the effects of the Holocaust live on in our world today?

What is being done to combat the continued existence of genocide in our world?

What can we do as students to stop genocide?

## Unit Learning Activities

The Five Who Survived lab

What is a genocide? - graphic organizer

The Genocide Convention and War Crimes discussion and reading questions

Modern Era Genocides discussion and debate

Make Your Own Escape Room graphic organizer

Course Study Guide

Course Review Game

## Unit Assessment

History of the Holocaust: Post Test

Modern Era Genocide: Escape Room Project

**Topic:** CTW Lesson - Changing Roles & Expanding Job Opportunities

**Duration:** 1 Day(s)

## Description

Examine various career opportunities in the growing market of our globalized world

## Knowledge Skills

# History of the Holocaust

Social Studies

Grade(s) 9th - 12th, Duration 1 Semester, .5  
Credits  
Elective Course

Students will be able to analyze potential careers that are growing and developing in the modern world

## Topic: What is a Genocide?

Duration: 2 Day(s)

### Description

Evaluate the term "genocide" and review examples from world history

### Knowledge Skills

Students will be able to analyze the term "genocide" and how it relates to the Holocaust and more modern examples of it  
Predict why genocides still continue today, despite efforts made to stop them

## Topic: The Genocide Convention and War Crimes

Duration: 1 Day(s)

### Description

Evaluate the actions being taken to prevent genocides from occurring the future

### Knowledge Skills

Students will be able to examine modern efforts to stop genocide and why still continue to occur despite of this action

## Topic: Modern Genocides

Duration: 5 Day(s)

### Description

Examine genocides that have occurred since the end of the Holocaust

### Knowledge Skills

Students will be able to examine more recent, modern genocides across the world  
Students will be able to compare and contrast modern genocides such as Darfur, Bosnia, and Rwanda to the Holocaust  
Students will be able to express their understanding of modern genocides and persuade others to stand up against injustice in the world  
Students will be able to create a newspaper article reflecting a modern genocide and what actions are being done to stop them from occurring in the future  
Students will be able to analyze a variety of modern genocides to examine their causes  
Description:

## Topic: Post Test Review and Assessment

Duration: 3 Day(s)

### Description

Review and exam assessing comprehension and understanding of key concepts from units 6 through 10

### Knowledge Skills

Students will be able to express their understanding of core concepts from the second half of the course on a culminating assessment

# Honors Cultural and Literary Studies: Geography and World Literature (SA)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

## Course Overview

Suggested for 10th grade level students, this course is co-taught with an English and Social Studies teacher. The course studies geographic, cultural and literary connections in order to facilitate students gaining greater understanding of the world around them. Students will explore different geographic locations connected to various pieces of world literature set in a variety of time periods. The connection between literature and geography allows the student to develop literary analysis skills, while also making connections to the physical and human geography of each region.

Timeframe	Unit	Scope And Sequence Instructional Topics
14 Day(s)	Unit 1 Essential Skills	1. School and Course Orientation 2. The Geographer's World 3. Physical Geography 4. Unit Review, Reflection, and Assessment
5 Day(s)	Unit 2 Essential Skills Part II	1. Human Geography 2. Human Geography Assessment
17 Day(s)	Unit 3 Exploring Europe	1. Physical Geography 2. Human Geography 3. Current Events 4. Unit Quiz 5. School Benchmark Testing 6. Traveling Europe 7. European Cultural Connections Project
7 Day(s)	Unit 4 Exploring Canada and the United States	1. Physical Geography 2. Human Geography of US 3. Canada Human Geography 4. Assessment- Cultural Connection Analysis
8 Day(s)	Unit 5: Exploring Central America and the Caribbean	1. CEW- Changing Roles & Expanding Job Opportunities 2. Physical Geography 3. Human Geography 4. Current Events Analysis
5 Day(s)	Unit 6 Exploring South America	1. Human Geography 2. Assessment- Current Events Analysis and Unit Quiz
11 Day(s)	Unit 7 Exploring Russia and the Republics	1. Physical Geography 2. Human Geography 3. Case Study: Soviet Union's Nuclear Legacy 4. Current Events Analysis
23 Day(s)	Unit 8 Exploring Africa	1. Physical Geography 2. Human Geography 3. Quiz and Socratic Seminar 4. How To Build a Resume (CEW) 5. Issues & Challenges 6. Current Events Analysis 7. Persuasive Essay 8. Course Review and PostTest

## Materials and Resources

Holt McDougal High School Geography Online Textbook  
Upfront Magazine  
Nearpod  
Flocabulary  
G Suite for Education

## Prerequisites

English I

## Course Details

**Unit:** Unit 1 Essential Skills

**Duration:** 14 Day(s)

### Description

Students will be oriented to the school and course. Students will also learn about the study of geography, five themes of geography, and the characteristics of physical geography.

# Honors Cultural and Literary Studies: Geography and World Literature (SA)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

## Materials and Resources

Holt McDougal High School Geography Textbook  
Nearpod  
G Suite for Education

## Essential Questions

How do geographers use the Five Themes of Geography and tools to study the world?  
How do physical forces shape our planet?  
How is climate and weather determined and why does it affect vegetation?

## Enrichment Opportunities

Hydrothermal features site  
Glacier National Park Video  
Website about landforms created by glaciers

## Unit Learning Activities

School Orientation  
Course Orientation Presentation  
Mental mapping of the world  
Tour of the World Video  
Five Themes of Geography Video  
Continent and Oceans Video  
Five Themes of Geography Nearpod  
World Map Activity  
Geographer's Tools Interactive Video  
Textbook reading and comprehension questions about bodies of water and landforms  
Internal and External Forces Shaping the Earth presentation and comprehension questions  
Seasons & Weather Nearpod  
Textbook reading and comprehension questions about climate and vegetation  
Unit Review

## Unit Assessment

Unit Assessment

**Topic:** School and Course Orientation

**Duration:** 5 Day(s)

### Description

3 Days of School Orientation, 2 Days of Course Orientation

### Knowledge Skills

Learn the skills and information needed to be successful at PA Distance Learning Charter School.  
Learn about the Cultural and Literary Studies course through orientation and the syllabus.  
Share about yourself and how you learn best.  
Create a mental map of the world using previous knowledge.

**Topic:** The Geographer's World

**Duration:** 3 Day(s)

### Description

Students will learn about the five themes of geography and geographer's tools (different types of maps, charts, graphs, and technology).  
Students will also label a world map with the continents, oceans, latitude, longitude, equator, and prime meridian.

### Knowledge Skills

Explain how geographers study the world.  
Compare the advantages and disadvantages of maps and globes and identify the three types of maps.  
Describe how geographers use satellites and other tools.  
Identify and label longitude, the continents, oceans, Prime Meridian and Equator.

**Topic:** Physical Geography

**Duration:** 4 Day(s)

### Description

Students will learn about types of landforms, bodies of water, internal and external forces shaping the earth, seasons, weather, climate, and vegetation.

### Knowledge Skills

Describe the components of the water system on Earth.  
Identify the characteristics of oceanic and continental landforms.  
Identify the cause and effect of tectonic activity.  
Explain the causes and effects of weathering and erosion.  
Describe the types of extreme weather.  
Explain the factors that influence the weather and climate of a region.  
Explore careers in the field of meteorology.

# Honors Cultural and Literary Studies: Geography and World Literature (SA)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

Identify the temperature and precipitation patterns of the world's major climate regions.  
Identify and describe the main vegetation regions on earth.

**Topic:** Unit Review. Reflection, and Assessment

**Duration:** 2 Day(s)

## Description

Students will review major concepts from Unit 1 and complete the Unit 1 Assessment.

## Knowledge Skills

Demonstrate mastery of key concepts from Unit 1.

## Unit: Unit 2 Essential Skills Part II

**Duration:** 5 Day(s)

### Description

Students will learn about the study of human geography: culture, population geography, political geography, urban and economic geography.

### Materials and Resources

Holt McDougal High School Geography Online Textbook 2012  
Upfront Magazine- Current World Affairs Issue/Population Statistics  
Nearpod  
G Suite for Education

### Essential Questions

How do geographers study people?

### Unit Learning Activities

Elements of Culture reading and comprehension questions  
Population Geography Nearpod  
Constitution Day Activity  
Political geography reading and comprehension questions  
Urban & Economic Geography Interactive video

### Unit Assessment

Human Geography Assessment

**Topic:** Human Geography

**Duration:** 4 Day(s)

## Knowledge Skills

Explain how culture changes and spreads.  
Describe the world's major religions.  
Identify how geographers study population.  
Identify important trends in world population.  
Analyze characteristics of the US Constitution.  
Identify types of governments.  
Analyze how conflict and cooperation affect international relations.  
Explain land use in urban and rural areas.  
Determine the equivalent amount of one currency with the specific amount of another currency.  
Identify the four main types of economic systems.  
Compare and contrast developed and developing countries.

**Topic:** Human Geography Assessment

**Duration:** 1 Day(s)

## Description

Students will apply learning from the unit in their analysis of country development statistics.

## Knowledge Skills

Analyze European country statistics related to human geography.  
Analyze world statistics related to human geography.

## Unit: Unit 3 Exploring Europe

**Duration:** 17 Day(s)

### Description

Students will learn about the physical geography, human geography, and current issues and challenges in Europe. Students will also complete a culture project that connects the geography and literature they have learned about in this unit.

### Materials and Resources

Holt McDougal High School Geography Online Textbook  
Upfront Magazine  
G Suite for Education

### Essential Questions



# Honors Cultural and Literary Studies: Geography and World Literature (SA)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

- Why does Europe's physical geography affect its people?
- How have cultural differences caused conflict among Europeans?
- How can international cooperation ease the tensions of Europe's past and present?

## Enrichment Opportunities

- Travel Blog
- Virtual Tours
- Traditional music from the region

## Unit Learning Activities

- Europe Map
- Textbook Readings About Europe's Physical Geography and comprehension questions
- Geography of Europe Video
- Textbook Readings About the human geography of Europe's Regions and comprehension questions
- Ancient Greece Video
- Ancient Rome Video
- Europe Current Events
- Travel Blog & Virtual Tour Activity
- Europe Google My Map

## Unit Assessment

- Europe Quiz
- Culture Project

### Topic: Physical Geography

Duration: 3 Day(s)

#### Description

Students will complete a map of the region and learn about the landforms, bodies of water, resources, climate, and human-environment interaction in Europe.

#### Knowledge Skills

- Locate the countries of Europe on a map.
- Describe the major landforms and waterways of Europe.
- Describe the climate of the regions of Europe.
- Analyze the interaction of humans with the environment in the Netherlands and Venice.
- Identify reasons for deforestation of Europe.

### Topic: Human Geography

Duration: 4 Day(s)

#### Description

Students will learn about the human geography of Europe by studying the following regions: Mediterranean Europe, Western Europe, Northern Europe, and Eastern Europe.

#### Knowledge Skills

- Analyze how history shaped culture and language in this Mediterranean Europe.
- Describe how Mediterranean Europe's economy has changed.
- Identify cultural divisions in Western Europe.
- Analyze Western European economies.
- Examine the artistic achievements in Western Europe.
- Examine major historical trends in Northern Europe leading to the modern age.
- Identify the major trends in Northern Europe's economy.
- Examine the culture and life in Northern Europe.
- Analyze Eastern European turmoil of the 20th century.
- Explain how the economy of Eastern Europe has developed.
- Identify the ethnic and religious diversity in Eastern Europe.

### Topic: Current Events

Duration: 1 Day(s)

#### Description

Students will read and discuss a current events article related to the region.

#### Knowledge Skills

- Analyze current events in Europe.

### Topic: Unit Quiz

Duration: 1 Day(s)

#### Description

Students will complete a unit quiz.

#### Knowledge Skills

- Demonstrate mastery of key concepts from Unit 3.

# Honors Cultural and Literary Studies: Geography and World Literature (SA)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits

Required Course

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

## Knowledge Skills

Identify areas of strength and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests.

**Topic:** Traveling Europe

**Duration:** 2 Day(s)

## Description

Explore unique places in Europe through virtual tours and a travel blog.

## Knowledge Skills

Explore unique places in Europe through virtual tours and a travel blog.

Create a collaborative Google My Map for regions of Europe.

**Topic:** European Cultural Connections Project

**Duration:** 4 Day(s)

## Description

Students will use research to make connections between European culture and its influences on the rest of the world.

## Knowledge Skills

Use research to make connections between European culture and its influences on the rest of the world.

**Unit:** Unit 4 Exploring Canada and the United States

**Duration:** 7 Day(s)

## Description

Students will learn about the physical geography, human geography, and current issues and challenges in the US and Canada. Students will also complete a Constructed Response connecting their learning about Canada with literature about the region.

## Materials and Resources

Holt McDougal High School Geography Online Textbook

G Suite for Education

Flocabulary

## Essential Questions

How have the physical features of the United States and Canada affected life in these countries?

How did Canada's large size affect its development?

What factors shaped the development of the United States?

## Enrichment Opportunities

Traditional music from the region

## Unit Learning Activities

Unit Map

Wakko's 50 State Capitols video

US Physical Geography video

Canada Physical Geography video

Textbook Readings about US and Canada's Physical Geography and comprehension questions.

Flocabulary Video- Subregions of the US and comprehension questions

Textbook Readings About Regions of Canada and comprehension questions.

## Unit Assessment

Constructed Response

**Topic:** Physical Geography

**Duration:** 3 Day(s)

## Description

Students will learn about the landforms, bodies of water, resources, climate, and human-environment interaction.

## Knowledge Skills

Locate the provinces and territories in Canada.

Locate the 50 states in the United States.

Identify the US and Canada's main geographic features.

Identify important US and Canadian natural resources.

Identify the major climates and vegetation in the US and Canada.

Describe the types of extreme weather that exist in the US and Canada.

Describe the theme of human-environment interaction in this region.

**Topic:** Human Geography of US

**Duration:** 1 Day(s)

## Description

Overview of the subregions of the US: Northeast, South, Midwest, and West.

# Honors Cultural and Literary Studies: Geography and World Literature (SA)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

## Knowledge Skills

Identify the features of human geography in the five subregions of the United States.

**Topic:** Canada Human Geography

**Duration:** 2 Day(s)

## Description

Students will learn about the history, culture, economy, and of the subregions of Canada.

## Knowledge Skills

Identify which Europe countries played a role in Canada's early history.

Analyze how Canada is organized and governed.

Identify which resources and activities drive Canada's economy.

Describe some important features of Canadian culture.

Explore the subregions of Canada.

**Topic:** Assessment- Cultural Connection Analysis

**Duration:** 1 Day(s)

## Description

Students will compare the experience of the man from "To Build A Fire" with what they learned about the Yukon Territory of Canada. Students will respond in the form of a Constructed Response. They will be assessed on their ability to analyze text.

## Knowledge Skills

Compare and contrast the experiences of the man from "To Build a Fire" with what a real life experience in the Yukon might be like.

**Unit:** Unit 5: Exploring Central America and the Caribbean

**Duration:** 8 Day(s)

## Description

Students will learn about the physical and human geography of Central America and the Caribbean. Students will learn about current events in the region. Students will make connections to their reading of The House on Mango street to the machismo culture.

## Materials and Resources

Holt McDougal High School Geography Online Textbook

Upfront Magazine

Nearpod

G Suite for Education

## Essential Questions

How have Central America & the Caribbean's varied landscapes affected the region's development?

Why is the United States' relationship with Mexico important?

How might colonization and slavery influence the culture of a region?

## Enrichment Opportunities

Traditional music from the region

## Unit Learning Activities

Unit Map

CEW Activity- Changing Roles & Expanding Job Opportunities

Textbook readings and comprehension questions about Latin America's Physical Geography

Nearpod about the human geography of Mexico

Textbook readings and comprehension questions about the human geography Central America and the Caribbean

Current Events

## Unit Assessment

Current Events Analysis

**Topic:** CEW- Changing Roles & Expanding Job Opportunities

**Duration:** 1 Day(s)

## Knowledge Skills

Describe how a change in workplace roles can lead to new opportunities for careers.

**Topic:** Physical Geography

**Duration:** 3 Day(s)

## Description

Students will complete a map of the region and learn about the landforms, bodies of water, resources, climate, and human-environment interaction.

## Knowledge Skills

Locate the countries of Central America and the Caribbean on a Map.

Describe the physical geography of Central America & the Caribbean.

Identify the major climates and vegetation in Latin America.

Describe how climate impacts settlement.

# Honors Cultural and Literary Studies: Geography and World Literature (SA)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

Explain the human-environment interaction in Latin America.

## Topic: Human Geography

Duration: 2 Day(s)

### Description

Students will learn about the human geography of Mexico, Central America and the Caribbean.

### Knowledge Skills

- Explain colonialism and independence in Mexico.
- Describe the major economic activities in Mexico's economy.
- Analyze Mexican culture and life today.
- Describe the history of Central America and the Caribbean.
- Identify the cultural blends in Central America and the Caribbean.
- Identify the economic conditions in Central America and the Caribbean.
- Explore modern life in Central America and the Caribbean.

## Topic: Current Events Analysis

Duration: 2 Day(s)

### Description

Students will analyze current events from the region.

### Knowledge Skills

Analyze a secondary source using evidence from the text to support their analysis.

## Unit: Unit 6 Exploring South America

Duration: 5 Day(s)

### Description

Students already learned about the physical geography as it was connected to the previous region. In this unit they will learn about the human geography of South America and current events.

### Materials and Resources

- Holt McDougal Geography Textbook
- Upfront Magazine
- G Suite for Education

### Essential Questions

- How might the Andes and other aspects of physical geography influence the cultural geography of South America?
- How did colonization affect the culture of South America?

### Enrichment Opportunities

- Galapagos Islands video
- Salt Hotel video
- Virtual Tour Machu Picchu
- Traditional Music from the region
- PBS News Hour video about the Amazon

### Unit Learning Activities

- Unit Map
- Textbook readings and comprehension questions about the human geography of the Spanish-Speaking countries of South America.
- Textbook reading and comprehension questions about the human geography of Brazil.
- Amazon Rainforest video
- Issues in Latin America presentation and comprehension questions

### Unit Assessment

- Latin America Quiz
- Constructed Response

## Topic: Human Geography

Duration: 3 Day(s)

### Description

Students will learn about the human geography of South America and the issues and challenges of people in this region.

### Knowledge Skills

- Locate the countries in South America.
- Describe the Spanish conquest and independence movements in South America.
- Identify the cultural mosaic of South America.
- Explain economic resources and trade of this region.
- Explain the two major divisions of South America.
- Describe the culture of Brazil.
- Identify the economic strength of Brazil.
- Describe Brazilian life today.

# Honors Cultural and Literary Studies: Geography and World Literature (SA)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits

Required Course

**Topic:** Assessment- Current Events Analysis and Unit Quiz

**Duration:** 2 Day(s)

## Description

Students will analyze current event in South America that will be used for a constructed response. Unit 6 Quiz.

## Knowledge Skills

Analyze the purpose and tone in a current events article.  
Demonstrate mastery of key concepts from unit 6.

**Unit:** Unit 7 Exploring Russia and the Republics

**Duration:** 11 Day(s)

## Description

Students will learn about the physical and human geography of this region, current events, and making connections to cultural literature.

## Materials and Resources

Holt McDougal High School Geography Online Textbook  
Upfront Magazine  
G Suite for Education

## Essential Questions

How do the extremes of the region's physical geography affect the people of Russia and the Republics?  
How did the expansion of Russia affect the region's people?  
How has the fall of the Soviet Union affected Russia & the Republics?

## Enrichment Opportunities

Traditional music from the region  
Aral Sea Video  
Nutcracker Ballet Excerpt Video  
Trans-Siberian railroad article  
Siberia article  
Estonia, Latvia, & Lithuania video  
Russia Travel Guide Video  
Moscow Virtual Tour

## Unit Learning Activities

Unit Map  
Russia and the Republics Google Tourbuilder tour  
Textbook readings on the region's physical geography and comprehension questions  
Human-Environment Interaction presentation and comprehension questions  
Textbook readings on the Human Geography of the region and comprehension questions.  
Central Asia Human Geography Hyperdoc  
Current Events article analysis & quiz

## Unit Assessment

Case Study- Soviet Union's Nuclear Legacy

**Topic:** Physical Geography

**Duration:** 5 Day(s)

## Description

Students will complete a map and learn about the landforms, bodies of water, resources, climate, and human-environment interaction in this region.

## Knowledge Skills

Identify the landforms and bodies of water in this region.  
Identify major natural resources of the region.  
Locate the countries of Russia and the Republics.  
Identify the main climates of Russia and the Republics and the influences on the region's weather.  
Describe the four major vegetation regions of Russia and the Republics.  
Identify the causes and effects of the shrinkage of the Aral Sea.  
Describe how Russia's harsh winter has become both an obstacle and an advantage to the country.  
Explain the significance of the Trans-Siberian Railroad.

**Topic:** Human Geography

**Duration:** 4 Day(s)

## Description

Students will learn about the human geography of Russia & the western republics, Transcaucasia, and Central Asia.

## Knowledge Skills

Explain how the former Soviet command economy worked.  
Describe the cultural background and achievements of Russia and the Western Republics.  
Identify some effects of the use of Transcaucasia as a migration route.  
Describe the economy of Transcaucasia.

# Honors Cultural and Literary Studies: Geography and World Literature (SA)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

Identify the characteristics of the people of these regions.  
Explain the historical importance of Central Asia.  
Describe the environmental problems and promise of the region.  
Explain how Soviet policies contributed to the region's instability and identify some unifying forces.

**Topic:** Case Study: Soviet Union's Nuclear Legacy

**Duration:** 1 Day(s)

## Knowledge Skills

Describe the concerns of world leaders about the fate of Soviet nuclear weapons.  
Understand the consequences of the Soviet nuclear legacy.  
Analyze primary sources on the Soviet Union's nuclear legacy.

**Topic:** Current Events Analysis

**Duration:** 1 Day(s)

## Knowledge Skills

Analyze a current events article about the region.

**Unit:** Unit 8 Exploring Africa

**Duration:** 23 Day(s)

## Description

Students will learn about the physical geography of Africa, the human geography of the regions of Africa, and current events. Students will select an issue or challenge from the region to write about in their Persuasive Essay. Also, students will complete the course Final.

## Materials and Resources

Holt McDougal High School Geography Online Textbook 2012  
Upfront Magazine  
G Suite For Education  
Nearpod

## Essential Questions

How has the physical geography of Africa affected the lives of the continent's people? How has foreign intervention played a role in Africa's past and present?  
How are Africans trying to solve the challenges that their countries face?

## Enrichment Opportunities

Traditional Music from different regions in Africa  
Holiday Around the World

## Unit Learning Activities

Unit Map  
Africa's Physical Geography Hyperdoc  
Textbook readings and comprehension questions about Africa's climate and human-environment interaction.  
Textbook readings and comprehension questions about Human geography of North Africa, Central Africa, East Africa, and West Africa.  
North Africa video  
East Africa video  
Socratic Seminar Current Events Article analysis  
CEW - How to Build a Resume  
South Africa Early History and Apartheid Nearpod  
Apartheid investigation activity  
South Africa video  
Textbook reading on Southern Africa's Economy & Culture and comprehension questions  
Today's Health Issues in Africa presentation  
West Africa video  
Economic Development and Effects of Colonialism presentation and comprehension questions  
Current Events article and discussion  
Geography Course Review  
Course Survey

## Unit Assessment

Unit Quiz  
Persuasive Essay  
Constructed Response  
Geography Post-Test

**Topic:** Physical Geography

**Duration:** 4 Day(s)

## Description

Students will learn about the landforms, resources, climate, vegetation, and human-environment interaction in Africa.

## Knowledge Skills

Locate the countries on the continent of Africa.  
Identify the landforms and resources of Africa.

# Honors Cultural and Literary Studies: Geography and World Literature (SA)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

Identify the climate and vegetation found throughout Africa.  
Describe rainforest biodiversity and practices that endanger it.  
Determine the impact of desertification in Africa.  
Explain the harm caused by oil operations in Nigeria.  
Examine the good and bad effects of the Aswan High Dam.

## Topic: Human Geography

Duration: 6 Day(s)

### Description

Students will learn about the human geography of the regions of Africa (North Africa, West Africa, Central Africa, Southern Africa, and East Africa)

### Knowledge Skills

Identify the historical and cultural influences on the region of North Africa.  
Identify the history of Central Africa.  
Describe the culture of Central Africa.  
Describe the challenges the countries of Central Africa face.  
Identify East Africa's history as a continental crossroads.  
Describe the disruptive effect of colonization on East Africa.  
Analyze East Africa's economies of farming and tourism.  
Describe the cultures of East Africa's major ethnic groups.  
Identify events and issues in Southern African history.  
Analyze economic development in Southern Africa.  
Describe daily life and cultural celebrations in Southern Africa.  
Examine the history of West Africa, including trade and government.  
Describe cultural symbols of West Africa and West African music.

## Topic: Quiz and Socratic Seminar

Duration: 2 Day(s)

### Knowledge Skills

Demonstrate mastery of key concepts of physical geography of Africa and the human geography of North, East, Central Africa.  
Prepare to discuss a current events article through a socratic seminar.  
Analyze and discuss a current event through a socratic seminar.

## Topic: How To Build a Resume (CEW)

Duration: 1 Day(s)

### Knowledge Skills

Learn about resumes.  
Demonstrate understanding by developing your own Resume.

## Topic: Issues & Challenges

Duration: 2 Day(s)

### Knowledge Skills

Identify major diseases in Africa and their impact on the population.  
Describe the strategies to fight the spread of disease in Africa.  
Analyze the current status of Africa's economy.  
Identify causes and effects surrounding development in Africa.  
Describe the effects of European colonialism on Africa.  
Examine the challenges of independence in postcolonial Africa.  
Analyze primary sources for different views on postcolonial Africa.

## Topic: Current Events Analysis

Duration: 1 Day(s)

### Description

Students will compose a constructed response combining their literature and geography learning in this unit.

### Knowledge Skills

Analyze and discuss a current events article.

## Topic: Persuasive Essay

Duration: 5 Day(s)

### Description

Students will use literature texts from this unit as an inspiration to help construct their own argument about an issue affecting the people of Africa.

### Knowledge Skills

# Honors Cultural and Literary Studies: Geography and World Literature (SA)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits

Required Course

Use the writing process to write a well-developed persuasive essay, according to the PA writing rubric, in order to make and sustain an argument

**Topic:** Course Review and PostTest

**Duration:** 2 Day(s)

## **Description**

Students will review complete the course review, the Post Test and the course survey.

## **Knowledge Skills**

Demonstrate mastery of key concepts from the semester.



# Honors Cultural and Literary Studies: Geography and World Literature (SB)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

## Course Overview

Suggested for 10th grade level students, this course is co-taught with an English and Social Studies teacher. The course studies geographic, cultural and literary connections in order to facilitate students gaining greater understanding of the world around them. Students will explore different geographic locations connected to various pieces of world literature set in a variety of time periods. The connection between literature and geography allows the student to develop literary analysis skills, while also making connections to the physical and human geography of each region.

Timeframe	Unit	Scope And Sequence Instructional Topics
5 Day(s)	Unit 1 Skills Review	1. Course Intro 2. Skills Review and Assessment 3. Socratic Seminar
12 Day(s)	Unit 2- Exploring East Asia	1. Physical Geography 2. Human Geography 3. School Benchmark Testing 4. Issues and Challenges and Review 5. Assessment & Current Events Analysis
7 Day(s)	Unit 3- Exploring Southwest Asia	1. Physical Geography 2. Human Geography 3. Issues, Current Events and Unit Review 4. Unit Assessment
22 Day(s)	Unit 4- Exploring South Asia	1. Physical Geography 2. Human Geography 3. Virtual Investigation 4. Current Events and Issues and Challenges 5. South Asia Quiz 6. Into Thin Air Reading 7. Unit Review 8. CEW Sherpa Case Study Analysis
14 Day(s)	Unit 5 Southeast Asia	1. Physical Geography 2. Human Geography 3. Current Events 4. Assessment 5. Narrative
14 Day(s)	Unit 6 Oceania, Australia, New Zealand, and Antarctica	1. Physical Geography 2. Human Geography 3. Travel Brochure
4 Day(s)	Unit 7 Skills Practice	1. Skills Review Study Guide 2. Skills Practice Assessment
12 Day(s)	Unit 8 Global Goals	1. Global Goals Introduction 2. School Benchmark Testing 3. Informative Speech 4. Persuasive Speech & Course Survey

## Materials and Resources

Holt McDougal High School Geography Online Textbook  
Upfront Magazine  
G Suite For Education  
Into Thin Air  
Nearpod

## Prerequisites

Honors Cultural and Literary Studies: Geography and World Literature A

## Course Details

**Unit:** Unit 1 Skills Review

**Duration:** 5 Day(s)

### Description

In this unit students will review key skills related to the study of physical and human geography. Students will also participate in a Career-to-work activity.

### Materials and Resources

# Honors Cultural and Literary Studies: Geography and World Literature (SB)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

Holt McDougal High School Geography Online Textbook 2012  
Upfront Magazine  
G Suite For Education

## Essential Questions

How do geographers use the Five Themes of Geography and tools to study the world?  
How do physical forces shape our planet?  
How is climate and weather determined and why does it affect vegetation?  
How do geographers study people?

## Unit Learning Activities

Geography Foundational Skills Reviews  
Socratic Seminar on a current event

## Unit Assessment

Student- created Review Game

**Topic:** Course Intro

**Duration:** 1 Day(s)

### Description

Students will share what they know and would like to know about the regions we are studying this semester (Southwest Asia, South Asia, Southeast Asia, Oceania, Australia, New Zealand, & Antarctica).

### Knowledge Skills

Share personal knowledge and reflect on what they would like to know more about related to the regions we are studying this semester.

**Topic:** Skills Review and Assessment

**Duration:** 2 Day(s)

### Description

Students will create a review game by contributing questions based on assigned material.

### Knowledge Skills

Demonstrate understanding of foundational concepts of physical and human geography.

**Topic:** Socratic Seminar

**Duration:** 2 Day(s)

### Knowledge Skills

Prepare to discuss a current events article through socratic seminar.  
Analyze and discuss a current events topic through socratic seminar.

**Unit:** Unit 2- Exploring East Asia

**Duration:** 12 Day(s)

### Description

Students will learn about the physical and human geography of China, Japan, Mongolia, Taiwan, North and South Korea. Students will also analyze human environment interaction and current events in this region. Students will make connections between the physical and human geography of this region with literature of this region.

### Materials and Resources

Holt McDougal High School Geography Online Textbook 2012  
Nearpod  
Upfront Magazine  
G Suite for Education

### Essential Questions

How have the extremes of East Asia's physical geography affected its people?  
How has China influenced the cultures of East Asia?  
How have rapid changes affected the people of East Asia?

### Enrichment Opportunities

Traditional music from this region

### Unit Learning Activities

Unit Map  
Readings about and comprehension questions East Asia's climate and human-environment interaction  
Three Gorges Dam- You Decide activity  
Nearpod on China's Human Geography  
Mongolia video  
Textbook readings and comprehension questions about Human geography of Mongolia, Taiwan, North and South Korea, and Japan.  
Japan Interactive Video  
Current Events Articles  
Ring of Fire presentation and comprehension questions

### Unit Assessment

Unit Assessment  
Constructed Response

# Honors Cultural and Literary Studies: Geography and World Literature (SB)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

## Topic: Physical Geography

Duration: 2 Day(s)

### Description

Students will complete a map of the region and learn about the landforms, resources, bodies of water, climate, vegetation, and human-environment interaction.

### Knowledge Skills

Locate the countries of East Asia on a map.

Examine how mountains and plateaus have affected China's development.

Identify key resources and natural resources, and their influence on daily life in East Asia.

Describe the climate zones of East Asia.

Analyze the pros and cons of building the Three Gorges Dam.

Choose a position about the Three Gorges Dam and use text evidence to support your position.

## Topic: Human Geography

Duration: 4 Day(s)

### Description

Students will learn about the human geography of Japan, China, Taiwan, North and South Korea.

### Knowledge Skills

Explain the early histories of China.

Describe the economy and culture of China.

Analyze China's ability to address current obstacles related to its population.

Compare the early histories of Mongolia and Taiwan.

Analyze China's influence on the cultures of Mongolia and Taiwan.

Examine the history of North and South Korea.

Identify differences in North and South Korea.

Analyze the significance of North and South Korea uniting as a team for the 2018 Olympics.

Examine Japan's history.

Describe Japan's economic development.

Analyze aspects of Japanese culture and life today.

## Topic: School Benchmark Testing

Duration: 2 Day(s)

### Knowledge Skills

Assess midyear growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests.

## Topic: Issues and Challenges and Review

Duration: 2 Day(s)

### Knowledge Skills

Identify the physical forces in the Ring of Fire.

Describe the geology of Japan.

Analyze the economic and physical impact of tsunamis.

Review key concepts from the unit.

## Topic: Assessment & Current Events Analysis

Duration: 2 Day(s)

### Knowledge Skills

Demonstrate mastery of key concepts of East Asia.

Analyze a current events article about East Asia.

## Unit: Unit 3- Exploring Southwest Asia

Duration: 7 Day(s)

### Description

Students will learn about the physical and human geography of Southwest Asia. Students will learn about current events, issues related to women's rights & political conflict and make connections to poetry about this region.

### Materials and Resources

Holt High School Geography Online Textbook

G Suite for Education

### Essential Questions

How do the physical features and resources of Southwest Asia affected its people and their influence?

How have religion and oil affected political issues in Southwest Asia?

What can the people of Southwest Asia do to solve long-standing problems?

### Enrichment Opportunities

Music from this region

Travel Blog on Istanbul and Izmir

# Honors Cultural and Literary Studies: Geography and World Literature (SB)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

Virtual Tour of Topkapi Palace

## Unit Learning Activities

Southwest Asia Map  
Southwest Asia Road Rally  
Semester retrieval practice  
Climate and Human-Environment Interaction Discussion  
Eastern Mediterranean Human Geography Reading and comprehension questions  
Arabian Peninsula Human Geography Reading and comprehension questions  
Northeast Human Geography Reading and comprehension questions  
Discussion/Reflection on Current Events and Issues Southwest Asia  
Unit Review

## Unit Assessment

Southwest Asia Assessment

### Topic: Physical Geography

Duration: 2 Day(s)

#### Knowledge Skills

Locate the countries of Southwest Asia on a map.  
Describe the physical geography of Southwest Asia.  
Analyze the acquisition and distribution of water resources in Southwest Asia.  
Analyze the formation, production, and movement of oil in the region.

### Topic: Human Geography

Duration: 3 Day(s)

#### Knowledge Skills

Identify the holy places of different religious groups in the Eastern Mediterranean.  
Analyze the history of political unrest in the Eastern Mediterranean.  
Describe modern life in the Eastern Mediterranean region.  
Analyze the influence of Islam in Southwest Asia.  
Describe the history of theocracy and colonialism in the Arabian Peninsula.  
Explain the importance of oil in the regional economy.  
Describe modern Arabic life.  
Identify the blend of cultures in Northeast.  
Examine land disputes.  
Describe the economic challenges facing the Northeast.

### Topic: Issues, Current Events and Unit Review

Duration: 1 Day(s)

#### Knowledge Skills

Review key concepts about the physical and human geography of Southwest Asia.  
Analyze current events affecting Southwest Asia.

### Topic: Unit Assessment

Duration: 1 Day(s)

#### Knowledge Skills

Demonstrate mastery of key concepts about the physical and human geography of Southwest Asia.

## Unit: Unit 4- Exploring South Asia

Duration: 22 Day(s)

### Description

Students will learn about the physical and human geography of India, Pakistan, Nepal, Bhutan, Sri Lanka, and the Maldives. Students will read the nonfiction novel *Into Thin Air*, which will allow for further investigation and deeper understanding of the physical geography of the Himalayas, Sherpa culture and commercialization of Mount Everest in Nepal and Tibet.

### Materials and Resources

High School Holt Geography Online Textbook 2012  
G Suite for Education  
Nearpod  
*Into Thin Air*

### Essential Questions

How do the region's mountains and rivers affect life in South Asia?  
How have various cultures affected South Asia's past and present?  
How can the people and governments of South Asia work together to solve the region's challenges?

### Enrichment Opportunities

Traditional music from this region  
Virtual Tour- Golden Temple Buddha  
Virtual Tour- Baros Maldives

# Honors Cultural and Literary Studies: Geography and World Literature (SB)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

Virtual Tour- Tea Plantation  
Kandyan dance video

## Unit Learning Activities

Unit Map & Physical Geography of South Asia readings and comprehension questions.  
Human-Environment Interaction and Climate readings and comprehension questions.  
Human Geography of India reading, video, and comprehension questions.  
Nepal and Bhutan history discussion  
Use Dollar Street website to explore and compare living conditions in Nepal.  
Virtual Investigation Site of Mt. Everest Site and study guide  
Human Geography of Pakistan and Bangladesh reading and comprehension questions.  
Nearpod on the human geography of Sri Lanka and the Maldives  
Use online resources to learn about and discuss Malala.  
Today's Issues in South Asia (Population growth discussion and graphic organizer, India population pyramid analysis & summer and winter monsoon discussion)  
Independent Reading: Into Thin Air  
Retrieval Practice

## Unit Assessment

South Asia Quiz  
CEW Sherpa Case Study Analysis

### Topic: Physical Geography

Duration: 2 Day(s)

#### Knowledge Skills

Locate the countries of South Asia on a map.  
Identify major rivers and natural resources and their importance to South Asian life.  
Identify and compare the physical geography countries of Sri Lanka and the Maldives.  
Analyze the climate zones and weather patterns of South Asia.  
Identify the main types of vegetation in South Asia  
Describe the relationship between Hindus and the Ganges.  
Examine the interaction between the people of Bangladesh and the Feni River.

### Topic: Human Geography

Duration: 4 Day(s)

#### Knowledge Skills

Identify foreign rule and independence in India.  
Analyze the nature of India's government and identify some of its challenges.  
Explain the basics of India's economy.  
Analyze modern life and cultural diversity in India.  
Analyze the demographic make-up of the Indian Subcontinent countries.  
Define Nepal and Bhutan as mountain kingdoms.  
Identify aspects of the economies of Nepal and Bhutan.  
Describe the culture and religions of Nepal and Bhutan.  
Analyze the living conditions for different families in Nepal.  
Analyze the modern political history of Pakistan and Bangladesh.  
Identify economic challenges of Pakistan and Bangladesh.  
Describe modern family life and culture in Pakistan and Bangladesh.  
Identify the early settlers of Sri Lanka and the Maldives.  
Summarize religious, ethnic, and cultural life in Sri Lanka and the Maldives.  
Analyze the economic strengths and challenges of Sri Lanka and the Maldives.

### Topic: Virtual Investigation

Duration: 2 Day(s)

#### Knowledge Skills

Prepare to read a nonfiction novel by investigating the setting, and connecting geographical characteristics and obstacles of the Himalayan mountains to a literary experience.

### Topic: Current Events and Issues and Challenges

Duration: 2 Day(s)

#### Knowledge Skills

Analyze India's population using a population pyramid.  
Analyze the reasons for and problems created by India's population explosion.  
Explain how the monsoons affect South Asians.  
Explain the impact of Malala on women's rights.  
Interpret a population pyramid.

### Topic: South Asia Quiz

Duration: 1 Day(s)

# Honors Cultural and Literary Studies: Geography and World Literature (SB)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

## Knowledge Skills

Demonstrate mastery of key concepts from Unit 4.

**Topic:** Into Thin Air Reading

**Duration:** 8 Day(s)

## Knowledge Skills

Read and comprehend a nonfiction novel set in the Himalayas.

**Topic:** Unit Review

**Duration:** 2 Day(s)

## Knowledge Skills

Create and complete retrieval grids for the most important concepts from Unit 4.

**Topic:** CEW Sherpa Case Study Analysis

**Duration:** 1 Day(s)

## Knowledge Skills

Analyze a secondary source with attention to specific details.  
Determine DISC Profile Results and connect with suitable career options.

## Unit: Unit 5 Southeast Asia

**Duration:** 14 Day(s)

### Description

This unit will provide students a UDL method via custom built Google Site to explore Southeast Asia's physical geography, human geography, and current events. Students will also write an original narrative set within Southeast Asia, featuring conflicts and characters relevant to the region.

### Materials and Resources

Holt High School Geography Online Textbook  
G Suite for Education  
Upfront Magazine

### Essential Questions

How does the physical geography vary throughout this region?  
How have foreign powers affected Southeast Asia?  
What are the relationships between the people and the environment in Southeast Asia?

### Unit Learning Activities

Southeast Asia Map  
UDL Learning Path Site (Physical Geography of Southeast Asia, Human Geography of Southeast Asia, and Current Events)

### Unit Assessment

UDL Learning Path Site Findings (Physical Geography of Southeast Asia, Human Geography of Southeast Asia, and Current Events)  
Assessment  
Narrative

**Topic:** Physical Geography

**Duration:** 2 Day(s)

## Knowledge Skills

Locate the countries of Southeast Asia on a map.  
Describe the key landforms and resources of Southeast Asia.  
Describe the tropical climates and plants of Southeast Asia.  
Explain the impact of humans on the environment of the Mekong River Basin.

**Topic:** Human Geography

**Duration:** 3 Day(s)

## Knowledge Skills

Examine Southeast Asia's history of diversity.  
Identify goals and effects of colonialism in Southeast Asia.  
Analyze Southeast Asian economies.  
Explain diverse cultures and lifestyles in Southeast Asia.

**Topic:** Current Events

**Duration:** 1 Day(s)

## Knowledge Skills

Analyze current events in Southeast Asia.

**Topic:** Assessment

**Duration:** 1 Day(s)

## Knowledge Skills

Demonstrate mastery of key concepts about Southeast Asia.

# Honors Cultural and Literary Studies: Geography and World Literature (SB)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits

Required Course

**Topic:** Narrative

**Duration:** 7 Day(s)

## Knowledge Skills

Write a narrative that is set in an area in Southeast Asia and effectively follows a complete plot relevant to a conflict and character plausible for that region.

**Unit:** Unit 6 Oceania, Australia, New Zealand, and Antarctica

**Duration:** 14 Day(s)

## Description

Students will learn about the physical and human geography of Oceania, Australia, New Zealand, and Antarctica. Students will also learn about current events and research a topic of their choosing to develop a travel brochure.

## Materials and Resources

Holt High School Online Geography Textbook  
G Suite for Education

## Essential Questions

How does the physical geography vary throughout this vast region?

How have foreign powers impacted this region?

How do people and the environment interact in this region?

## Enrichment Opportunities

Australian Geographic article on top 30 dangerous animals

## Unit Learning Activities

Physical Geography presentation and comprehension questions

Australia's Outback video

Socratic Seminar on human-environment interaction

Human geography of Oceania guided activity

Human geography of Australia, New Zealand, and Antarctica guided sketchnoting activity

Travel Guide Topic Selection/Form

Independent Research

Annotated Bibliography

Travel Guide Drafting

Peer Review/Gallery Walk

## Unit Assessment

Topic Selection

Annotated Bibliography

Brochure Outline

Research Travel Guide

**Topic:** Physical Geography

**Duration:** 2 Day(s)

## Knowledge Skills

Identify key landforms and resources of the Pacific Islands, New Zealand, Australia, and Antarctica.

Compare the deserts of Australia and Antarctica.

Prepare to discuss human-environment interaction in this region through a socratic seminar.

Describe the variety of climates and plants found throughout Oceania, Australia, and New Zealand.

Discuss human-environment interaction in this region through a socratic seminar.

Analyze nuclear testing and its effects in the Pacific.

**Topic:** Human Geography

**Duration:** 2 Day(s)

## Knowledge Skills

Describe events in the history of Oceania

Explain Oceania's economy.

Examine island cultures and lifestyles.

Analyze the depiction of Pacific Islander culture in the movie "Moana" through video and text evidence.

Explain how Australia and New Zealand became European outposts.

Identify important national issues in modern Australia and New Zealand.

Identify the important economic activities in Australia and New Zealand.

Describe and compare cultures and lifestyles in Australia and New Zealand.

Create sketchnotes demonstrating understanding of the human geography of Australia, New Zealand, and Antarctica.

**Topic:** Travel Brochure

**Duration:** 10 Day(s)

## Knowledge Skills

Select a topic for research.

# Honors Cultural and Literary Studies: Geography and World Literature (SB)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

- Outline research findings that will be used in a travel guide.
- Evaluate the effectiveness and use of researched sources in a research project.
- Present research in the form of a travel guide, using multimedia elements to enhance the content.

## Unit: Unit 7 Skills Practice

Duration: 4 Day(s)

### Description

Review of Units 2-6

### Materials and Resources

Holt High School Geography Online Textbook 2012

### Essential Questions

- How does physical geography affect people on the continents of Asia, Oceania, Australia, and Antarctica?
- How do people interact with the environment on the continents of Asia, Oceania, Australia, and Antarctica?
- How have foreign powers impacted Asia, Oceania, Australia, and Antarctica?

### Unit Learning Activities

Skills Review Study Guide

### Unit Assessment

Skills Practice Assessment

## Topic: Skills Review Study Guide

Duration: 3 Day(s)

### Description

Students will review big ideas/concepts from the course. Students will also create a mental map and compare it with their original mental map they created at the beginning of the school year.

### Knowledge Skills

Review physical and human geography topics related to the following regions: East Asia, Southwest Asia, South Asia, Southeast Asia, Oceania, Australia, New Zealand, Antarctica..  
Create a mental map of the world and reflect on accuracy.

## Topic: Skills Practice Assessment

Duration: 1 Day(s)

### Knowledge Skills

Demonstrate understanding of physical and human geography topics related to the following regions: East Asia, Southwest Asia, South Asia, Southeast Asia, Oceania, Australia, New Zealand, Antarctica..

## Unit: Unit 8 Global Goals

Duration: 12 Day(s)

### Description

Students will explore the United Nations Global Goals for Sustainable Development in order to choose one of interest to further research. Research will take the form of one informational speech and one persuasive speech.

### Materials and Resources

- Global Goals for Sustainable Development
- Flipgrid
- G Suite for Education

### Essential Questions

- Why do we need Global Goals for sustainable development?
- How can anyone help contribute to reaching the Global Goals by 2030?

### Unit Learning Activities

- Introduction to global goals with case studies
- Persuasive Speaking Presentation
- Independent Research
- Informative Speaking Presentation
- Independent Research
- Course Survey

### Unit Assessment

- Persuasive Speech Outline
- Persuasive Speech
- Informative Speech Outline
- Informative Speech

## Topic: Global Goals Introduction

Duration: 1 Day(s)

### Knowledge Skills

Identify the Global Goals for sustainable development.



# Honors Cultural and Literary Studies: Geography and World Literature (SB)

Social Studies

Grade(s) 10th, Duration 1 Semester, .5 Credits

Required Course

Explore case studies related to the Global Goals.

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

**Knowledge Skills**

Assess overall growth and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests.

**Topic:** Informative Speech

**Duration:** 3 Day(s)

**Knowledge Skills**

Plan for an informative speech about a Global Goal.

Present a formal, informative speech about a global goal, using standard English conventions.

**Topic:** Persuasive Speech & Course Survey

**Duration:** 6 Day(s)

**Knowledge Skills**

Plan for persuasive speech about a Global Goal.

Present a formal, persuasive speech about a Global Goal, using standard English conventions.

# Honors Cultural and Literary Studies: Geography and World Literature (EA)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

## Course Overview

Suggested for 10th grade level students, this co-taught course studies geographic, cultural, and literary connections in order to help students better understand the world around them. Students will explore different geographic locations connected to various pieces of world literature from different time periods. The connection between literature and geography allows student to develop their literary analysis skills, while also making connections to the physical and human geography of each region.

## Scope And Sequence

Timeframe	Unit	Instructional Topics
14 Day(s)	1 - Introducing Essential Skills Part I	1. School Orientation 2. Course Orientation 3. Active Reading 4. Making Interpretations - Skills 5. Assessment: Making Interpretations - Essay
5 Day(s)	2 - Introducing Essential Skills Part II	1. Career Education and Work 2. Assessment: Keystone Practice Test
17 Day(s)	3 - Exploring Europe	1. Pre Reading 2. Reading 3. Assessment 4. School Benchmark Testing
7 Day(s)	4 - Exploring Canada and the United States	1. Symbolism in Poetry 2. Writing a Symbol Poem 3. Assessment: Short Story Analysis
8 Day(s)	5 - Exploring Central America and the Caribbean	1. Reading 2. Assessment
5 Day(s)	6 - Exploring South America	1. Perspective 2. Tone 3. Assessment: Article Analysis
12 Day(s)	7 - Exploring Russia and the Republics	1. Understanding Theme 2. Prewriting 3. Drafting and Peer Review 4. Assessment: Literary Analysis
22 Day(s)	8 - Exploring Africa	1. Satire, Sarcasm, and Verbal Irony 2. Career, Education, and Work 3. Understanding Persuasion 4. Assessment: Persuasive Essay

## Materials and Resources

Online Textbook: Holt Literature Grade 10, 2012  
The House on Mango Street, by Sandra Cisneros  
G Suite for Education  
Open Source PDF of The Tempest  
Nearpod  
Flocabulary  
Flipgrid  
Study Island

## Prerequisites

Completion English I

## Course Details

**Unit:** 1 - Introducing Essential Skills Part I

**Duration:** 14 Day(s)

### Description

School and course orientations, as well as how to making and support interpretations of literature

### Materials and Resources

Holt Literature Grade 10, 2012  
Nearpod  
G Suite for Education

### Essential Questions

What does it mean to be an active reader?

# Honors Cultural and Literary Studies: Geography and World Literature (EA)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

What does it mean to make a multiple defensible interpretation?

How might multiple defensible interpretations promote a higher level discussion about literature?

Why is it important to use textual support in an interpretation?

## Unit Learning Activities

School Orientation Modules  
Course Orientation: Learning Style and Interest Surveys  
Active Reading: Vocabulary practice  
Active Reading Quiz  
Making Interpretations: Multiple Defensible Interpretations presentations  
Making Interpretations: Multiple Defensible Interpretations Definition  
Making Interpretations: Reading of a poem  
Making Interpretations: Adding text evidence Quiz  
Interpretation Essay drafting

## Unit Assessment

Interpretation Essay

**Topic:** School Orientation **Duration:** 3 Day(s)

### Knowledge Skills

Demonstrate an understanding of the skills and information needed to be successful at PA Distance Learning Charter School.

**Topic:** Course Orientation **Duration:** 2 Day(s)

### Knowledge Skills

Analyze learning styles and interests in order to create and track realistic course goals.

**Topic:** Active Reading **Duration:** 2 Day(s)

### Knowledge Skills

Use active reading strategies to read and demonstrate comprehension of a grade level text  
Determine the meaning of academic vocabulary terms

**Topic:** Making Interpretations - Skills **Duration:** 4 Day(s)

### Knowledge Skills

Define the term, multiple defensible interpretation, and explain why it is relevant to reading and comprehending literature  
Interpret the central meaning of a poem  
Support an interpretation with text evidence

**Topic:** Assessment: Making Interpretations - Essay **Duration:** 3 Day(s)

### Knowledge Skills

Write an explanatory essay in order to convey an interpretation of a fictional text using specific examples and details from the text as support.

## Unit: 2 - Introducing Essential Skills Part II

**Duration:** 5 Day(s)

### Description

Career Education & Work, Keystone Practice for Module 1 (Fiction)

### Materials and Resources

G Suite for Education  
Nearpod

### Essential Questions

How can you best prepare for a standardized reading assessment?

### Unit Learning Activities

CEW: Navigation of a Career Website  
CEW: Mini Interest Profiler Assessment  
Keystone Practice: testing video - what to expect  
Keystone Test Preparation Practice: Diagnostic

### Unit Assessment

Module 1 Practice test

# Honors Cultural and Literary Studies: Geography and World Literature (EA)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits

Required Course

**Topic:** Career Education and Work

**Duration:** 2 Day(s)

## Knowledge Skills

Reflect on future career goals based on assessment findings

**Topic:** Assessment: Keystone Practice Test

**Duration:** 3 Day(s)

## Knowledge Skills

Demonstrate proficiency on grade level comprehension as per Keystone testing

## Unit: 3 - Exploring Europe

**Duration:** 17 Day(s)

### Description

Reading *The Tempest* with a focus on close reading and analyzing mood. This unit will also explore the cultural ties between Shakespeare's works and the European countries. Specifically, we will explore the physical geography of the Mediterranean and surrounding areas in Italy in order to determine geographic accuracy in the play.

### Materials and Resources

Open Source online copy of *The Tempest* by William Shakespeare

Holt Literature Grade 10, 2012

Nearpod

Flocabulary

Study Island

G Suite for Education

### Essential Questions

How do Shakespeare's plays communicate cultural values?

How are Shakespeare's plays still relatable to today's readers?

### Enrichment Opportunities

Video productions of play scenes

### Unit Learning Activities

Pre-Reading: Scavenger Hunt

Pre-Reading: Setting Investigation form

Keystone Test Preparation Practice: Structure and Elements of Drama

Pre-Reading: Shakespeare Introduction Interactive Lesson

Pre-Reading: About Shakespeare lesson

Reading: Scene by scene videos

Reading: Independently read *The Tempest*

Reading: End of scene reflections (Acts I-V)

Reading: Comprehension Quizzes - Acts 1 and 3

Reading: Act II, Scene 1 Collaborative Slides

### Unit Assessment

The *Tempest* Soundtrack Assessment

Cultural connection project

**Topic:** Pre Reading

**Duration:** 2 Day(s)

### Description

Setting Investigation and About the Author

### Knowledge Skills

Read and comprehend nonfiction information about William Shakespeare

Determine the setting of a Shakespearean play

Determine how Shakespeare approaches themes and topics in drama

Define vocabulary words specific to Shakespeare's literary works

Determine the historical influences for the plot of Shakespeare's *The Tempest*.

Demonstrate proficiency on the structure and elements of drama as per Keystone exam preparation.

**Topic:** Reading

**Duration:** 11 Day(s)

### Description

Acts I-V of *The Tempest*

### Knowledge Skills

Match a Shakespearean play with its correct category or genre

Compare and contrast text with stage performances

Close read a text in order to determine the meaning

Independently read and comprehend a Shakespeare play

# Honors Cultural and Literary Studies: Geography and World Literature (EA)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits

Required Course

**Topic:** Assessment

**Duration:** 3 Day(s)

## Description

One-Act *Tempest* with Soundtrack and Cultural Connections Project

## Knowledge Skills

Use research to make connections between European culture and its influences on the rest of the world.

Present research findings formally, using appropriate conventions.

Analyze mood of specific scene from *The Tempest*

Connect moments from Shakespeare to current musical works.

Write and perform a dramatic monologue (including scene description and stage directions) to summarize part of the plot of *The Tempest*

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

## Description

Scantron Testing

## Knowledge Skills

Identify areas of strength and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests.

## Unit: 4 - Exploring Canada and the United States

**Duration:** 7 Day(s)

### Description

Reading poetry and short stories from Canada with a literary focus on symbolism.

### Materials and Resources

Holt Literature Grade 10, 2012

G Suite for Education

Nearpod

Study Island

### Essential Questions

How does understanding literary symbolism change a reader's experience with the story?

Why is it important to read between the lines in literature, and not just accept a surface level understanding?

### Unit Learning Activities

Keystone Test Preparation Practice: Structure and Elements of Poetry

Symbols in Poetry: Read Canadian Poetry

Symbols in Poetry Quiz

Writing a Symbol Poem: Canadian symbol poem

### Unit Assessment

Short Story Quiz

Constructed Response

**Topic:** Symbolism in Poetry

**Duration:** 4 Day(s)

## Knowledge Skills

Use textual evidence to support an interpretation of symbols used in literature

Define the literary terms, symbolism and allegory

Make an interpretation of symbols used in literature

Connect poetry to geographical context

Demonstrate proficiency in the structure and elements of poetry as per Keystone exam preparation

**Topic:** Writing a Symbol Poem

**Duration:** 2 Day(s)

## Knowledge Skills

Create a Canadian symbol based on imagery from the region, and use it in authentic poetry

**Topic:** Assessment: Short Story Analysis

**Duration:** 1 Day(s)

## Knowledge Skills

Demonstrate comprehension of a fiction short story

Define reading vocabulary words from a short story

Draw evidence from a short story and related nonfiction article to support analysis of cultural ties to a literary work from the region

## Unit: 5 - Exploring Central America and the Caribbean

**Duration:** 8 Day(s)

### Description

# Honors Cultural and Literary Studies: Geography and World Literature (EA)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits

Required Course

Reading *The House on Mango Street* in order to analyze the chicano and machismo culture as described in literature. The novel unit includes a literary focus of characterization.

## Materials and Resources

The House on Mango Street, by Sandra Cisneros

Nearpod

G Suite for Education

Study Island

## Essential Questions

In what ways does an author's culture affect his or her storytelling and creation of characters?

How does understanding characterization also help to understand a culture?

## Unit Learning Activities

Keystone Test Preparation Practice: Character

Reading: Pre-reading presentation

Reading: Independently read House on Mango Street

Reading: Characterization Collaborative Notes

Reading: House on Mango Street Quiz

## Unit Assessment

Letter writing project

**Topic:** Reading

**Duration:** 5 Day(s)

## Knowledge Skills

Chart emotional, behavioral, and intellectual attributes of a character from a novella.

Participate in and contribute to group notes.

Demonstrate proficiency in elements of character in fiction texts as per Keystone exam preparation

**Topic:** Assessment

**Duration:** 3 Day(s)

## Description

Quiz and Character Letter

## Knowledge Skills

Demonstrate comprehension of a memoir

Make inferences about characters decisions and growth

Use text evidence to support inferences.

## Unit: 6 - Exploring South America

**Duration:** 5 Day(s)

## Description

Reading short stories and related news articles from South America with a literary focus of author's perspective, tone, and diction.

## Materials and Resources

Holt Literature Grade 10, 2012

G Suite for Education

Study Island

## Essential Questions

How does an author's perspective affect his tone towards a subject?

## Unit Learning Activities

Keystone Test Preparation: Tone, Style, and Mood in Nonfiction

Perspective, Tone, and Diction Interactive Lesson

Perspective: Read short story

Perspective in Short Story Quiz

Perspective: Read nonfiction connection to short story

Tone: Read nonfiction article

Tone in the News Journal

## Unit Assessment

Perspective Analysis of Nonfiction Article

**Topic:** Perspective

**Duration:** 2 Day(s)

## Knowledge Skills

Analyze how perspective shapes the way an author tells a story

Evaluate an Author's organization and focus of main points made in an essay.

Determine the meaning of unknown words from nonfiction texts

Demonstrate comprehension of tone, style, and mood in nonfiction as per Keystone exam preparation

# Honors Cultural and Literary Studies: Geography and World Literature (EA)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

**Topic:** Tone

**Duration:** 1 Day(s)

## Knowledge Skills

- Analyze the tone of a news article.
- Compare and contrast a real event with its fictional adaptation
- Use evidence from both fiction and nonfiction texts in a constructed response

**Topic:** Assessment: Article Analysis

**Duration:** 2 Day(s)

## Knowledge Skills

- Use evidence from a text to support a written analysis of perspective in a nonfiction article.

## Unit: 7 - Exploring Russia and the Republics

**Duration:** 12 Day(s)

### Description

Reading a poem from Russia as the basis for constructing a written literary analysis surrounding the theme and connection to the poem's historical and cultural significance.

### Materials and Resources

- Holt Literature Grade 10, 2012
- Nearpod
- G Suite for Education
- Study Island

### Essential Questions

- How is analysis of literature different from comprehension and summary?
- How is theme different from main idea?

### Unit Learning Activities

- Keystone Test Preparation: Theme
- Understanding Theme: Presentation
- Understanding Theme: Read Narrative Poem from Russia
- Understanding Theme: Theme Quiz
- Prewriting: Understanding the Literary Analysis Presentation
- Prewriting: Cultural Connection Form
- Prewriting: Literary Analysis Prewriting
- Drafting and Peer Review: Literary Analysis Drafting
- Drafting and Peer Review: Peer Review

### Unit Assessment

- Literary Analysis Essay

**Topic:** Understanding Theme

**Duration:** 2 Day(s)

## Knowledge Skills

- Determine the theme of a narrative poem
- Use 5 literary clues to help identify the theme of a short story.

**Topic:** Prewriting

**Duration:** 3 Day(s)

## Knowledge Skills

- Explore the historical context of a poem in order to connect its theme to its geographical and cultural significance.
- Identify the purpose and steps involved to write a literary analysis
- Develop and analyze the topic with relevant, well-chosen, and sufficient information and examples
- Organize ideas, concepts, and information to make important connections and distinctions

**Topic:** Drafting and Peer Review

**Duration:** 5 Day(s)

## Knowledge Skills

- Provide positive, constructive feedback for peer review and revision of literary analysis
- Use the writing process to write a well-developed rough draft of an analysis essay, according to the PA writing rubric, in order to explain and analysis of the development of a theme in a narrative poem

**Topic:** Assessment: Literary Analysis

**Duration:** 2 Day(s)

## Knowledge Skills

- Use the writing process to write a well-developed final draft of an analysis essay, according to the PA writing rubric, in order to explain and analysis of the development of a theme in a narrative poem

# Honors Cultural and Literary Studies: Geography and World Literature (EA)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

Revise literary analysis based on peer and teacher feedback.

## Unit: 8 - Exploring Africa

Duration: 22 Day(s)

### Description

Reading literature from Africa with the following literary focuses: satire, sarcasm, verbal irony, and persuasion. Students will also use their understanding of current events in Africa in order to craft a persuasive essay.

### Materials and Resources

Holt Literature Grade 10, 2012

Nearpod

G Suite for Education

Study Island

### Essential Questions

How can stories effectively communicate real arguments and social issues?

Why is it important to read and tell more than just a single story of a culture?

What is the purpose and goal of satire?

### Enrichment Opportunities

Winter literary terms puzzle

### Unit Learning Activities

Keystone Test Preparation: Connotation and Denotation

Keystone Test Preparation: Author's Argument

Satire, Sarcasm, and Verbal Irony: Satire Presentation

Satire, Sarcasm, and Verbal Irony Literature from Egypt Except Practice

Satire, Sarcasm, and Verbal Irony: Create a Political Cartoon

CEW: Resume lesson and activity

Understanding Persuasion: Persuasion Presentation

Understanding Persuasion: Read South Africa short story

Understanding Persuasion: Theme and argument quiz

Understanding Persuasion: Read South Africa nonfiction

Understanding Persuasion: Video - "The Danger of a Single Story" TED Talk

Understanding Persuasion: Comparing Literary and Nonfiction text Constructed Response

Persuasive Essay Planning

### Unit Assessment

Persuasive Essay

## Topic: Satire, Sarcasm, and Verbal Irony

Duration: 9 Day(s)

### Knowledge Skills

Define, identify and explain traits of satire in a piece of literary drama

Define reading vocabulary words as used in a piece of drama

Independently read and comprehend a piece of literary drama

Create a political cartoon that satirizes a current issue or topic of North or Central Africa

Explain the political and cultural context of a satire play.

## Topic: Career, Education, and Work

Duration: 2 Day(s)

### Knowledge Skills

Create a resume to be used for employment.

## Topic: Understanding Persuasion

Duration: 6 Day(s)

### Description

Evaluating reading examples of persuasion

### Knowledge Skills

Identify the elements of an argument

Identify an author's claim, and explain how it is developed in a text

Analyze the connection between a theme and the argument a text makes

Use text evidence to determine author's tone in a nonfiction text

Compare arguments in fiction and nonfiction texts

Draw evidence from literary or informational texts to support analysis, reflection, and research

Demonstrate proficiency of connotation and denotation as per Keystone exam preparation

Demonstrate proficiency on author's argument as per Keystone exam preparation



# Honors Cultural and Literary Studies: Geography and World Literature (EA)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits

Required Course

**Topic:** Assessment: Persuasive Essay

**Duration:** 5 Day(s)

## Knowledge Skills

Use the writing process to write a well-developed persuasive essay, according to the PA writing rubric, in order to make and sustain an argument

# Honors Cultural and Literary Studies: Geography and World Literature (EB)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

## Course Overview

This co-taught course studies geographic, cultural, and literary connections in order to help students better understand the world around them. Students will explore different geographic locations connected to various pieces of world literature from different time periods. The connection between literature and geography allows student to develop their literary analysis skills, while also making connections to the physical and human geography of each region.

## Scope And Sequence

Timeframe	Unit	Instructional Topics
5 Day(s)	1 - Skills Review	1. Literary Skills 2. Assessment: Goal Setting
12 Day(s)	2 - East Asia and Short Stories	1. Short Stories 2. Keystone Practice 3. Assessment: Nonfiction Analysis 4. School Benchmark Testing
7 Day(s)	3 - Southwest Asia and Poetry	1. Literature from Palestine 2. Literature from Iran 3. Career, Education, and Work 4. Assessment: Lens Reading and Analysis
22 Day(s)	4 - South Asia and (Into Thin Air)	1. Short Story 2. Nonfiction Novel (Into Thin Air) 3. CEW: Sherpa Case-Study Analysis 4. Assessment
14 Day(s)	5 - Southeast Asia and Narrative	1. Learning Path 2. Narrative Drafting 3. Assessment: Narrative Final
14 Day(s)	6 - Research the Islands of Oceania, Australia, New Zealand, and Antarctica	1. Research Preparation 2. Annotated Bibliography 3. Assessment: Research Project
4 Day(s)	7 - Standard Skills Practice	1. Keystone Boot Camp 2. Assessment: Skills Application
12 Day(s)	8 - Global Goals Speeches	1. Introduction to Global Goals 2. Informative Speech 3. Persuasive Speech 4. School Benchmark Testing

## Materials and Resources

Online Textbook: Holt Literature Grade 10, 2012  
*Into Thin Air* by Jon Krakauer  
G Suite for Education  
Flipgrid  
Flocabulary  
Nearpod  
BrainPop  
Study Island

## Prerequisites

Cultural and Literary Studies EA

## Course Details

**Unit:** 1 - Skills Review

**Duration:** 5 Day(s)

### Description

Review of literary skills and reflection from previous semester

### Materials and Resources

G Suite for Education

### Essential Questions

What are your strengths and weaknesses as a student?

What types of things do you want to learn more about in order to get the most out of the course?

### Enrichment Opportunities

# Honors Cultural and Literary Studies: Geography and World Literature (EB)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

Literary Skills tutorials

## Unit Learning Activities

Literary Skills Study Guide  
Literary Skills Review Game  
Student Perspectives Revision

## Unit Assessment

Student Goals Creation

**Topic:** Literary Skills **Duration:** 4 Day(s)

### Knowledge Skills

Demonstrate proficiency on fiction and nonfiction literary skills.  
Independently read and respond to a nonfiction text.

**Topic:** Assessment: Goal Setting **Duration:** 1 Day(s)

### Knowledge Skills

Review the class perspective map and make additions / revisions  
Reflect on previous goals in order to revise and compose new goals for the semester

**Unit:** 2 - East Asia and Short Stories **Duration:** 12 Day(s)

### Description

Reading short stories from East Asia with a literary focus of character development and theme

### Materials and Resources

Holt Literature Grade 10, 2012  
G Suite for Education  
Study Island

### Essential Questions

Why is it important for a reader to understand theme or insight in literature?

How can the themes in literature change based on a reader's' perspective?

### Unit Learning Activities

Keystone Test Preparation: Summary  
Keystone Test Preparation: Main Idea and Supporting Details  
Short Stories: Theme review lesson  
Short Stories: Independent reading of short story from Korea  
Short Stories: Korean story reading guide  
Short Stories: Independent reading of short story from Japan  
Short Stories: Japanese story reading guide  
Keystone Practice Test  
Independent reading of East Asia current events article

### Unit Assessment

Nonfiction Analysis

**Topic:** Short Stories **Duration:** 7 Day(s)

### Knowledge Skills

Summarize the main ideas in a fictional text  
Analyze how character development and point of view affects theme using text evidence as support  
Define reading vocabulary words as used in context  
Demonstrate comprehension in finding main idea and supporting details as per Keystone exam practice  
Demonstrate ability to summarize a text as per Keystone exam preparation

**Topic:** Keystone Practice **Duration:** 1 Day(s)

**Topic:** Assessment: Nonfiction Analysis **Duration:** 2 Day(s)

### Knowledge Skills

Use text evidence to support analysis tone, diction, and perspective used in a nonfiction reading.

**Topic:** School Benchmark Testing **Duration:** 2 Day(s)

### Description

Scantron Testing

# Honors Cultural and Literary Studies: Geography and World Literature (EB)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

## Knowledge Skills

Assess midyear growth and identify areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests

## Unit: 3 - Southwest Asia and Poetry

Duration: 7 Day(s)

### Description

Reading poetry from Southwest Asia with a literary focus of tone and diction. Specifically, this unit will connect the poetry to the region's political conflict and women's rights issues.

### Materials and Resources

G Suite for Education  
Nearpod  
Study Island

### Essential Questions

How does our word choice affect our tone?

How is meaning shaped differently in poetry than in prose?

How do you need to adjust your reading strategies when approaching different genres, such as poetry and graphic novels?

### Unit Learning Activities

Keystone Exam Preparation: Tone, Style, and Mood in Fiction  
Literature from Palestine: Reading Poetry Tutorial  
Literature from Palestine: Tone and Diction tutorial  
Literature from Palestine: Tone and Diction quiz  
Literature from Palestine: Diction in poetry from Palestine discussion  
Literature from Palestine: Tone of poetry from Palestine quiz  
Literature from Iran: Diction, Tone, and Meaning in poems from Iran quiz  
Literature from Iran: Perceptions vs. Reality of Iran reflection  
CEW: Business plan presentation  
CEW: Business plan Form

### Unit Assessment

Lens Reading Analysis

## Topic: Literature from Palestine

Duration: 2 Day(s)

### Knowledge Skills

Analyze the use of diction in poetry  
Analyze the tone created in a poem  
Define and identify the terms tone and diction in context  
Analyze the use of diction in a poem and how it helps to communicate a theme related to the cultural context.  
Demonstrate proficiency in tone, style, and mood in fiction as per Keystone exam preparation

## Topic: Literature from Iran

Duration: 2 Day(s)

### Knowledge Skills

Evaluate the use of diction in poetry to determine the meaning and tone created.  
Compare literature with the reality of a culture.

## Topic: Career, Education, and Work

Duration: 2 Day(s)

### Knowledge Skills

Create a business plan

## Topic: Assessment: Lens Reading and Analysis

Duration: 1 Day(s)

### Knowledge Skills

Use active reading strategies to read and comprehend nonfiction texts about current events affecting Middle East.  
Independently analyze an article of choosing through the lens of a chosen topic

## Unit: 4 - South Asia and (Into Thin Air)

Duration: 22 Day(s)

### Description

Reading literature from South Asia with a literary focus of theme. Specifically, students will read the nonfiction novel *Into Thin Air*, which will allow for further investigation and a deeper understanding of the physical geography of the Himalayan mountain range, Sherpa culture, and commercialization of Mount Everest in Nepal and Tibet.

### Materials and Resources

# Honors Cultural and Literary Studies: Geography and World Literature (EB)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

*Into Thin Air* by Jon Krakauer  
G Suite for Education  
Study Island

## Essential Questions

How are the literary elements of theme, symbolism, and figurative language relevant in nonfiction?

How can character motivation be seen in nonfiction?

In what ways does the context of a region's culture enhance the experience of reading related literature?

## Unit Learning Activities

Keystone Exam Preparation: Literary Devices  
Theme, Symbol, and Character Development Tutorials  
Skills Review Game  
Independent reading of short story from India  
Short Story Quiz  
Setting Virtual Investigation Site  
Setting Virtual Investigation Worksheet  
Independent Reading: Into Thin Air  
Character Chart  
Theme and Symbol Chart  
Figurative Language Chart  
Reading Guide Comprehension Questions  
Sherpa article reading  
CEW Sherpa Case-Study Analysis

## Unit Assessment

Into Thin Air Reading Exam

### Topic: Short Story

Duration: 4 Day(s)

#### Knowledge Skills

Demonstrate an understanding of the literary terms, theme, symbol, and character  
Analyze theme and character development in a text  
Demonstrate proficiency in literary devices as per Keystone exam preparation

### Topic: Nonfiction Novel (Into Thin Air)

Duration: 16 Day(s)

#### Knowledge Skills

Prepare to read a nonfiction novel by investigating the setting, and connecting geographical characteristics and obstacles of the Himalayan mountains to a literary experience  
Read and comprehend a piece of literary nonfiction

### Topic: CEW: Sherpa Case-Study Analysis

Duration: 1 Day(s)

#### Knowledge Skills

Analyze personal options when confronted with a situation requiring you to change career paths.

### Topic: Assessment

Duration: 1 Day(s)

#### Description

Exam

#### Knowledge Skills

Use text evidence to support analysis of a reading.  
Read and demonstrate an understanding of a piece of literary nonfiction  
Use evidence to determine character motivation  
Identify the use of flashback, irony, metaphor, and personification  
Analyze Krakauer's development of themes about perseverance, mortality, and commercialization  
Analyze the symbolism of Mount Everest and its relationship to man vs. nature and beauty vs. malice

## Unit: 5 - Southeast Asia and Narrative

Duration: 14 Day(s)

### Description

This unit will provide students a UDL method via custom built Google Site to explore Southeast Asia and elements of Narrative reading and writing. Students will also write an original narrative set within Southeast Asia, featuring conflicts and characters relevant to the region.

### Materials and Resources

Holt Literature Grade 10, 2012  
G Suite for Education

# Honors Cultural and Literary Studies: Geography and World Literature (EB)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits  
Required Course

BrainPop  
Study Island

## Essential Questions

How are narratives the same and different when told in fiction and nonfiction styles?

How can narrative be a tool for understanding other people and cultures?

## Unit Learning Activities

Keystone Exam Preparation: Cultural and Historical Significance in Fiction  
UDL Learning path exploration  
UDL Learning path narrative reading findings  
UDL Learning path narrative writing findings  
Narrative prewriting and drafting

## Unit Assessment

Narrative

### Topic: Learning Path

Duration: 6 Day(s)

#### Description

Explore a UDL learning path site to learn about narrative reading and writing

#### Knowledge Skills

Compare language use and theme development within fiction and nonfiction sample texts  
Explain the elements of narrative text  
Explain the purpose, audience, and format for writing narrative  
Demonstrate proficiency in cultural and historical significance in fiction as per Keystone exam preparation

### Topic: Narrative Drafting

Duration: 6 Day(s)

#### Knowledge Skills

Plan a complete narrative, including setting, characters, and conflict

### Topic: Assessment: Narrative Final

Duration: 2 Day(s)

#### Knowledge Skills

Write a narrative that is set in an area in Southeast Asia and effectively follows a complete plot relevant to a conflict and character plausible for that region  
Write a narrative that effectively uses narrative techniques, descriptive language, and proper conventions  
Peer review and revise narrative to be published with relevant illustrations for future course use.  
Create an illustration that appropriately represents a written narrative in a visual way.

## Unit: 6 - Research the Islands of Oceania, Australia, New Zealand, and Antarctica

Duration: 14 Day(s)

### Description

This unit requires students to choose a specific location within the Island of Oceania, Australia, New Zealand, or Antarctica to research. Student research will take the form of a creative travel brochure, complete with annotated bibliography and works cited.

### Materials and Resources

G Suite for Education  
Flocabulary  
Study Island

### Essential Questions

How can you tell if a source is reliable?  
What can you do to ensure your research is presented in an interesting way?  
How do we use research skills in everyday life?

### Unit Learning Activities

Keystone Exam Preparation: Conclusions, Inferences, and Generalizations in Nonfiction  
Research Preparation: Skills Presentation  
Research Preparation: Research Video Tutorial  
Research Preparation: Topic Selection  
Annotated Bibliography  
Research Project: Brochure Outline  
Research Project: Brochure drafting  
Research Project: Peer Review/ Gallery Walk

### Unit Assessment

Research Travel Brochure

# Honors Cultural and Literary Studies: Geography and World Literature (EB)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits

Required Course

**Topic:** Research Preparation

**Duration:** 6 Day(s)

## Knowledge Skills

Create a research plan for a selected research topic  
Demonstrate ability to make conclusions, inferences, and generalizations in nonfiction as per Keystone exam preparation

**Topic:** Annotated Bibliography

**Duration:** 2 Day(s)

## Knowledge Skills

Evaluate the effectiveness and use of researched sources in a research project

**Topic:** Assessment: Research Project

**Duration:** 6 Day(s)

## Knowledge Skills

Outline research findings that will be used in a travel brochure  
Present research in the form a travel brochure, using multimedia elements to enhance the content.  
Provide constructive feedback to peers about their published research project

## Unit: 7 - Standard Skills Practice

**Duration:** 4 Day(s)

### Description

Comprehensive review of literary skills presented throughout the school year, including a focus on Keystone exam eligible content in order to prepare to standardized testing.

### Materials and Resources

G Suite for Education  
Nearpod  
Study Island

### Essential Questions

How can you best prepare for standardized testing?  
What are strategies for comprehension when reading a passage in a standardized test?  
What are effective test taking strategies?

### Unit Learning Activities

Keystone Exam Preparation:Text Organization and Graphics  
Keystone Boot Camp: Reading and Test Taking Strategies Reflection  
Keystone Boot Camp: Constructed Response Practice  
Keystone Boot Camp: Literary Fiction and Nonfiction Skills Tutorials

### Unit Assessment

Standard Skills Packet

**Topic:** Keystone Boot Camp

**Duration:** 2 Day(s)

## Knowledge Skills

Apply reading strategies to help comprehend a literary text  
Reflect on use and effectiveness of test taking strategies  
Use text evidence to support an analysis of a nonfiction text  
Demonstrate an understanding of literary analysis skills  
Demonstrate an understanding of nonfiction analysis skills  
Demonstrate proficiency in text organization and graphics as per Keystone exam preparation

**Topic:** Assessment: Skills Application

**Duration:** 2 Day(s)

### Description

Skills Packet for practice in reading fiction, reading nonfiction, reading poetry, and writing.

### Knowledge Skills

Demonstrate understanding of major course standards for literary fiction, nonfiction, and writing.

## Unit: 8 - Global Goals Speeches

**Duration:** 12 Day(s)

### Description

Explore the United Nations Global Goals for Sustainable Development in order to choose one of interest to further research. Research will take the form of 1 informational speech and 1 persuasive speech.

### Materials and Resources

G Suite for Education  
Flipgrid

### Essential Questions

# Honors Cultural and Literary Studies: Geography and World Literature (EB)

Language Arts

Grade(s) 10th, Duration 1 Semester, .5 Credits

Required Course

Why is it important to be educated on social, cultural, economic, and environmental issues in societies beyond our own?  
How is it possible to help people in other countries?

## Unit Learning Activities

Introduction to Global Goals presentation and journal  
Informative Speech Presentation  
Informative Speech Research  
Informative Speech Outline  
Persuasive Speech Presentation  
Persuasive Speech Research  
Persuasive Speech Outline

## Unit Assessment

Persuasive Speech  
Informative Speech

**Topic:** Introduction to Global Goals

**Duration:** 2 Day(s)

### Knowledge Skills

Reflect on global goals to choose 3 of interest

**Topic:** Informative Speech

**Duration:** 5 Day(s)

### Knowledge Skills

Plan for an informative speech about a global goal  
Present a formal, informative speech about a global goal, using standard English conventions

**Topic:** Persuasive Speech

**Duration:** 5 Day(s)

### Knowledge Skills

Plan for persuasive speech about a global goal  
Present a formal, persuasive speech about a global goal, using standard English conventions

**Topic:** School Benchmark Testing

**Duration:** 2 Day(s)

### Description

Scantron testing

### Knowledge Skills

Assess overall growth and areas of need in Reading, Math, Language Arts, and Science by completing benchmark tests



# Standards Map Report

Department/Course: Arts and Humanities

Area: ACAD - Academic Standards

Strand: 1 - Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
AR.12.9.1.12.A.1											█	█	█	█	9 / 215
AR.12.9.1.12.A.1.1											█	█	█	█	2 / 2
AR.12.9.1.12.A.1.2											█	█	█	█	4 / 65
AR.12.9.1.12.A.1.3											█	█	█	█	3 / 3
AR.12.9.1.12.A.1.4											█	█	█	█	7 / 111
AR.12.9.1.12.A.2											█	█	█	█	7 / 167
AR.12.9.1.12.A.2.1											█	█	█	█	2 / 2
AR.12.9.1.12.A.2.2											█	█	█	█	3 / 71
AR.12.9.1.12.A.2.3											█	█	█	█	2 / 2
AR.12.9.1.12.A.2.4											█	█	█	█	6 / 100
AR.12.9.1.12.B.1											█	█	█	█	1 / 1
AR.12.9.1.12.B.1.1											█	█	█	█	1 / 1
AR.12.9.1.12.B.1.2											█	█	█	█	4 / 4
AR.12.9.1.12.B.1.3											█	█	█	█	1 / 1
AR.12.9.1.12.B.1.4											█	█	█	█	2 / 2
AR.12.9.1.12.B.1.5											█	█	█	█	1 / 1
AR.12.9.1.12.B.2											█	█	█	█	6 / 79
AR.12.9.1.12.B.2.1											█	█	█	█	3 / 16
AR.12.9.1.12.B.2.2											█	█	█	█	6 / 34
AR.12.9.1.12.B.2.3											█	█	█	█	3 / 32
AR.12.9.1.12.B.2.4											█	█	█	█	4 / 34
AR.12.9.1.12.B.2.5											█	█	█	█	3 / 14
AR.12.9.1.12.B.3											█	█	█	█	2 / 3
AR.12.9.1.12.B.3.1											█	█	█	█	2 / 3
AR.12.9.1.12.B.3.2											█	█	█	█	4 / 5
AR.12.9.1.12.B.3.3											█	█	█	█	2 / 2
AR.12.9.1.12.B.3.4											█	█	█	█	2 / 2
AR.12.9.1.12.B.3.5											█	█	█	█	3 / 3

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Arts and Humanities

Area: ACAD - Academic Standards

Strand: 1 - Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
AR.12.9.1.12.B.3.6															1 / 1
AR.12.9.1.12.B.4															14 / 107
AR.12.9.1.12.B.4.1															4 / 31
AR.12.9.1.12.B.4.2															12 / 140
AR.12.9.1.12.B.4.3															8 / 51
AR.12.9.1.12.B.4.4															4 / 7
AR.12.9.1.12.B.4.5															4 / 17
AR.12.9.1.12.B.4.6															4 / 24
AR.12.9.1.12.B.4.7															3 / 26
AR.12.9.1.12.B.4.8															9 / 51
AR.12.9.1.12.C															13 / 462
AR.12.9.1.12.D															6 / 54
AR.12.9.1.12.E															9 / 159
AR.12.9.1.12.F															9 / 91
AR.12.9.1.12.G															4 / 20
AR.12.9.1.12.H.1															8 / 174
AR.12.9.1.12.H.2															6 / 115
AR.12.9.1.12.H.3															5 / 23
AR.12.9.1.12.H.4															2 / 9
AR.12.9.1.12.H.5															4 / 11
AR.12.9.1.12.H.6															6 / 86
AR.12.9.1.12.I															3 / 11
AR.12.9.1.12.J.1															12 / 242
AR.12.9.1.12.J.2															6 / 147
AR.12.9.1.12.K															12 / 156
AR.3.9.1.3.A.1															3 / 42
AR.3.9.1.3.A.1.1															2 / 2
AR.3.9.1.3.A.1.2															1 / 13

**Key:** - Coverage based on Standard Definition Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Arts and Humanities

Area: ACAD - Academic Standards

Strand: 1 - Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
AR.3.9.1.3.A.1.3					█										2 / 2
AR.3.9.1.3.A.1.4					█										1 / 33
AR.3.9.1.3.A.2					█										2 / 36
AR.3.9.1.3.A.2.1					█										2 / 2
AR.3.9.1.3.A.2.2					█										1 / 7
AR.3.9.1.3.A.2.3		█													3 / 3
AR.3.9.1.3.A.2.4					█										1 / 32
AR.3.9.1.3.B.1					█										1 / 1
AR.3.9.1.3.B.1.1					█										1 / 2
AR.3.9.1.3.B.1.2					█										1 / 7
AR.3.9.1.3.B.1.3					█										1 / 2
AR.3.9.1.3.B.1.4					█										1 / 1
AR.3.9.1.3.B.1.5			█												2 / 2
AR.3.9.1.3.B.2					█										1 / 25
AR.3.9.1.3.B.2.1					█										1 / 19
AR.3.9.1.3.B.2.2					█										1 / 33
AR.3.9.1.3.B.2.3					█										1 / 51
AR.3.9.1.3.B.2.4					█										1 / 19
AR.3.9.1.3.B.2.5					█										1 / 7
AR.3.9.1.3.B.3					█										1 / 1
AR.3.9.1.3.B.3.1					█										2 / 2
AR.3.9.1.3.B.3.2					█										2 / 2
AR.3.9.1.3.B.3.3		█													1 / 1
AR.3.9.1.3.B.3.4					█										1 / 2
AR.3.9.1.3.B.3.5					█										2 / 2
AR.3.9.1.3.B.3.6					█										1 / 1
AR.3.9.1.3.B.4					█										1 / 32
AR.3.9.1.3.B.4.1					█										1 / 9

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Arts and Humanities

Area: ACAD - Academic Standards

Strand: 1 - Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
AR.3.9.1.3.B.4.2					█	█									2 / 25
AR.3.9.1.3.B.4.3					█	█									2 / 8
AR.3.9.1.3.B.4.4					█	█									1 / 4
AR.3.9.1.3.B.4.5					█	█									1 / 2
AR.3.9.1.3.B.4.6					█	█									2 / 2
AR.3.9.1.3.B.4.7					█	█									2 / 10
AR.3.9.1.3.B.4.8					█	█									1 / 7
AR.3.9.1.3.C					█	█									2 / 55
AR.3.9.1.3.D					█	█									2 / 9
AR.3.9.1.3.E					█	█									2 / 11
AR.3.9.1.3.F					█	█									1 / 4
AR.3.9.1.3.G					█	█									2 / 7
AR.3.9.1.3.H.1					█	█									2 / 8
AR.3.9.1.3.H.2					█	█									2 / 5
AR.3.9.1.3.H.3					█	█									1 / 4
AR.3.9.1.3.H.4					█	█									2 / 4
AR.3.9.1.3.H.5					█	█									2 / 2
AR.3.9.1.3.H.6					█	█									2 / 5
AR.3.9.1.3.I					█	█									2 / 2
AR.3.9.1.3.J.1					█	█									1 / 9
AR.3.9.1.3.J.2					█	█									2 / 11
AR.3.9.1.3.K					█	█									2 / 14
AR.5.9.1.5.A.1							█	█	█						3 / 32
AR.5.9.1.5.A.1.1							█	█	█						1 / 2
AR.5.9.1.5.A.1.2							█	█	█						1 / 15
AR.5.9.1.5.A.1.3							█	█	█						1 / 1
AR.5.9.1.5.A.1.4							█	█	█						1 / 24
AR.5.9.1.5.A.2							█	█	█						2 / 27

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Arts and Humanities

Area: ACAD - Academic Standards

Strand: 1 - Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
AR.5.9.1.5.A.2.1						█	█								1 / 3
AR.5.9.1.5.A.2.2						█	█								1 / 9
AR.5.9.1.5.A.2.3						█	█								1 / 1
AR.5.9.1.5.A.2.4						█	█								1 / 23
AR.5.9.1.5.B.1						█	█								1 / 1
AR.5.9.1.5.B.1.1						█	█								1 / 2
AR.5.9.1.5.B.1.2						█	█								1 / 18
AR.5.9.1.5.B.1.3						█	█								1 / 2
AR.5.9.1.5.B.1.4						█	█								1 / 1
AR.5.9.1.5.B.1.5						█	█								1 / 2
AR.5.9.1.5.B.2						█	█								1 / 28
AR.5.9.1.5.B.2.1						█	█								1 / 19
AR.5.9.1.5.B.2.2						█	█								1 / 30
AR.5.9.1.5.B.2.3						█	█								1 / 55
AR.5.9.1.5.B.2.4						█	█								1 / 17
AR.5.9.1.5.B.2.5						█	█								1 / 7
AR.5.9.1.5.B.3						█	█								1 / 1
AR.5.9.1.5.B.3.1						█	█								1 / 1
AR.5.9.1.5.B.3.2						█	█								1 / 1
AR.5.9.1.5.B.3.3						█	█								1 / 1
AR.5.9.1.5.B.3.4						█	█								1 / 2
AR.5.9.1.5.B.3.5						█	█								1 / 1
AR.5.9.1.5.B.3.6						█	█								1 / 1
AR.5.9.1.5.B.4						█	█								1 / 24
AR.5.9.1.5.B.4.1						█	█								1 / 7
AR.5.9.1.5.B.4.2						█	█								2 / 23
AR.5.9.1.5.B.4.3						█	█								1 / 2
AR.5.9.1.5.B.4.4						█	█								1 / 4

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Arts and Humanities

Area: ACAD - Academic Standards

Strand: 1 - Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
AR.5.9.1.5.B.4.5							█	█							1 / 2
AR.5.9.1.5.B.4.6						█	█								2 / 2
AR.5.9.1.5.B.4.7						█	█								2 / 9
AR.5.9.1.5.B.4.8						█	█								1 / 7
AR.5.9.1.5.C						█	█								2 / 48
AR.5.9.1.5.D						█	█								2 / 6
AR.5.9.1.5.E						█	█								2 / 6
AR.5.9.1.5.F						█	█								2 / 4
AR.5.9.1.5.G						█	█								2 / 6
AR.5.9.1.5.H.1						█	█								2 / 8
AR.5.9.1.5.H.2						█	█								2 / 5
AR.5.9.1.5.H.3						█	█								2 / 6
AR.5.9.1.5.H.4						█	█								2 / 5
AR.5.9.1.5.H.5						█	█								1 / 1
AR.5.9.1.5.H.6						█	█								2 / 6
AR.5.9.1.5.I						█	█								1 / 2
AR.5.9.1.5.J.1						█	█								1 / 4
AR.5.9.1.5.J.2						█	█								2 / 11
AR.5.9.1.5.K						█	█								2 / 9
AR.8.9.1.8.A.1								█	█	█	█				2 / 51
AR.8.9.1.8.A.1.1								█	█	█	█				2 / 2
AR.8.9.1.8.A.1.2								█	█	█	█				1 / 23
AR.8.9.1.8.A.1.3								█	█	█	█				3 / 3
AR.8.9.1.8.A.1.4								█	█	█	█				1 / 32
AR.8.9.1.8.A.2								█	█	█	█				2 / 40
AR.8.9.1.8.A.2.1								█	█	█	█				1 / 2
AR.8.9.1.8.A.2.2								█	█	█	█				1 / 19
AR.8.9.1.8.A.2.3								█	█	█	█				2 / 2

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Arts and Humanities

Area: ACAD - Academic Standards

Strand: 1 - Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
AR.8.9.1.8.A.2.4										█					1 / 32
AR.8.9.1.8.B.1										█					1 / 1
AR.8.9.1.8.B.1.1								█	█	█					2 / 2
AR.8.9.1.8.B.1.2								█	█	█					1 / 33
AR.8.9.1.8.B.1.3								█	█	█					1 / 2
AR.8.9.1.8.B.1.4								█	█	█					1 / 1
AR.8.9.1.8.B.1.5								█	█	█					1 / 3
AR.8.9.1.8.B.2								█	█	█					1 / 34
AR.8.9.1.8.B.2.1								█	█	█					1 / 18
AR.8.9.1.8.B.2.2								█	█	█					1 / 35
AR.8.9.1.8.B.2.3								█	█	█					1 / 63
AR.8.9.1.8.B.2.4								█	█	█					1 / 18
AR.8.9.1.8.B.2.5								█	█	█					1 / 10
AR.8.9.1.8.B.3								█	█	█					1 / 1
AR.8.9.1.8.B.3.1								█	█	█					2 / 2
AR.8.9.1.8.B.3.2								█	█	█					3 / 3
AR.8.9.1.8.B.3.3								█	█	█					1 / 1
AR.8.9.1.8.B.3.4								█	█	█					2 / 4
AR.8.9.1.8.B.3.5								█	█	█					2 / 2
AR.8.9.1.8.B.3.6								█	█	█					1 / 1
AR.8.9.1.8.B.4								█	█	█					1 / 2
AR.8.9.1.8.B.4.1								█	█	█					1 / 11
AR.8.9.1.8.B.4.2								█	█	█					2 / 21
AR.8.9.1.8.B.4.3								█	█	█					1 / 3
AR.8.9.1.8.B.4.4								█	█	█					1 / 3
AR.8.9.1.8.B.4.5								█	█	█					1 / 2
AR.8.9.1.8.B.4.6								█	█	█					2 / 3
AR.8.9.1.8.B.4.7								█	█	█					2 / 7

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Arts and Humanities

Area: ACAD - Academic Standards

Strand: 1 - Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
AR.8.9.1.8.B.4.8										█					3 / 8
AR.8.9.1.8.C										█					2 / 42
AR.8.9.1.8.D										█					2 / 8
AR.8.9.1.8.E										█					3 / 16
AR.8.9.1.8.F										█					2 / 6
AR.8.9.1.8.G										█					2 / 7
AR.8.9.1.8.H.1										█					1 / 9
AR.8.9.1.8.H.2										█					2 / 6
AR.8.9.1.8.H.3										█					2 / 6
AR.8.9.1.8.H.4										█					2 / 5
AR.8.9.1.8.H.5										█					2 / 3
AR.8.9.1.8.H.6										█					2 / 6
AR.8.9.1.8.I										█					2 / 2
AR.8.9.1.8.J.1										█					2 / 4
AR.8.9.1.8.J.2										█					2 / 18
AR.8.9.1.8.K										█					2 / 13

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Arts and Humanities

Area: ACAD - Academic Standards

Strand: 2 - Historical and Cultural Contexts

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
AR.12.9.2.12.A											█	█	█	█	15 / 210
AR.12.9.2.12.B											█	█	█	█	10 / 148
AR.12.9.2.12.C											█	█	█	█	8 / 115
AR.12.9.2.12.D											█	█	█	█	14 / 162
AR.12.9.2.12.E											█	█	█	█	8 / 87
AR.12.9.2.12.F											█	█	█	█	10 / 205
AR.12.9.2.12.G.1											█	█	█	█	6 / 24
AR.12.9.2.12.G.2											█	█	█	█	9 / 46
AR.12.9.2.12.G.3											█	█	█	█	6 / 14

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Arts and Humanities  
 Area: ACAD - Academic Standards  
 Strand: 2 - Historical and Cultural Contexts

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
AR.12.9.2.12.G.4											█	█	█	█	6 / 17
AR.12.9.2.12.G.5											█	█	█	█	9 / 101
AR.12.9.2.12.G.6											█	█	█	█	9 / 73
AR.12.9.2.12.G.7											█	█	█	█	6 / 22
AR.12.9.2.12.H											█	█	█	█	3 / 27
AR.12.9.2.12.I											█	█	█	█	6 / 26
AR.12.9.2.12.J											█	█	█	█	9 / 37
AR.12.9.2.12.K											█	█	█	█	8 / 37
AR.12.9.2.12.L											█	█	█	█	7 / 40
AR.3.9.2.3.A				█	█										2 / 12
AR.3.9.2.3.B				█	█										2 / 15
AR.3.9.2.3.C				█	█										2 / 10
AR.3.9.2.3.D				█	█										2 / 11
AR.3.9.2.3.E				█	█										2 / 10
AR.3.9.2.3.F				█	█										2 / 7
AR.3.9.2.3.G.1				█	█										2 / 4
AR.3.9.2.3.G.2				█	█										2 / 3
AR.3.9.2.3.G.3				█	█										1 / 2
AR.3.9.2.3.G.4				█	█										2 / 3
AR.3.9.2.3.G.5				█	█										2 / 13
AR.3.9.2.3.G.6				█	█										2 / 6
AR.3.9.2.3.G.7				█	█										2 / 4
AR.3.9.2.3.H				█	█										1 / 2
AR.3.9.2.3.I				█	█										2 / 5
AR.3.9.2.3.J				█	█										2 / 9
AR.3.9.2.3.K				█	█										2 / 8
AR.3.9.2.3.L				█	█										2 / 7
AR.5.9.2.5.A						█	█								2 / 11

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Arts and Humanities

Area: ACAD - Academic Standards

Strand: 2 - Historical and Cultural Contexts

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
AR.5.9.2.5.B						█	█								2 / 14
AR.5.9.2.5.C						█	█								2 / 9
AR.5.9.2.5.D						█	█								2 / 7
AR.5.9.2.5.E						█	█								2 / 7
AR.5.9.2.5.F						█	█								2 / 5
AR.5.9.2.5.G.1						█	█								2 / 3
AR.5.9.2.5.G.2						█	█								2 / 3
AR.5.9.2.5.G.3						█	█								1 / 1
AR.5.9.2.5.G.4						█	█								2 / 3
AR.5.9.2.5.G.5						█	█								2 / 11
AR.5.9.2.5.G.6						█	█								2 / 6
AR.5.9.2.5.G.7						█	█								2 / 4
AR.5.9.2.5.H						█	█								1 / 2
AR.5.9.2.5.I						█	█								2 / 4
AR.5.9.2.5.J						█	█								2 / 8
AR.5.9.2.5.K						█	█								2 / 5
AR.5.9.2.5.L						█	█								2 / 6
AR.8.9.2.8.A								█	█	█					2 / 12
AR.8.9.2.8.B								█	█	█					2 / 16
AR.8.9.2.8.C								█	█	█					2 / 13
AR.8.9.2.8.D								█	█	█					2 / 14
AR.8.9.2.8.E								█	█	█					2 / 12
AR.8.9.2.8.F								█	█	█					2 / 13
AR.8.9.2.8.G.1								█	█	█					3 / 5
AR.8.9.2.8.G.2								█	█	█					3 / 8
AR.8.9.2.8.G.3								█	█	█					2 / 2
AR.8.9.2.8.G.4								█	█	█					2 / 4
AR.8.9.2.8.G.5								█	█	█					2 / 13

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Arts and Humanities  
 Area: ACAD - Academic Standards  
 Strand: 2 - Historical and Cultural Contexts

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
AR.8.9.2.8.G.6								█	█	█					2 / 10
AR.8.9.2.8.G.7								█	█	█					2 / 5
AR.8.9.2.8.H								█	█	█					2 / 5
AR.8.9.2.8.I								█	█	█					2 / 5
AR.8.9.2.8.J								█	█	█					2 / 10
AR.8.9.2.8.K								█	█	█					2 / 10
AR.8.9.2.8.L								█	█	█					2 / 9

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Arts and Humanities  
 Area: ACAD - Academic Standards  
 Strand: 3 - Critical Response

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
AR.12.9.3.12.A.1											█	█	█	█	11 / 95
AR.12.9.3.12.A.2											█	█	█	█	13 / 196
AR.12.9.3.12.A.3											█	█	█	█	12 / 112
AR.12.9.3.12.A.4											█	█	█	█	9 / 96
AR.12.9.3.12.A.5											█	█	█	█	10 / 142
AR.12.9.3.12.B											█	█	█	█	6 / 23
AR.12.9.3.12.C											█	█	█	█	7 / 33
AR.12.9.3.12.D											█	█	█	█	10 / 145
AR.12.9.3.12.E.1											█	█	█	█	11 / 125
AR.12.9.3.12.E.2											█	█	█	█	10 / 159
AR.12.9.3.12.E.3											█	█	█	█	8 / 110
AR.12.9.3.12.F											█	█	█	█	8 / 48
AR.12.9.3.12.G											█	█	█	█	7 / 48
AR.3.9.3.3.A.1				█	█	█									2 / 17
AR.3.9.3.3.A.2				█	█	█									2 / 22
AR.3.9.3.3.A.3				█	█	█									2 / 17
AR.3.9.3.3.A.4				█	█	█									2 / 2
AR.3.9.3.3.A.5				█	█	█									2 / 16

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Arts and Humanities  
 Area: ACAD - Academic Standards  
 Strand: 3 - Critical Response

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
AR.3.9.3.3.B				█	█										2 / 8
AR.3.9.3.3.C				█	█										1 / 6
AR.3.9.3.3.D				█	█										2 / 7
AR.3.9.3.3.E.1				█	█										2 / 3
AR.3.9.3.3.E.2				█	█										2 / 7
AR.3.9.3.3.E.3				█	█										2 / 4
AR.3.9.3.3.F				█	█										2 / 6
AR.3.9.3.3.G				█	█										2 / 4
AR.5.9.3.5.A.1						█	█								2 / 17
AR.5.9.3.5.A.2						█	█								2 / 16
AR.5.9.3.5.A.3						█	█								2 / 16
AR.5.9.3.5.A.4						█	█								2 / 3
AR.5.9.3.5.A.5						█	█								2 / 9
AR.5.9.3.5.B						█	█								1 / 6
AR.5.9.3.5.C						█	█								2 / 6
AR.5.9.3.5.D						█	█								2 / 7
AR.5.9.3.5.E.1						█	█								2 / 3
AR.5.9.3.5.E.2						█	█								2 / 12
AR.5.9.3.5.E.3						█	█								2 / 6
AR.5.9.3.5.F						█	█								2 / 6
AR.5.9.3.5.G						█	█								2 / 4
AR.8.9.3.8.A.1								█	█	█					2 / 22
AR.8.9.3.8.A.2								█	█	█					2 / 24
AR.8.9.3.8.A.3								█	█	█					2 / 21
AR.8.9.3.8.A.4								█	█	█					2 / 8
AR.8.9.3.8.A.5								█	█	█					2 / 10
AR.8.9.3.8.B								█	█	█					2 / 11
AR.8.9.3.8.C								█	█	█					2 / 9

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Arts and Humanities  
 Area: ACAD - Academic Standards  
 Strand: 3 - Critical Response

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
AR.8.9.3.8.D								█	█	█					2 / 10
AR.8.9.3.8.E.1								█	█	█					2 / 5
AR.8.9.3.8.E.2								█	█	█					2 / 8
AR.8.9.3.8.E.3								█	█	█					2 / 7
AR.8.9.3.8.F								█	█	█					2 / 8
AR.8.9.3.8.G								█	█	█					2 / 5

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Arts and Humanities  
 Area: ACAD - Academic Standards  
 Strand: 4 - Aesthetic Response

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
AR.12.9.4.12.A											█	█	█	█	5 / 31
AR.12.9.4.12.B											█	█	█	█	8 / 25
AR.12.9.4.12.C											█	█	█	█	4 / 6
AR.12.9.4.12.D											█	█	█	█	8 / 48
AR.3.9.4.3.A				█	█										2 / 3
AR.3.9.4.3.B				█	█										2 / 7
AR.3.9.4.3.C				█	█										2 / 6
AR.3.9.4.3.D				█	█										2 / 12
AR.5.9.4.5.A							█	█							2 / 4
AR.5.9.4.5.B							█	█							2 / 9
AR.5.9.4.5.C							█	█							2 / 5
AR.5.9.4.5.D							█	█							2 / 6
AR.8.9.4.8.A								█	█	█					2 / 8
AR.8.9.4.8.B								█	█	█					2 / 6
AR.8.9.4.8.C								█	█	█					2 / 7
AR.8.9.4.8.D								█	█	█					2 / 10

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Career Education and Work  
 Area: CEWS - Career Education and Work Standards  
 Strand: 1 - Career Awareness and Preparation

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
WORK.11.13.1.11.A										█	█	█	█	█	45 / 149
WORK.11.13.1.11.B									█		█	█	█	█	33 / 143
WORK.11.13.1.11.C											█	█	█	█	21 / 56
WORK.11.13.1.11.D											█	█	█	█	10 / 22
WORK.11.13.1.11.E											█	█	█	█	12 / 16
WORK.11.13.1.11.F											█	█	█	█	22 / 108
WORK.11.13.1.11.G											█	█	█	█	10 / 14
WORK.11.13.1.11.H											█	█	█	█	9 / 14
WORK.3.13.1.3.A		█	█	█	█	█									4 / 9
WORK.3.13.1.3.B		█	█	█	█	█									4 / 11
WORK.3.13.1.3.C			█	█	█	█									2 / 11
WORK.3.13.1.3.D		█	█	█	█	█									5 / 17
WORK.3.13.1.3.E		█	█	█	█	█									4 / 10
WORK.3.13.1.3.F			█	█	█	█									1 / 3
WORK.3.13.1.3.G			█	█	█	█									1 / 3
WORK.3.13.1.3.H			█	█	█	█									2 / 3
WORK.5.13.1.5.A						█	█	█							4 / 12
WORK.5.13.1.5.B						█	█	█							4 / 10
WORK.5.13.1.5.C						█	█	█							1 / 1
WORK.5.13.1.5.D						█	█	█							3 / 10
WORK.5.13.1.5.E						█	█	█							3 / 10
WORK.5.13.1.5.F						█	█	█							3 / 4
WORK.5.13.1.5.G						█	█	█							2 / 3
WORK.5.13.1.5.H						█	█	█							2 / 2
WORK.8.13.1.8.A									█	█	█	█	█	█	6 / 21
WORK.8.13.1.8.B									█	█	█	█	█	█	5 / 22
WORK.8.13.1.8.C										█	█	█	█	█	3 / 3
WORK.8.13.1.8.D									█	█	█	█	█	█	5 / 5

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

**Department/Course:** Career Education and Work  
**Area:** CEWS - Career Education and Work Standards  
**Strand:** 1 - Career Awareness and Preparation

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
WORK.8.13.1.8.E								█		█					3 / 3
WORK.8.13.1.8.F								█		█					5 / 9
WORK.8.13.1.8.G								█		█					7 / 21
WORK.8.13.1.8.H										█					3 / 9

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

**Department/Course:** Career Education and Work  
**Area:** CEWS - Career Education and Work Standards  
**Strand:** 2 - Career Acquisition (Getting a Job)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
WORK.11.13.2.11.A											█		█	█	10 / 17
WORK.11.13.2.11.B											█		█	█	12 / 13
WORK.11.13.2.11.C											█		█	█	14 / 27
WORK.11.13.2.11.D											█		█	█	9 / 12
WORK.11.13.2.11.E											█		█	█	14 / 24
WORK.3.13.2.3.A			█		█										3 / 3
WORK.3.13.2.3.B			█		█										2 / 2
WORK.3.13.2.3.C					█										1 / 1
WORK.3.13.2.3.D		█			█										4 / 4
WORK.3.13.2.3.E		█			█										3 / 4
WORK.5.13.2.5.A							█	█							4 / 5
WORK.5.13.2.5.B							█	█							1 / 1
WORK.5.13.2.5.C							█	█							1 / 1
WORK.5.13.2.5.D							█	█							1 / 1
WORK.5.13.2.5.E							█	█							2 / 3
WORK.8.13.2.8.A								█					█		1 / 1
WORK.8.13.2.8.B													█	█	3 / 9
WORK.8.13.2.8.C										█			█		1 / 2
WORK.8.13.2.8.D								█		█			█	█	7 / 16
WORK.8.13.2.8.E										█			█		1 / 6

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Career Education and Work  
 Area: CEWS - Career Education and Work Standards  
 Strand: 3 - Career Retention and Advancement

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
WORK.11.13.3.11.A											█	█	█	█	18 / 30
WORK.11.13.3.11.B											█	█	█	█	20 / 24
WORK.11.13.3.11.C											█	█	█	█	14 / 17
WORK.11.13.3.11.D											█	█	█	█	7 / 28
WORK.11.13.3.11.E											█	█	█	█	3 / 3
WORK.11.13.3.11.F											█	█	█	█	20 / 36
WORK.11.13.3.11.G											█	█	█	█	6 / 8
WORK.3.13.3.3.A			█	█	█	█									2 / 4
WORK.3.13.3.3.B				█	█	█									2 / 2
WORK.3.13.3.3.C			█	█	█	█									3 / 3
WORK.3.13.3.3.D			█	█	█	█									3 / 4
WORK.3.13.3.3.E					█	█	█								2 / 3
WORK.3.13.3.3.F			█		█	█	█								2 / 7
WORK.3.13.3.3.G					█	█	█								2 / 2
WORK.5.13.3.5.A						█	█	█							1 / 1
WORK.5.13.3.5.B						█	█	█	█						2 / 2
WORK.5.13.3.5.C							█	█	█						1 / 1
WORK.5.13.3.5.D						█	█	█	█						2 / 3
WORK.5.13.3.5.E						█	█	█	█						2 / 2
WORK.5.13.3.5.F							█	█	█						1 / 1
WORK.5.13.3.5.G							█	█	█						1 / 1
WORK.8.13.3.8.A								█	█	█					1 / 1
WORK.8.13.3.8.B								█	█	█	█				2 / 2
WORK.8.13.3.8.C								█	█	█	█				2 / 2
WORK.8.13.3.8.D										█	█	█	█		1 / 4
WORK.8.13.3.8.E								█	█	█	█				1 / 1
WORK.8.13.3.8.F										█	█	█	█		1 / 2
WORK.8.13.3.8.G										█	█	█	█		1 / 3

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Career Education and Work  
 Area: CEWS - Career Education and Work Standards  
 Strand: 4 - Entrepreneurship

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
WORK.11.13.4.11.A											█	█	█	█	6 / 12
WORK.11.13.4.11.B											█	█	█	█	7 / 14
WORK.11.13.4.11.C											█	█	█	█	4 / 5
WORK.3.13.4.3.A					█	█	█								1 / 1
WORK.3.13.4.3.B			█	█	█	█	█								2 / 2
WORK.3.13.4.3.C			█	█	█	█	█								2 / 2
WORK.5.13.4.5.A							█	█	█						1 / 1
WORK.5.13.4.5.B							█	█	█						1 / 1
WORK.5.13.4.5.C							█	█	█						2 / 2
WORK.8.13.4.8.A									█	█	█	█	█		2 / 2
WORK.8.13.4.8.B									█	█	█	█	█		1 / 1
WORK.8.13.4.8.C									█	█	█	█	█		1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Civics and Government

Area: ACAD - Academic Standards

Strand: 1 - Principles and Documents of Government

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CIV.12.C.5.1.12.A											█	█	█	█	3 / 22
CIV.12.C.5.1.12.B											█	█	█	█	6 / 19
CIV.12.C.5.1.12.C											█	█	█	█	4 / 8
CIV.12.C.5.1.12.D											█	█	█	█	3 / 8
CIV.12.C.5.1.12.E											█	█	█	█	8 / 35
CIV.12.C.5.1.12.F											█	█	█	█	4 / 15
CIV.12.C.5.1.12.G											█	█	█	█	1 / 4
CIV.12.C.5.1.12.H											█	█	█	█	3 / 11
CIV.12.C.5.1.12.I											█	█	█	█	4 / 12
CIV.12.C.5.1.12.J											█	█	█	█	8 / 55
CIV.12.C.5.1.12.K											█	█	█	█	4 / 8
CIV.12.C.5.1.12.L											█	█	█	█	4 / 23
CIV.12.C.5.1.12.M											█	█	█	█	5 / 12
CIV.3.C.5.1.3.A				█	█	█	█	█	█	█	█	█	█	█	2 / 8
CIV.3.C.5.1.3.B		█	█	█	█	█	█	█	█	█	█	█	█	█	4 / 19
CIV.3.C.5.1.3.C			█	█	█	█	█	█	█	█	█	█	█	█	3 / 12
CIV.3.C.5.1.3.D					█	█	█	█	█	█	█	█	█	█	1 / 1
CIV.3.C.5.1.3.E					█	█	█	█	█	█	█	█	█	█	1 / 2
CIV.3.C.5.1.3.F					█	█	█	█	█	█	█	█	█	█	1 / 2
CIV.3.C.5.1.3.G		█		█	█	█	█	█	█	█	█	█	█	█	3 / 4
CIV.3.C.5.1.3.H					█	█	█	█	█	█	█	█	█	█	1 / 1
CIV.3.C.5.1.3.I			█	█	█	█	█	█	█	█	█	█	█	█	2 / 3
CIV.3.C.5.1.3.J		█			█	█	█	█	█	█	█	█	█	█	1 / 1
CIV.3.C.5.1.3.K		█	█	█	█	█	█	█	█	█	█	█	█	█	4 / 17
CIV.3.C.5.1.3.L				█	█	█	█	█	█	█	█	█	█	█	1 / 1
CIV.3.C.5.1.3.M		█			█	█	█	█	█	█	█	█	█	█	1 / 1
CIV.6.C.5.1.6.A						█	█	█	█	█	█	█	█	█	3 / 22
CIV.6.C.5.1.6.B						█	█	█	█	█	█	█	█	█	2 / 20

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Civics and Government

Area: ACAD - Academic Standards

Strand: 1 - Principles and Documents of Government

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
CIV.6.C.5.1.6.C						█	█	█		█					4 / 31
CIV.6.C.5.1.6.D						█	█	█							2 / 9
CIV.6.C.5.1.6.E						█	█	█		█					3 / 15
CIV.6.C.5.1.6.F						█		█							1 / 6
CIV.6.C.5.1.6.G							█	█							1 / 1
CIV.6.C.5.1.6.H						█		█		█					2 / 8
CIV.6.C.5.1.6.I								█		█					2 / 3
CIV.6.C.5.1.6.J							█	█							1 / 6
CIV.6.C.5.1.6.K						█		█							1 / 2
CIV.6.C.5.1.6.L						█		█		█					2 / 6
CIV.6.C.5.1.6.M							█	█							1 / 2
CIV.9.C.5.1.9.A									█	█	█	█	█	█	3 / 11
CIV.9.C.5.1.9.B									█	█	█	█	█	█	7 / 19
CIV.9.C.5.1.9.C									█	█	█	█	█	█	3 / 23
CIV.9.C.5.1.9.D									█	█	█	█	█	█	2 / 7
CIV.9.C.5.1.9.E									█	█	█	█	█	█	9 / 45
CIV.9.C.5.1.9.F									█	█	█	█	█	█	1 / 1
CIV.9.C.5.1.9.G									█	█	█	█	█	█	1 / 1
CIV.9.C.5.1.9.H									█	█	█	█	█	█	1 / 7
CIV.9.C.5.1.9.I									█	█	█	█	█	█	2 / 11
CIV.9.C.5.1.9.J									█	█	█	█	█	█	7 / 53
CIV.9.C.5.1.9.K									█	█	█	█	█	█	4 / 5
CIV.9.C.5.1.9.L									█	█	█	█	█	█	2 / 3
CIV.9.C.5.1.9.M									█	█	█	█	█	█	4 / 6

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Civics and Government

Area: ACAD - Academic Standards

Strand: 2 - Rights and Responsibilities of Citizenship

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
CIV.12.C.5.2.12.A											█	█	█	█	3 / 17

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Civics and Government

Area: ACAD - Academic Standards

Strand: 2 - Rights and Responsibilities of Citizenship

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CIV.12.C.5.2.12.B											█	█	█	█	1 / 13
CIV.12.C.5.2.12.C											█	█	█	█	6 / 69
CIV.12.C.5.2.12.D											█	█	█	█	3 / 16
CIV.12.C.5.2.12.E											█	█	█	█	3 / 6
CIV.12.C.5.2.12.F											█	█	█	█	6 / 46
CIV.12.C.5.2.12.G											█	█	█	█	2 / 4
CIV.3.C.5.2.3.A			█	█	█	█									2 / 6
CIV.3.C.5.2.3.B			█	█	█	█									2 / 11
CIV.3.C.5.2.3.C				█	█	█									1 / 1
CIV.3.C.5.2.3.D			█	█	█	█									2 / 11
CIV.3.C.5.2.3.E				█	█	█									1 / 8
CIV.3.C.5.2.3.F			█		█	█									1 / 10
CIV.3.C.5.2.3.G				█	█	█									1 / 6
CIV.6.C.5.2.6.A							█	█	█						2 / 6
CIV.6.C.5.2.6.B							█	█	█						1 / 6
CIV.6.C.5.2.6.C								█	█						1 / 1
CIV.6.C.5.2.6.D							█	█	█						1 / 1
CIV.6.C.5.2.6.E							█	█	█						1 / 6
CIV.6.C.5.2.6.F						█		█	█						2 / 2
CIV.6.C.5.2.6.G							█	█	█						1 / 1
CIV.9.C.5.2.9.A										█	█	█	█	█	3 / 3
CIV.9.C.5.2.9.B										█	█	█	█	█	5 / 19
CIV.9.C.5.2.9.C										█	█	█	█	█	7 / 70
CIV.9.C.5.2.9.D										█	█	█	█	█	2 / 7
CIV.9.C.5.2.9.E										█	█	█	█	█	1 / 2
CIV.9.C.5.2.9.F										█	█	█	█	█	1 / 1
CIV.9.C.5.2.9.G										█	█	█	█	█	1 / 2

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Civics and Government  
 Area: ACAD - Academic Standards  
 Strand: 3 - How Government Works

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CIV.12.C.5.3.12.A											█	█	█	█	4 / 45
CIV.12.C.5.3.12.B											█	█	█	█	7 / 37
CIV.12.C.5.3.12.C											█	█	█	█	1 / 14
CIV.12.C.5.3.12.D											█	█	█	█	2 / 11
CIV.12.C.5.3.12.E											█	█	█	█	6 / 24
CIV.12.C.5.3.12.F											█	█	█	█	3 / 20
CIV.12.C.5.3.12.G											█	█	█	█	6 / 26
CIV.12.C.5.3.12.H											█	█	█	█	6 / 12
CIV.12.C.5.3.12.I											█	█	█	█	1 / 4
CIV.12.C.5.3.12.J											█	█	█	█	6 / 42
CIV.12.C.5.3.12.K											█	█	█	█	5 / 15
CIV.3.C.5.3.3.A			█	█	█	█									3 / 5
CIV.3.C.5.3.3.B				█	█	█									2 / 3
CIV.3.C.5.3.3.C		█	█	█	█	█									2 / 13
CIV.3.C.5.3.3.D			█	█	█	█									3 / 8
CIV.3.C.5.3.3.E		█	█	█	█	█									4 / 12
CIV.3.C.5.3.3.F			█	█	█	█									3 / 9
CIV.3.C.5.3.3.G			█	█	█	█									2 / 6
CIV.3.C.5.3.3.H				█	█	█									1 / 5
CIV.3.C.5.3.3.I				█	█	█									2 / 2
CIV.3.C.5.3.3.J			█	█	█	█									1 / 1
CIV.3.C.5.3.3.K				█	█	█									2 / 3
CIV.6.C.5.3.6.A						█	█								1 / 1
CIV.6.C.5.3.6.B						█	█				█	█			1 / 5
CIV.6.C.5.3.6.C						█	█				█	█			1 / 1
CIV.6.C.5.3.6.D						█	█				█	█			1 / 1
CIV.6.C.5.3.6.E						█	█				█	█			1 / 1
CIV.6.C.5.3.6.F						█	█				█	█			1 / 4

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Civics and Government  
 Area: ACAD - Academic Standards  
 Strand: 3 - How Government Works

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CIV.6.C.5.3.6.G						█	█	█		█					3 / 7
CIV.6.C.5.3.6.H						█		█							1 / 2
CIV.6.C.5.3.6.I						█	█	█							2 / 4
CIV.6.C.5.3.6.J						█		█							1 / 1
CIV.6.C.5.3.6.K						█	█	█							2 / 5
CIV.9.C.5.3.9.A									█	█	█	█	█	█	4 / 19
CIV.9.C.5.3.9.B										█	█	█	█	█	2 / 14
CIV.9.C.5.3.9.C										█	█	█	█	█	2 / 3
CIV.9.C.5.3.9.D									█	█	█	█	█	█	1 / 1
CIV.9.C.5.3.9.E										█	█	█	█	█	2 / 11
CIV.9.C.5.3.9.F										█	█	█	█	█	4 / 11
CIV.9.C.5.3.9.G										█	█	█	█	█	3 / 12
CIV.9.C.5.3.9.H										█	█	█	█	█	2 / 3
CIV.9.C.5.3.9.I									█	█	█	█	█	█	2 / 5
CIV.9.C.5.3.9.J										█	█	█	█	█	4 / 11
CIV.9.C.5.3.9.K									█	█	█	█	█	█	3 / 15

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Civics and Government  
 Area: ACAD - Academic Standards  
 Strand: 4 - How International Relationships Function

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CIV.12.C.5.4.12.A											█	█	█	█	7 / 100
CIV.12.C.5.4.12.B											█	█	█	█	5 / 77
CIV.12.C.5.4.12.C											█	█	█	█	6 / 92
CIV.12.C.5.4.12.D											█	█	█	█	4 / 21
CIV.12.C.5.4.12.E											█	█	█	█	5 / 19
CIV.3.C.5.4.3.A				█	█	█									2 / 3
CIV.3.C.5.4.3.B				█	█	█									1 / 1
CIV.3.C.5.4.3.C				█	█	█									2 / 2
CIV.3.C.5.4.3.D				█	█	█									1 / 1






















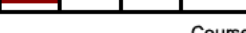
**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Civics and Government

Area: ACAD - Academic Standards

Strand: 4 - How International Relationships Function

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CIV.3.C.5.4.3.E					 										1 / 1
CIV.6.C.5.4.6.A								 							1 / 1
CIV.6.C.5.4.6.B								 							1 / 1
CIV.6.C.5.4.6.C															1 / 3
CIV.6.C.5.4.6.D															1 / 1
CIV.6.C.5.4.6.E															1 / 2
CIV.9.C.5.4.9.A															3 / 64
CIV.9.C.5.4.9.B															5 / 84
CIV.9.C.5.4.9.C															7 / 84
CIV.9.C.5.4.9.D															1 / 1
CIV.9.C.5.4.9.E															5 / 14

**Key:**  - Coverage based on Standard Definition  Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Economics  
 Area: ACAD - Academic Standards  
 Strand: 1 - Economic Systems

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECO.12.E.6.1.12.A											█	█	█	█	4 / 14
ECO.12.E.6.1.12.B											█	█	█	█	5 / 19
ECO.12.E.6.1.12.C											█	█	█	█	5 / 14
ECO.12.E.6.1.12.D											█	█	█	█	3 / 15
ECO.3.E.6.1.3.A		█			█	█									4 / 5
ECO.3.E.6.1.3.B			█		█	█									3 / 5
ECO.3.E.6.1.3.C		█		█	█	█									3 / 8
ECO.3.E.6.1.3.D					█	█									1 / 1
ECO.6.E.6.1.6.A							█	█	█	█					2 / 6
ECO.6.E.6.1.6.B								█	█	█					2 / 12
ECO.6.E.6.1.6.C						█	█	█	█	█					3 / 7
ECO.6.E.6.1.6.D						█		█	█	█					1 / 1
ECO.9.E.6.1.9.A									█	█	█	█	█	█	4 / 16
ECO.9.E.6.1.9.B											█	█	█	█	2 / 8
ECO.9.E.6.1.9.C									█	█	█	█	█	█	5 / 16
ECO.9.E.6.1.9.D									█	█	█	█	█	█	7 / 23

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Economics  
 Area: ACAD - Academic Standards  
 Strand: 2 - Markets and the Functions of Governments

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECO.12.E.6.2.12.A											█	█	█	█	3 / 18
ECO.12.E.6.2.12.B											█	█	█	█	1 / 3
ECO.12.E.6.2.12.C											█	█	█	█	1 / 21
ECO.12.E.6.2.12.D											█	█	█	█	8 / 12
ECO.12.E.6.2.12.E											█	█	█	█	2 / 18
ECO.12.E.6.2.12.F											█	█	█	█	7 / 23
ECO.12.E.6.2.12.G											█	█	█	█	4 / 13
ECO.12.E.6.2.12.H											█	█	█	█	3 / 30
ECO.12.E.6.2.12.I											█	█	█	█	6 / 28

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Economics

Area: ACAD - Academic Standards

Strand: 2 - Markets and the Functions of Governments

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECO.12.E.6.2.12.J											█	█	█	█	2 / 17
ECO.12.E.6.2.12.K											█	█	█	█	6 / 11
ECO.12.E.6.2.12.L											█	█	█	█	1 / 7
ECO.3.E.6.2.3.A			█	█	█	█									3 / 11
ECO.3.E.6.2.3.B					█	█									1 / 1
ECO.3.E.6.2.3.C				█	█	█									2 / 3
ECO.3.E.6.2.3.D			█	█	█	█									2 / 2
ECO.3.E.6.2.3.E			█	█	█	█									3 / 6
ECO.3.E.6.2.3.F		█	█	█	█	█									4 / 7
ECO.3.E.6.2.3.G				█	█	█									2 / 3
ECO.3.E.6.2.3.H				█	█	█									2 / 3
ECO.3.E.6.2.3.I			█	█	█	█									3 / 6
ECO.3.E.6.2.3.J				█	█	█									2 / 3
ECO.3.E.6.2.3.K			█	█	█	█									1 / 1
ECO.3.E.6.2.3.L				█	█	█									2 / 3
ECO.6.E.6.2.6.A						█	█	█	█						2 / 8
ECO.6.E.6.2.6.B							█	█	█						1 / 5
ECO.6.E.6.2.6.C						█	█	█	█	█					2 / 6
ECO.6.E.6.2.6.D							█	█	█	█					1 / 1
ECO.6.E.6.2.6.E							█	█	█	█					2 / 2
ECO.6.E.6.2.6.F							█	█	█	█					1 / 1
ECO.6.E.6.2.6.G							█	█	█	█					1 / 6
ECO.6.E.6.2.6.H							█	█	█	█					1 / 2
ECO.6.E.6.2.6.I							█	█	█	█					1 / 1
ECO.6.E.6.2.6.J							█	█	█	█					1 / 6
ECO.6.E.6.2.6.K							█	█	█	█					1 / 1
ECO.6.E.6.2.6.L							█	█	█	█					1 / 2
ECO.9.E.6.2.9.A										█	█	█	█	█	3 / 18

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Economics

Area: ACAD - Academic Standards

Strand: 2 - Markets and the Functions of Governments

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECO.9.E.6.2.9.B											█	█	█	█	3 / 11
ECO.9.E.6.2.9.C									█	█	█	█	█	█	4 / 8
ECO.9.E.6.2.9.D									█	█	█	█	█	█	4 / 13
ECO.9.E.6.2.9.E									█	█	█	█	█	█	4 / 13
ECO.9.E.6.2.9.F									█	█	█	█	█	█	2 / 6
ECO.9.E.6.2.9.G											█	█	█	█	2 / 10
ECO.9.E.6.2.9.H									█	█	█	█	█	█	8 / 28
ECO.9.E.6.2.9.I									█	█	█	█	█	█	4 / 14
ECO.9.E.6.2.9.J									█	█	█	█	█	█	6 / 22
ECO.9.E.6.2.9.K										█	█	█	█	█	2 / 4
ECO.9.E.6.2.9.L											█	█	█	█	2 / 7

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Economics

Area: ACAD - Academic Standards

Strand: 3 - Scarcity and Choice

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECO.12.E.6.3.12.A											█	█	█	█	3 / 7
ECO.12.E.6.3.12.B											█	█	█	█	3 / 31
ECO.12.E.6.3.12.C											█	█	█	█	2 / 4
ECO.12.E.6.3.12.D											█	█	█	█	1 / 4
ECO.12.E.6.3.12.E											█	█	█	█	2 / 19
ECO.12.E.6.3.12.F											█	█	█	█	2 / 2
ECO.3.E.6.3.3.A					█	█									1 / 1
ECO.3.E.6.3.3.B		█	█	█	█	█									4 / 6
ECO.3.E.6.3.3.C		█	█	█	█	█									4 / 8
ECO.3.E.6.3.3.D		█	█	█	█	█									3 / 4
ECO.3.E.6.3.3.E		█	█	█	█	█									4 / 4
ECO.3.E.6.3.3.F		█	█	█	█	█									4 / 4
ECO.6.E.6.3.6.A							█	█	█						1 / 1
ECO.6.E.6.3.6.B							█	█	█	█					2 / 8

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Economics  
 Area: ACAD - Academic Standards  
 Strand: 3 - Scarcity and Choice

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECO.6.E.6.3.6.C								█	█						3 / 7
ECO.6.E.6.3.6.D						█		█	█						2 / 2
ECO.6.E.6.3.6.E							█	█							1 / 3
ECO.6.E.6.3.6.F								█	█						1 / 1
ECO.9.E.6.3.9.A											█	█	█	█	1 / 3
ECO.9.E.6.3.9.B									█		█	█	█	█	2 / 4
ECO.9.E.6.3.9.C									█		█	█	█	█	2 / 14
ECO.9.E.6.3.9.D										█	█	█	█	█	2 / 2
ECO.9.E.6.3.9.E										█	█	█	█	█	2 / 5
ECO.9.E.6.3.9.F										█	█	█	█	█	6 / 9

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Economics  
 Area: ACAD - Academic Standards  
 Strand: 4 - Economic Interdependence

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECO.12.E.6.4.12.A											█	█	█	█	3 / 7
ECO.12.E.6.4.12.B											█	█	█	█	4 / 11
ECO.12.E.6.4.12.C											█	█	█	█	1 / 7
ECO.12.E.6.4.12.D											█	█	█	█	5 / 7
ECO.12.E.6.4.12.E											█	█	█	█	6 / 16
ECO.12.E.6.4.12.F											█	█	█	█	2 / 9
ECO.12.E.6.4.12.G											█	█	█	█	2 / 5
ECO.3.E.6.4.3.A					█	█									1 / 1
ECO.3.E.6.4.3.B			█	█	█	█									3 / 7
ECO.3.E.6.4.3.C			█	█	█	█									3 / 4
ECO.3.E.6.4.3.D		█	█	█	█	█									4 / 7
ECO.3.E.6.4.3.E			█	█	█	█									2 / 2
ECO.3.E.6.4.3.F			█	█	█	█									2 / 3
ECO.3.E.6.4.3.G					█	█									1 / 1
ECO.6.E.6.4.6.A								█	█						1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Economics  
 Area: ACAD - Academic Standards  
 Strand: 4 - Economic Interdependence

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECO.6.E.6.4.6.B							█	█	█						3 / 9
ECO.6.E.6.4.6.C						█		█							1 / 1
ECO.6.E.6.4.6.D								█	█						1 / 3
ECO.6.E.6.4.6.E						█	█	█							2 / 7
ECO.6.E.6.4.6.F						█		█							1 / 3
ECO.6.E.6.4.6.G							█	█	█						2 / 3
ECO.9.E.6.4.9.A									█	█	█	█	█	█	2 / 6
ECO.9.E.6.4.9.B									█	█	█	█	█	█	5 / 15
ECO.9.E.6.4.9.C									█	█	█	█	█	█	4 / 13
ECO.9.E.6.4.9.D									█	█	█	█	█	█	6 / 8
ECO.9.E.6.4.9.E										█	█	█	█	█	2 / 5
ECO.9.E.6.4.9.F										█	█	█	█	█	2 / 2
ECO.9.E.6.4.9.G										█	█	█	█	█	2 / 4

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Economics  
 Area: ACAD - Academic Standards  
 Strand: 5 - Work and Earnings

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECO.12.E.6.5.12.A											█	█	█	█	5 / 16
ECO.12.E.6.5.12.B											█	█	█	█	5 / 12
ECO.12.E.6.5.12.C											█	█	█	█	1 / 1
ECO.12.E.6.5.12.D											█	█	█	█	1 / 3
ECO.12.E.6.5.12.E											█	█	█	█	2 / 11
ECO.12.E.6.5.12.F											█	█	█	█	2 / 6
ECO.12.E.6.5.12.G											█	█	█	█	4 / 14
ECO.12.E.6.5.12.H											█	█	█	█	2 / 15
ECO.3.E.6.5.3.A		█	█	█	█	█									4 / 13
ECO.3.E.6.5.3.B		█		█	█	█									3 / 7
ECO.3.E.6.5.3.C			█	█	█	█									3 / 8
ECO.3.E.6.5.3.D					█	█									1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Economics  
 Area: ACAD - Academic Standards  
 Strand: 5 - Work and Earnings

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECO.3.E.6.5.3.E				█	█	█									1 / 1
ECO.3.E.6.5.3.F					█	█									1 / 1
ECO.3.E.6.5.3.G		█	█	█	█	█									3 / 6
ECO.3.E.6.5.3.H			█		█	█									2 / 3
ECO.6.E.6.5.6.A						█	█	█	█						2 / 6
ECO.6.E.6.5.6.B							█	█	█						2 / 2
ECO.6.E.6.5.6.C							█	█	█						1 / 2
ECO.6.E.6.5.6.D								█	█						1 / 1
ECO.6.E.6.5.6.E							█	█	█						2 / 2
ECO.6.E.6.5.6.F							█	█	█						1 / 1
ECO.6.E.6.5.6.G							█	█	█	█					3 / 4
ECO.6.E.6.5.6.H							█	█	█						2 / 3
ECO.9.E.6.5.9.A									█		█	█	█	█	3 / 13
ECO.9.E.6.5.9.B											█	█	█	█	1 / 3
ECO.9.E.6.5.9.C										█	█	█	█	█	2 / 4
ECO.9.E.6.5.9.D										█	█	█	█	█	3 / 3
ECO.9.E.6.5.9.E										█	█	█	█	█	2 / 8
ECO.9.E.6.5.9.F										█	█	█	█	█	3 / 7
ECO.9.E.6.5.9.G										█	█	█	█	█	2 / 6
ECO.9.E.6.5.9.H										█	█	█	█	█	3 / 10

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 1 - Foundational Skills

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.1.1.B			█												2 / 40
CC.1.1.1.C			█												2 / 28
CC.1.1.1.D			█												1 / 24
CC.1.1.1.E			█												1 / 23
CC.1.1.2.D				█											1 / 2
CC.1.1.2.E				█											2 / 8
CC.1.1.3.D					█										1 / 3
CC.1.1.3.E					█										1 / 1
CC.1.1.4.D						█									1 / 13
CC.1.1.4.E						█									1 / 3
CC.1.1.5.D							█								1 / 2
CC.1.1.5.E							█								1 / 1
CC.1.1.K.A		█													1 / 1
CC.1.1.K.B		█													1 / 9
CC.1.1.K.C		█													1 / 6
CC.1.1.K.D		█													1 / 14
CC.1.1.K.E		█													1 / 1
CC.1.1.PK.A	█														0 / 0
CC.1.1.PK.B	█														0 / 0
CC.1.1.PK.C	█														0 / 0
CC.1.1.PK.D	█														0 / 0

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 2 - Reading Informational Text

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.2.1.A			█												3 / 19
CC.1.2.1.B			█												2 / 15
CC.1.2.1.C			█												2 / 14
CC.1.2.1.E			█												1 / 3

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 2 - Reading Informational Text

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
CC.1.2.1.F															1 / 2
CC.1.2.1.G															2 / 13
CC.1.2.1.H															1 / 3
CC.1.2.1.I															1 / 10
CC.1.2.1.J															2 / 24
CC.1.2.1.K															2 / 17
CC.1.2.1.L															1 / 7
CC.1.2.11-12.A															11 / 64
CC.1.2.11-12.B															11 / 71
CC.1.2.11-12.C															10 / 49
CC.1.2.11-12.D															9 / 83
CC.1.2.11-12.E															9 / 36
CC.1.2.11-12.F															9 / 58
CC.1.2.11-12.G															8 / 23
CC.1.2.11-12.H															6 / 13
CC.1.2.11-12.I															8 / 65
CC.1.2.11-12.J															12 / 109
CC.1.2.11-12.K															10 / 59
CC.1.2.11-12.L															15 / 166
CC.1.2.2.A															1 / 6
CC.1.2.2.B															1 / 3
CC.1.2.2.C															1 / 4
CC.1.2.2.E															1 / 4
CC.1.2.2.F															2 / 16
CC.1.2.2.G															1 / 1
CC.1.2.2.H															1 / 1
CC.1.2.2.I															1 / 2
CC.1.2.2.J															1 / 13

**Key:** - Coverage based on Standard Definition Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 2 - Reading Informational Text

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.2.2.K				█											2 / 19
CC.1.2.2.L				█											1 / 20
CC.1.2.3.A				█	█										2 / 4
CC.1.2.3.B				█	█										1 / 3
CC.1.2.3.C				█	█										1 / 1
CC.1.2.3.D				█	█										1 / 1
CC.1.2.3.E				█	█										1 / 2
CC.1.2.3.F				█	█										1 / 1
CC.1.2.3.G				█	█										1 / 1
CC.1.2.3.H				█	█										1 / 1
CC.1.2.3.I				█	█										1 / 1
CC.1.2.3.J				█	█										1 / 1
CC.1.2.3.K				█	█										1 / 1
CC.1.2.3.L				█	█										1 / 1
CC.1.2.4.A					█	█									1 / 4
CC.1.2.4.B					█	█									2 / 5
CC.1.2.4.C					█	█									1 / 5
CC.1.2.4.D					█	█									1 / 7
CC.1.2.4.E					█	█									1 / 12
CC.1.2.4.F					█	█									1 / 4
CC.1.2.4.G					█	█									1 / 10
CC.1.2.4.H					█	█									1 / 12
CC.1.2.4.I					█	█									1 / 2
CC.1.2.4.J					█	█									1 / 11
CC.1.2.4.K					█	█									1 / 2
CC.1.2.4.L					█	█									2 / 11
CC.1.2.5.A							█	█							1 / 9
CC.1.2.5.B							█	█							1 / 2

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 2 - Reading Informational Text

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
CC.1.2.5.C															1 / 2
CC.1.2.5.D															1 / 5
CC.1.2.5.E															1 / 13
CC.1.2.5.F															1 / 15
CC.1.2.5.G															1 / 4
CC.1.2.5.H															1 / 4
CC.1.2.5.I															1 / 3
CC.1.2.5.J															1 / 10
CC.1.2.5.K															1 / 8
CC.1.2.5.L															1 / 10
CC.1.2.6.A															1 / 4
CC.1.2.6.B															1 / 8
CC.1.2.6.C															1 / 4
CC.1.2.6.D															1 / 10
CC.1.2.6.E															1 / 6
CC.1.2.6.F															1 / 22
CC.1.2.6.G															1 / 2
CC.1.2.6.H															1 / 5
CC.1.2.6.I															1 / 6
CC.1.2.6.J															1 / 57
CC.1.2.6.K															1 / 9
CC.1.2.6.L															1 / 5
CC.1.2.7.A															1 / 6
CC.1.2.7.B															1 / 4
CC.1.2.7.C															1 / 2
CC.1.2.7.D															1 / 3
CC.1.2.7.E															1 / 5
CC.1.2.7.F															1 / 15

**Key:** - Coverage based on Standard Definition Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 2 - Reading Informational Text

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
CC.1.2.7.G									█						1 / 1
CC.1.2.7.H									█						1 / 3
CC.1.2.7.I									█						1 / 5
CC.1.2.7.J									█						1 / 16
CC.1.2.7.K									█						1 / 7
CC.1.2.7.L									█						1 / 8
CC.1.2.8.A										█					1 / 5
CC.1.2.8.B										█					1 / 3
CC.1.2.8.C										█					1 / 4
CC.1.2.8.D										█					1 / 3
CC.1.2.8.E										█					1 / 3
CC.1.2.8.F										█					1 / 5
CC.1.2.8.G										█					1 / 1
CC.1.2.8.H										█					1 / 6
CC.1.2.8.I										█					1 / 4
CC.1.2.8.J										█					1 / 15
CC.1.2.8.K										█					1 / 10
CC.1.2.8.L										█					1 / 7
CC.1.2.9-10.A											█	█	█	█	14 / 116
CC.1.2.9-10.B											█	█	█	█	13 / 79
CC.1.2.9-10.C											█	█	█	█	13 / 82
CC.1.2.9-10.D											█	█	█	█	13 / 54
CC.1.2.9-10.E											█	█	█	█	14 / 56
CC.1.2.9-10.F											█	█	█	█	11 / 41
CC.1.2.9-10.G											█	█	█	█	11 / 37
CC.1.2.9-10.H											█	█	█	█	13 / 43
CC.1.2.9-10.I											█	█	█	█	6 / 14
CC.1.2.9-10.J											█	█	█	█	23 / 228

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 2 - Reading Informational Text

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.2.9-10.K											█	█	█	█	21 / 166
CC.1.2.9-10.L											█	█	█	█	22 / 509
CC.1.2.K.A		█													1 / 3
CC.1.2.K.B		█													1 / 2
CC.1.2.K.C		█													1 / 3
CC.1.2.K.E		█													1 / 3
CC.1.2.K.F		█													1 / 1
CC.1.2.K.G		█													1 / 1
CC.1.2.K.H		█													1 / 1
CC.1.2.K.I		█													1 / 1
CC.1.2.K.J		█													1 / 5
CC.1.2.K.K		█													1 / 2
CC.1.2.K.L		█													1 / 2
CC.1.2.PK.A	█														0 / 0
CC.1.2.PK.B	█														0 / 0
CC.1.2.PK.C	█														0 / 0
CC.1.2.PK.E	█														0 / 0
CC.1.2.PK.F	█														0 / 0
CC.1.2.PK.G	█														0 / 0
CC.1.2.PK.I	█														0 / 0
CC.1.2.PK.J	█														0 / 0
CC.1.2.PK.K	█														0 / 0
CC.1.2.PK.L	█														0 / 0

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 3 - Reading Literature

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.3.1.A			█												3 / 21
CC.1.3.1.B			█												2 / 18

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 3 - Reading Literature

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
CC.1.3.1.C															3 / 21
CC.1.3.1.D															1 / 1
CC.1.3.1.E															1 / 10
CC.1.3.1.F															1 / 2
CC.1.3.1.G															2 / 22
CC.1.3.1.H															1 / 6
CC.1.3.1.I															2 / 2
CC.1.3.1.J															1 / 5
CC.1.3.1.K															1 / 18
CC.1.3.11-12.A															9 / 87
CC.1.3.11-12.B															9 / 91
CC.1.3.11-12.C															11 / 111
CC.1.3.11-12.D															10 / 88
CC.1.3.11-12.E															10 / 83
CC.1.3.11-12.F															10 / 103
CC.1.3.11-12.G															5 / 13
CC.1.3.11-12.H															9 / 94
CC.1.3.11-12.I															10 / 56
CC.1.3.11-12.J															10 / 70
CC.1.3.11-12.K															11 / 92
CC.1.3.2.A															1 / 2
CC.1.3.2.B															1 / 7
CC.1.3.2.C															1 / 3
CC.1.3.2.D															1 / 2
CC.1.3.2.E															1 / 3
CC.1.3.2.F															1 / 1
CC.1.3.2.G															1 / 3
CC.1.3.2.H															1 / 1

**Key:** - Coverage based on Standard Definition Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 3 - Reading Literature

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
CC.1.3.2.I				█											1 / 3
CC.1.3.2.J				█											1 / 12
CC.1.3.2.K				█											1 / 27
CC.1.3.3.A					█										1 / 1
CC.1.3.3.B					█										1 / 3
CC.1.3.3.C					█										1 / 2
CC.1.3.3.D					█										1 / 2
CC.1.3.3.E					█										1 / 1
CC.1.3.3.F					█										1 / 1
CC.1.3.3.G					█										1 / 1
CC.1.3.3.H					█										1 / 1
CC.1.3.3.I					█										1 / 1
CC.1.3.3.J					█										1 / 1
CC.1.3.3.K					█										1 / 1
CC.1.3.4.A						█									1 / 10
CC.1.3.4.B						█									1 / 8
CC.1.3.4.C						█									1 / 13
CC.1.3.4.D						█									1 / 8
CC.1.3.4.E						█									1 / 5
CC.1.3.4.F						█									1 / 2
CC.1.3.4.G						█									1 / 3
CC.1.3.4.H						█									1 / 7
CC.1.3.4.I						█									1 / 2
CC.1.3.4.J						█									1 / 7
CC.1.3.4.K						█									2 / 10
CC.1.3.5.A							█								1 / 10
CC.1.3.5.B							█								1 / 3
CC.1.3.5.C							█								1 / 3

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 3 - Reading Literature

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
CC.1.3.5.D							█								1 / 2
CC.1.3.5.E							█								1 / 6
CC.1.3.5.F							█								1 / 6
CC.1.3.5.G							█								1 / 3
CC.1.3.5.H							█								1 / 1
CC.1.3.5.I							█								1 / 3
CC.1.3.5.J							█								1 / 1
CC.1.3.5.K							█								1 / 4
CC.1.3.6.A								█							1 / 12
CC.1.3.6.B								█							1 / 6
CC.1.3.6.C								█							1 / 9
CC.1.3.6.D								█							1 / 6
CC.1.3.6.E								█							1 / 5
CC.1.3.6.F								█							1 / 27
CC.1.3.6.G								█							1 / 3
CC.1.3.6.H								█							1 / 9
CC.1.3.6.I								█							1 / 4
CC.1.3.6.J								█							2 / 44
CC.1.3.6.K								█							1 / 6
CC.1.3.7.A									█						1 / 2
CC.1.3.7.B									█						1 / 3
CC.1.3.7.C									█						1 / 1
CC.1.3.7.D									█						1 / 2
CC.1.3.7.E									█						1 / 4
CC.1.3.7.F									█						1 / 11
CC.1.3.7.G									█						1 / 1
CC.1.3.7.H									█						1 / 1
CC.1.3.7.I									█						1 / 6

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 3 - Reading Literature

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
CC.1.3.7.J									█						1 / 9
CC.1.3.7.K									█						1 / 8
CC.1.3.8.A									█	█					1 / 11
CC.1.3.8.B									█	█					1 / 8
CC.1.3.8.C									█	█					1 / 8
CC.1.3.8.D									█	█					1 / 12
CC.1.3.8.E									█	█					1 / 4
CC.1.3.8.F									█	█					1 / 13
CC.1.3.8.G									█	█					1 / 1
CC.1.3.8.H									█	█					1 / 2
CC.1.3.8.I									█	█					1 / 7
CC.1.3.8.J									█	█					1 / 22
CC.1.3.8.K									█	█					1 / 20
CC.1.3.9-10.A											█	█	█	█	13 / 118
CC.1.3.9-10.B											█	█	█	█	13 / 109
CC.1.3.9-10.C											█	█	█	█	14 / 87
CC.1.3.9-10.D											█	█	█	█	12 / 51
CC.1.3.9-10.E											█	█	█	█	14 / 87
CC.1.3.9-10.F											█	█	█	█	13 / 72
CC.1.3.9-10.G											█	█	█	█	11 / 40
CC.1.3.9-10.H											█	█	█	█	11 / 65
CC.1.3.9-10.I											█	█	█	█	15 / 82
CC.1.3.9-10.J											█	█	█	█	14 / 107
CC.1.3.9-10.K											█	█	█	█	14 / 131
CC.1.3.K.A		█													1 / 1
CC.1.3.K.B		█													1 / 1
CC.1.3.K.C		█													1 / 2
CC.1.3.K.D		█													1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 3 - Reading Literature

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.3.K.E		█													1 / 3
CC.1.3.K.F		█													1 / 2
CC.1.3.K.G		█													1 / 2
CC.1.3.K.H		█													1 / 1
CC.1.3.K.I		█													2 / 3
CC.1.3.K.J		█													1 / 1
CC.1.3.K.K		█													1 / 1
CC.1.3.PK.A	█														0 / 0
CC.1.3.PK.B	█														0 / 0
CC.1.3.PK.C	█														0 / 0
CC.1.3.PK.D	█														0 / 0
CC.1.3.PK.E	█														0 / 0
CC.1.3.PK.F	█														0 / 0
CC.1.3.PK.G	█														0 / 0
CC.1.3.PK.H	█														0 / 0
CC.1.3.PK.I	█														0 / 0
CC.1.3.PK.J	█														0 / 0
CC.1.3.PK.K	█														0 / 0

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 4 - Writing

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.4.1.A			█												1 / 11
CC.1.4.1.B			█												1 / 7
CC.1.4.1.C			█												1 / 1
CC.1.4.1.D			█												1 / 1
CC.1.4.1.E			█												1 / 5
CC.1.4.1.F			█												1 / 25
CC.1.4.1.G			█												2 / 2

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 4 - Writing

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.4.1.H			█												2 / 2
CC.1.4.1.I			█												2 / 2
CC.1.4.1.J			█												1 / 1
CC.1.4.1.K			█												1 / 25
CC.1.4.1.L			█												2 / 17
CC.1.4.1.M			█												1 / 1
CC.1.4.1.N			█												1 / 1
CC.1.4.1.O			█												1 / 3
CC.1.4.1.P			█												1 / 1
CC.1.4.1.Q			█												1 / 17
CC.1.4.1.R			█												2 / 7
CC.1.4.1.T			█												1 / 4
CC.1.4.1.U			█												2 / 3
CC.1.4.1.V			█												1 / 5
CC.1.4.1.W			█												2 / 12
CC.1.4.1.X			█												1 / 7
CC.1.4.11-12.A											█	█	█	█	13 / 69
CC.1.4.11-12.B											█	█	█	█	12 / 82
CC.1.4.11-12.C											█	█	█	█	12 / 71
CC.1.4.11-12.D											█	█	█	█	11 / 67
CC.1.4.11-12.E											█	█	█	█	12 / 69
CC.1.4.11-12.F											█	█	█	█	13 / 79
CC.1.4.11-12.G											█	█	█	█	9 / 27
CC.1.4.11-12.H											█	█	█	█	8 / 26
CC.1.4.11-12.I											█	█	█	█	7 / 21
CC.1.4.11-12.J											█	█	█	█	7 / 20
CC.1.4.11-12.K											█	█	█	█	8 / 27
CC.1.4.11-12.L											█	█	█	█	10 / 32

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 4 - Writing

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.4.11-12.M											█	█	█	█	8 / 12
CC.1.4.11-12.N											█	█	█	█	8 / 10
CC.1.4.11-12.O											█	█	█	█	7 / 14
CC.1.4.11-12.P											█	█	█	█	7 / 10
CC.1.4.11-12.Q											█	█	█	█	8 / 16
CC.1.4.11-12.R											█	█	█	█	9 / 25
CC.1.4.11-12.S											█	█	█	█	12 / 75
CC.1.4.11-12.T											█	█	█	█	10 / 80
CC.1.4.11-12.U											█	█	█	█	10 / 65
CC.1.4.11-12.V											█	█	█	█	11 / 42
CC.1.4.11-12.W											█	█	█	█	9 / 47
CC.1.4.11-12.X											█	█	█	█	11 / 62
CC.1.4.2.A				█											1 / 11
CC.1.4.2.B				█											1 / 4
CC.1.4.2.C				█											1 / 5
CC.1.4.2.D				█											1 / 2
CC.1.4.2.E				█											1 / 7
CC.1.4.2.F				█											1 / 22
CC.1.4.2.G				█											1 / 4
CC.1.4.2.H				█											1 / 2
CC.1.4.2.I				█											1 / 2
CC.1.4.2.J				█											1 / 2
CC.1.4.2.K				█											1 / 1
CC.1.4.2.L				█											1 / 6
CC.1.4.2.M				█											1 / 4
CC.1.4.2.N				█											1 / 1
CC.1.4.2.O				█											1 / 2
CC.1.4.2.P				█											1 / 3

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 4 - Writing

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.4.2.Q				█											1 / 4
CC.1.4.2.R				█											1 / 16
CC.1.4.2.T				█											1 / 2
CC.1.4.2.U				█											1 / 2
CC.1.4.2.V				█											1 / 2
CC.1.4.2.W				█											1 / 1
CC.1.4.2.X				█											1 / 11
CC.1.4.3.A					█										1 / 2
CC.1.4.3.B					█										1 / 1
CC.1.4.3.C					█										1 / 1
CC.1.4.3.D					█										1 / 3
CC.1.4.3.E					█										1 / 1
CC.1.4.3.F					█										1 / 15
CC.1.4.3.G					█										1 / 1
CC.1.4.3.H					█										1 / 1
CC.1.4.3.I					█										1 / 1
CC.1.4.3.J					█										1 / 2
CC.1.4.3.K					█										1 / 2
CC.1.4.3.L					█										1 / 14
CC.1.4.3.M					█										1 / 3
CC.1.4.3.N					█										1 / 2
CC.1.4.3.O					█										1 / 1
CC.1.4.3.P					█										1 / 2
CC.1.4.3.Q					█										1 / 1
CC.1.4.3.R					█										1 / 15
CC.1.4.3.S					█										1 / 1
CC.1.4.3.T					█										1 / 3
CC.1.4.3.U					█										1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 4 - Writing

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.4.3.V						█									1 / 1
CC.1.4.3.W						█									1 / 1
CC.1.4.3.X						█									1 / 4
CC.1.4.4.A						█									1 / 1
CC.1.4.4.B						█									2 / 2
CC.1.4.4.C						█									1 / 1
CC.1.4.4.D						█									1 / 2
CC.1.4.4.E						█									1 / 5
CC.1.4.4.F						█									3 / 25
CC.1.4.4.G						█									1 / 1
CC.1.4.4.H						█									1 / 1
CC.1.4.4.I						█									1 / 1
CC.1.4.4.J						█									1 / 1
CC.1.4.4.K						█									1 / 5
CC.1.4.4.L						█									1 / 16
CC.1.4.4.M						█									1 / 1
CC.1.4.4.N						█									1 / 1
CC.1.4.4.O						█									1 / 1
CC.1.4.4.P						█									1 / 3
CC.1.4.4.Q						█									1 / 3
CC.1.4.4.R						█									1 / 17
CC.1.4.4.S						█									1 / 3
CC.1.4.4.T						█									1 / 1
CC.1.4.4.U						█									1 / 1
CC.1.4.4.V						█									3 / 4
CC.1.4.4.W						█									1 / 2
CC.1.4.4.X						█									1 / 1
CC.1.4.5.A							█								2 / 3

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 4 - Writing

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.4.5.B							█								2 / 5
CC.1.4.5.C							█								2 / 7
CC.1.4.5.D							█								2 / 6
CC.1.4.5.E							█								2 / 3
CC.1.4.5.F							█								2 / 16
CC.1.4.5.G							█								1 / 1
CC.1.4.5.H							█								1 / 1
CC.1.4.5.I							█								1 / 1
CC.1.4.5.J							█								1 / 1
CC.1.4.5.K							█								1 / 1
CC.1.4.5.L							█								1 / 2
CC.1.4.5.M							█								1 / 5
CC.1.4.5.N							█								1 / 1
CC.1.4.5.O							█								1 / 1
CC.1.4.5.P							█								1 / 1
CC.1.4.5.Q							█								1 / 1
CC.1.4.5.R							█								1 / 2
CC.1.4.5.S							█								1 / 3
CC.1.4.5.T							█								1 / 4
CC.1.4.5.U							█								1 / 1
CC.1.4.5.V							█								1 / 3
CC.1.4.5.W							█								1 / 1
CC.1.4.5.X							█								1 / 4
CC.1.4.6.A								█							1 / 2
CC.1.4.6.B								█							1 / 4
CC.1.4.6.C								█							1 / 2
CC.1.4.6.D								█							1 / 2
CC.1.4.6.E								█							1 / 2

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 4 - Writing

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.4.6.F								█							1 / 15
CC.1.4.6.G								█							1 / 3
CC.1.4.6.H								█							1 / 2
CC.1.4.6.I								█							1 / 4
CC.1.4.6.J								█							1 / 3
CC.1.4.6.K								█							1 / 2
CC.1.4.6.L								█							1 / 13
CC.1.4.6.M								█							1 / 3
CC.1.4.6.N								█							1 / 2
CC.1.4.6.O								█							1 / 2
CC.1.4.6.P								█							1 / 2
CC.1.4.6.Q								█							1 / 2
CC.1.4.6.R								█							1 / 9
CC.1.4.6.S								█							1 / 4
CC.1.4.6.T								█							1 / 5
CC.1.4.6.U								█							1 / 2
CC.1.4.6.V								█							1 / 2
CC.1.4.6.W								█							1 / 2
CC.1.4.6.X								█							2 / 3
CC.1.4.7.A									█						1 / 6
CC.1.4.7.B									█						1 / 6
CC.1.4.7.C									█						1 / 4
CC.1.4.7.D									█						1 / 4
CC.1.4.7.E									█						1 / 4
CC.1.4.7.F									█						1 / 10
CC.1.4.7.G									█						1 / 2
CC.1.4.7.H									█						1 / 2
CC.1.4.7.I									█						1 / 2

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 4 - Writing

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.4.7.J									█						1 / 2
CC.1.4.7.K									█						1 / 2
CC.1.4.7.L									█						1 / 8
CC.1.4.7.M									█						1 / 1
CC.1.4.7.N									█						1 / 2
CC.1.4.7.O									█						1 / 3
CC.1.4.7.P									█						1 / 2
CC.1.4.7.Q									█						1 / 2
CC.1.4.7.R									█						1 / 7
CC.1.4.7.S									█						1 / 4
CC.1.4.7.T									█						1 / 4
CC.1.4.7.U									█						1 / 1
CC.1.4.7.V									█						1 / 4
CC.1.4.7.W									█						1 / 2
CC.1.4.7.X									█						1 / 4
CC.1.4.8.A										█					1 / 3
CC.1.4.8.B										█					1 / 5
CC.1.4.8.C										█					1 / 3
CC.1.4.8.D										█					1 / 5
CC.1.4.8.E										█					1 / 3
CC.1.4.8.F										█					1 / 26
CC.1.4.8.G										█					1 / 2
CC.1.4.8.H										█					1 / 2
CC.1.4.8.I										█					1 / 2
CC.1.4.8.J										█					1 / 2
CC.1.4.8.K										█					1 / 3
CC.1.4.8.L										█					1 / 24
CC.1.4.8.M										█					1 / 2

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 4 - Writing

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
CC.1.4.8.N										█					1 / 2
CC.1.4.8.O										█					1 / 4
CC.1.4.8.P										█					1 / 2
CC.1.4.8.Q										█					1 / 2
CC.1.4.8.R										█					1 / 24
CC.1.4.8.S										█					1 / 1
CC.1.4.8.T										█					1 / 12
CC.1.4.8.U										█					1 / 3
CC.1.4.8.V										█					1 / 3
CC.1.4.8.W										█					1 / 5
CC.1.4.8.X										█					1 / 6
CC.1.4.9-10.A											█	█	█		18 / 82
CC.1.4.9-10.B											█	█	█		14 / 71
CC.1.4.9-10.C											█	█	█		17 / 73
CC.1.4.9-10.D											█	█	█		11 / 51
CC.1.4.9-10.E											█	█	█		12 / 51
CC.1.4.9-10.F											█	█	█		15 / 70
CC.1.4.9-10.G											█	█	█		10 / 22
CC.1.4.9-10.H											█	█	█		9 / 20
CC.1.4.9-10.I											█	█	█		9 / 21
CC.1.4.9-10.J											█	█	█		9 / 21
CC.1.4.9-10.K											█	█	█		8 / 19
CC.1.4.9-10.L											█	█	█		13 / 40
CC.1.4.9-10.M											█	█	█		8 / 21
CC.1.4.9-10.N											█	█	█		8 / 22
CC.1.4.9-10.O											█	█	█		8 / 21
CC.1.4.9-10.P											█	█	█		8 / 22
CC.1.4.9-10.Q											█	█	█		10 / 19

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 4 - Writing

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.4.9-10.R											█	█	█	█	9 / 33
CC.1.4.9-10.S											█	█	█	█	19 / 247
CC.1.4.9-10.T											█	█	█	█	20 / 110
CC.1.4.9-10.U											█	█	█	█	17 / 128
CC.1.4.9-10.V											█	█	█	█	19 / 199
CC.1.4.9-10.W											█	█	█	█	16 / 108
CC.1.4.9-10.X											█	█	█	█	15 / 98
CC.1.4.K.A		█													1 / 1
CC.1.4.K.B		█													1 / 1
CC.1.4.K.C		█													1 / 1
CC.1.4.K.D		█													1 / 1
CC.1.4.K.E		█													1 / 1
CC.1.4.K.F		█													1 / 1
CC.1.4.K.G		█													1 / 2
CC.1.4.K.H		█													1 / 1
CC.1.4.K.I		█													1 / 1
CC.1.4.K.J		█													1 / 1
CC.1.4.K.L		█													1 / 1
CC.1.4.K.M		█													1 / 2
CC.1.4.K.N		█													1 / 1
CC.1.4.K.O		█													2 / 2
CC.1.4.K.P		█													1 / 1
CC.1.4.K.R		█													1 / 1
CC.1.4.K.T		█													1 / 1
CC.1.4.K.U		█													1 / 1
CC.1.4.K.V		█													1 / 1
CC.1.4.K.W		█													1 / 2
CC.1.4.K.X		█													1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 4 - Writing

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.4.PK.A	█														0 / 0
CC.1.4.PK.B	█														0 / 0
CC.1.4.PK.C	█														0 / 0
CC.1.4.PK.D	█														0 / 0
CC.1.4.PK.M	█														0 / 0
CC.1.4.PK.N	█														0 / 0
CC.1.4.PK.O	█														0 / 0
CC.1.4.PK.P	█														0 / 0
CC.1.4.PK.T	█														0 / 0
CC.1.4.PK.V	█														0 / 0
CC.1.4.PK.W	█														0 / 0

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 5 - Speaking and Listening

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.5.1.A			█												2 / 12
CC.1.5.1.B			█												2 / 23
CC.1.5.1.C			█												2 / 10
CC.1.5.1.D			█												1 / 11
CC.1.5.1.E			█												1 / 10
CC.1.5.1.F			█												2 / 2
CC.1.5.1.G			█												1 / 13
CC.1.5.11-12.A											█		█	█	16 / 76
CC.1.5.11-12.B											█		█	█	8 / 36
CC.1.5.11-12.C											█		█	█	8 / 24
CC.1.5.11-12.D											█		█	█	11 / 41
CC.1.5.11-12.F											█		█	█	10 / 32
CC.1.5.11-12.G											█		█	█	11 / 30
CC.1.5.11-12.E											█		█	█	9 / 29

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 5- Speaking and Listening

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.5.2.A				█											2 / 5
CC.1.5.2.B				█											1 / 1
CC.1.5.2.C				█											2 / 4
CC.1.5.2.D				█											1 / 1
CC.1.5.2.E				█											1 / 2
CC.1.5.2.F				█											1 / 2
CC.1.5.2.G				█											1 / 2
CC.1.5.3.A					█										1 / 2
CC.1.5.3.B					█										1 / 1
CC.1.5.3.C					█										1 / 1
CC.1.5.3.D					█										1 / 1
CC.1.5.3.E					█										1 / 1
CC.1.5.3.F					█										1 / 1
CC.1.5.3.G					█										1 / 1
CC.1.5.4.A						█									1 / 1
CC.1.5.4.B						█									1 / 1
CC.1.5.4.C						█									1 / 1
CC.1.5.4.D						█									2 / 2
CC.1.5.4.E						█									1 / 1
CC.1.5.4.F						█									1 / 1
CC.1.5.4.G						█									2 / 2
CC.1.5.5.A							█								1 / 1
CC.1.5.5.B							█								1 / 1
CC.1.5.5.C							█								1 / 1
CC.1.5.5.D							█								1 / 1
CC.1.5.5.E							█								1 / 1
CC.1.5.5.F							█								1 / 1
CC.1.5.5.G							█								1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 5 - Speaking and Listening

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
CC.1.5.6.A								█							1 / 1
CC.1.5.6.B								█							1 / 1
CC.1.5.6.C								█							1 / 2
CC.1.5.6.D								█							1 / 1
CC.1.5.6.E								█							1 / 1
CC.1.5.6.F								█							1 / 1
CC.1.5.6.G								█							1 / 2
CC.1.5.7.A									█						1 / 3
CC.1.5.7.B									█						1 / 3
CC.1.5.7.C									█						1 / 1
CC.1.5.7.D									█						1 / 3
CC.1.5.7.E									█						1 / 2
CC.1.5.7.F									█						1 / 4
CC.1.5.7.G									█						1 / 2
CC.1.5.8.A										█					1 / 6
CC.1.5.8.B										█					1 / 10
CC.1.5.8.C										█					1 / 1
CC.1.5.8.D										█					1 / 1
CC.1.5.8.E										█					1 / 4
CC.1.5.8.F										█					1 / 2
CC.1.5.8.G										█					1 / 2
CC.1.5.9-10.A											█	█	█		20 / 277
CC.1.5.9-10.B											█	█	█		10 / 64
CC.1.5.9-10.C											█	█	█		10 / 33
CC.1.5.9-10.D											█	█	█		14 / 74
CC.1.5.9-10.E											█	█	█		8 / 30
CC.1.5.9-10.F											█	█	█		16 / 127
CC.1.5.9-10.G											█	█	█		14 / 35

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Language Arts

Area: CCELA - Pennsylvania :: Curriculum Framework :: English Language Arts :: 2013

Strand: 5 - Speaking and Listening

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.1.5.K.A															1 / 1
CC.1.5.K.B															1 / 1
CC.1.5.K.C															1 / 2
CC.1.5.K.D															1 / 1
CC.1.5.K.E															1 / 1
CC.1.5.K.G															1 / 5
CC.1.5.PK.A															0 / 0
CC.1.5.PK.B															0 / 0
CC.1.5.PK.C															0 / 0
CC.1.5.PK.D															0 / 0
CC.1.5.PK.E															0 / 0
CC.1.5.PK.G															0 / 0

**Key:** - Coverage based on Standard Definition Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Environment and Ecology  
 Area: ACAD - Academic Standards  
 Strand: 1 - Watersheds and Wetlands

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECL.10.4.1.10.A											█	█	█	█	1 / 2
ECL.10.4.1.10.B											█	█	█	█	2 / 6
ECL.10.4.1.10.C											█	█	█	█	1 / 2
ECL.10.4.1.10.D											█	█	█	█	1 / 3
ECL.10.4.1.10.E											█	█	█	█	3 / 12
ECL.12.4.1.12.A														█	1 / 2
ECL.12.4.1.12.B														█	1 / 2
ECL.12.4.1.12.C														█	1 / 2
ECL.12.4.1.12.D														█	1 / 4
ECL.12.4.1.12.E														█	2 / 9
ECL.4.4.1.4.A		█	█	█	█	█	█								4 / 7
ECL.4.4.1.4.B			█	█	█	█	█								4 / 5
ECL.4.4.1.4.C		█	█	█	█	█	█								4 / 8
ECL.4.4.1.4.D			█	█	█	█	█								3 / 5
ECL.4.4.1.4.E		█				█	█								2 / 2
ECL.7.4.1.7.A								█	█	█					2 / 4
ECL.7.4.1.7.B								█	█	█					2 / 3
ECL.7.4.1.7.C								█	█	█					2 / 10
ECL.7.4.1.7.D								█	█	█					1 / 1
ECL.7.4.1.7.E								█	█	█					1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Environment and Ecology  
 Area: ACAD - Academic Standards  
 Strand: 2 - Renewable and Nonrenewable Resources

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECL.10.4.2.10.A											█	█	█	█	5 / 16
ECL.10.4.2.10.B											█	█	█	█	6 / 14
ECL.10.4.2.10.C											█	█	█	█	1 / 3
ECL.10.4.2.10.D											█	█	█	█	2 / 10
ECL.12.4.2.12.A														█	4 / 13

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Environment and Ecology

Area: ACAD - Academic Standards

Strand: 2 - Renewable and Nonrenewable Resources

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECL.12.4.2.12.B											█	█	█	█	1 / 5
ECL.12.4.2.12.C											█	█	█	█	2 / 6
ECL.12.4.2.12.D											█	█	█	█	1 / 6
ECL.4.4.2.4.A		█	█	█	█	█	█	█	█						6 / 19
ECL.4.4.2.4.B		█	█	█	█	█	█	█	█						7 / 16
ECL.4.4.2.4.C		█	█	█	█	█	█	█	█						5 / 11
ECL.4.4.2.4.D				█		█	█	█	█						2 / 5
ECL.7.4.2.7.A								█	█	█					3 / 7
ECL.7.4.2.7.B								█	█	█					3 / 5
ECL.7.4.2.7.C								█	█	█					1 / 3
ECL.7.4.2.7.D								█	█	█					1 / 2

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Environment and Ecology

Area: ACAD - Academic Standards

Strand: 3 - Environmental Health

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECL.10.4.3.10.A											█	█	█	█	3 / 13
ECL.10.4.3.10.B											█	█	█	█	4 / 21
ECL.10.4.3.10.C											█	█	█	█	4 / 7
ECL.12.4.3.12.A											█	█	█	█	1 / 12
ECL.12.4.3.12.B											█	█	█	█	1 / 13
ECL.12.4.3.12.C											█	█	█	█	1 / 7
ECL.4.4.3.4.A		█	█	█	█	█	█	█	█						5 / 26
ECL.4.4.3.4.B		█	█	█	█	█	█	█	█						6 / 20
ECL.4.4.3.4.C			█	█	█	█	█	█	█						4 / 14
ECL.7.4.3.7.A								█	█	█					2 / 3
ECL.7.4.3.7.B								█	█	█					1 / 3
ECL.7.4.3.7.C								█	█	█					2 / 3

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Environment and Ecology  
 Area: ACAD - Academic Standards  
 Strand: 4 - Agriculture and Society

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECL.10.4.4.10.A											█	█	█	█	1 / 2
ECL.10.4.4.10.B											█	█	█	█	1 / 4
ECL.10.4.4.10.C											█	█	█	█	1 / 4
ECL.10.4.4.10.D											█	█	█	█	1 / 5
ECL.12.4.4.12.A											█	█	█	█	1 / 2
ECL.12.4.4.12.B											█	█	█	█	1 / 4
ECL.12.4.4.12.C											█	█	█	█	1 / 2
ECL.12.4.4.12.D											█	█	█	█	1 / 3
ECL.4.4.4.4.A			█		█	█	█								3 / 4
ECL.4.4.4.4.B				█	█	█	█								2 / 2
ECL.4.4.4.4.C			█	█	█	█	█								4 / 12
ECL.4.4.4.4.D				█		█	█								1 / 5
ECL.7.4.4.7.A							█			█	█	█			1 / 2
ECL.7.4.4.7.B								█		█	█	█			1 / 1
ECL.7.4.4.7.C							█			█	█	█			1 / 1
ECL.7.4.4.7.D							█			█	█	█			1 / 3

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Environment and Ecology  
 Area: ACAD - Academic Standards  
 Strand: 5 - Integrated Pest Management

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECL.10.4.5.10.A											█	█	█	█	1 / 2
ECL.10.4.5.10.B											█	█	█	█	1 / 2
ECL.10.4.5.10.C											█	█	█	█	1 / 3
ECL.12.4.5.12.A											█	█	█	█	1 / 3
ECL.12.4.5.12.B											█	█	█	█	1 / 2
ECL.12.4.5.12.C											█	█	█	█	1 / 2
ECL.4.4.5.4.A				█		█	█								2 / 3
ECL.4.4.5.4.B				█		█	█								1 / 1
ECL.4.4.5.4.C		█				█	█								1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Environment and Ecology  
 Area: ACAD - Academic Standards  
 Strand: 5 - Integrated Pest Management

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECL.7.4.5.7.A									█						1 / 1
ECL.7.4.5.7.B									█						1 / 1
ECL.7.4.5.7.C									█						1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Environment and Ecology  
 Area: ACAD - Academic Standards  
 Strand: 6 - Ecosystems and their Interactions

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECL.10.4.6.10.A											█	█	█	█	5 / 33
ECL.10.4.6.10.B											█	█	█	█	6 / 14
ECL.10.4.6.10.C											█	█	█	█	6 / 16
ECL.12.4.6.12.A											█	█	█	█	6 / 20
ECL.12.4.6.12.B											█	█	█	█	6 / 11
ECL.12.4.6.12.C											█	█	█	█	7 / 24
ECL.4.4.6.4.A			█	█	█	█	█								4 / 47
ECL.4.4.6.4.B			█	█	█	█	█								4 / 23
ECL.4.4.6.4.C			█	█	█	█	█								4 / 16
ECL.7.4.6.7.A							█	█	█	█					4 / 27
ECL.7.4.6.7.B							█	█	█	█					3 / 8
ECL.7.4.6.7.C							█	█	█	█					3 / 9

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Environment and Ecology  
 Area: ACAD - Academic Standards  
 Strand: 7 - Threatened, Endangered and Extinct Species

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECL.10.4.7.10.A											█	█	█	█	6 / 22
ECL.10.4.7.10.B											█	█	█	█	6 / 18
ECL.10.4.7.10.C											█	█	█	█	4 / 8
ECL.12.4.7.12.A											█	█	█	█	4 / 8
ECL.12.4.7.12.B											█	█	█	█	5 / 7
ECL.12.4.7.12.C											█	█	█	█	2 / 6
ECL.4.4.7.4.A			█	█	█	█	█								4 / 32
ECL.4.4.7.4.B			█	█	█	█	█								3 / 17

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Environment and Ecology  
 Area: ACAD - Academic Standards  
 Strand: 7 - Threatened, Endangered and Extinct Species

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECL.4.4.7.4.C			█	█		█	█		█						3 / 9
ECL.7.4.7.7.A							█	█	█	█					2 / 12
ECL.7.4.7.7.B							█	█	█	█					1 / 9
ECL.7.4.7.7.C							█	█	█	█					2 / 2

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Environment and Ecology  
 Area: ACAD - Academic Standards  
 Strand: 8 - Humans and the Environment

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECL.10.4.8.10.A											█	█	█	█	2 / 9
ECL.10.4.8.10.B											█	█	█	█	6 / 15
ECL.10.4.8.10.C											█	█	█	█	6 / 18
ECL.10.4.8.10.D											█	█	█	█	2 / 6
ECL.12.4.8.12.A													█	█	1 / 3
ECL.12.4.8.12.B													█	█	1 / 2
ECL.12.4.8.12.C													█	█	1 / 1
ECL.12.4.8.12.D													█	█	2 / 2
ECL.4.4.8.4.A			█	█		█	█								3 / 8
ECL.4.4.8.4.B			█	█		█	█								2 / 2
ECL.4.4.8.4.C			█	█		█	█								3 / 3
ECL.4.4.8.4.D		█		█		█	█								3 / 12
ECL.7.4.8.7.A							█	█	█	█					3 / 5
ECL.7.4.8.7.B							█	█	█	█	█				2 / 8
ECL.7.4.8.7.C							█	█	█	█	█				1 / 5
ECL.7.4.8.7.D							█	█	█	█	█				1 / 6

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Environment and Ecology  
 Area: ACAD - Academic Standards  
 Strand: 9 - Environmental Laws and Regulations

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECL.10.4.9.10.A											█	█	█	█	2 / 11
ECL.12.4.9.12.A											█	█	█	█	2 / 17
ECL.4.4.9.4.A						█	█								1 / 5

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Environment and Ecology

Area: ACAD - Academic Standards

Strand: 9 - Environmental Laws and Regulations

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ECL.7.4.9.7.A							■		■						1 / 2

**Key:** ■ - Coverage based on Standard Definition    ■ Coverage based on Curriculum Alignment    Course Count / LT Count

# Standards Map Report

Department/Course: Family and Consumer Science  
 Area: FAMCS - Family and Consumer Science  
 Strand: 1 - Financial and Resource Management

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
FAM.12.11.1.12.A											█	█	█	█	1 / 5
FAM.12.11.1.12.B											█	█	█	█	5 / 81
FAM.12.11.1.12.C											█	█	█	█	4 / 20
FAM.12.11.1.12.D											█	█	█	█	2 / 9
FAM.12.11.1.12.E											█	█	█	█	2 / 14
FAM.12.11.1.12.F											█	█	█	█	4 / 25
FAM.12.11.1.12.G											█	█	█	█	5 / 14
FAM.3.11.1.3.A			█		█	█									1 / 3
FAM.3.11.1.3.B					█	█									1 / 1
FAM.3.11.1.3.C		█	█		█	█									2 / 3
FAM.3.11.1.3.D			█		█	█									1 / 2
FAM.3.11.1.3.E		█	█		█	█									2 / 3
FAM.3.11.1.3.F			█	█	█	█									2 / 4
FAM.3.11.1.3.G		█	█	█	█	█									3 / 5
FAM.6.11.1.6.A						█	█	█							2 / 9
FAM.6.11.1.6.B						█	█	█							1 / 1
FAM.6.11.1.6.C						█	█	█							1 / 1
FAM.6.11.1.6.D						█	█	█							1 / 2
FAM.6.11.1.6.E							█	█							1 / 1
FAM.6.11.1.6.F						█	█	█							1 / 1
FAM.6.11.1.6.G			█			█		█							2 / 3
FAM.9.11.1.9.A											█	█	█	█	2 / 3
FAM.9.11.1.9.B											█	█	█	█	4 / 51
FAM.9.11.1.9.C											█	█	█	█	1 / 2
FAM.9.11.1.9.D											█	█	█	█	2 / 15
FAM.9.11.1.9.E											█	█	█	█	1 / 1
FAM.9.11.1.9.F											█	█	█	█	4 / 19
FAM.9.11.1.9.G											█	█	█	█	3 / 4

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Family and Consumer Science  
 Area: FAMCS - Family and Consumer Science  
 Strand: 2 - Balancing Family, Work and Community Responsibility

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
FAM.12.11.2.12.A											█	█	█	█	3 / 19
FAM.12.11.2.12.B											█	█	█	█	2 / 11
FAM.12.11.2.12.C											█	█	█	█	1 / 5
FAM.12.11.2.12.D											█	█	█	█	1 / 4
FAM.12.11.2.12.E											█	█	█	█	2 / 5
FAM.12.11.2.12.F											█	█	█	█	1 / 16
FAM.12.11.2.12.G											█	█	█	█	2 / 18
FAM.12.11.2.12.H											█	█	█	█	2 / 13
FAM.3.11.2.3.A			█	█	█	█									3 / 8
FAM.3.11.2.3.B		█	█	█	█	█									2 / 3
FAM.3.11.2.3.C			█	█	█	█									2 / 5
FAM.3.11.2.3.D				█	█	█									3 / 3
FAM.3.11.2.3.E		█	█	█	█	█									3 / 13
FAM.3.11.2.3.F		█	█	█	█	█									2 / 4
FAM.3.11.2.3.G				█	█	█									2 / 4
FAM.3.11.2.3.H			█		█	█									1 / 2
FAM.6.11.2.6.A						█					█				1 / 3
FAM.6.11.2.6.B						█					█				1 / 1
FAM.6.11.2.6.C						█					█				1 / 1
FAM.6.11.2.6.D						█					█				1 / 1
FAM.6.11.2.6.E						█					█				1 / 1
FAM.6.11.2.6.F						█					█				1 / 4
FAM.6.11.2.6.G						█					█				1 / 1
FAM.6.11.2.6.H						█					█				1 / 1
FAM.9.11.2.9.A											█	█	█	█	1 / 8
FAM.9.11.2.9.B											█	█	█	█	1 / 4
FAM.9.11.2.9.C											█	█	█	█	1 / 5
FAM.9.11.2.9.D											█	█	█	█	2 / 6

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Family and Consumer Science  
 Area: FAMCS - Family and Consumer Science  
 Strand: 2 - Balancing Family, Work and Community Responsibility

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
FAM.9.11.2.9.E											█	█	█	█	1 / 2
FAM.9.11.2.9.F											█	█	█	█	1 / 4
FAM.9.11.2.9.G											█	█	█	█	1 / 4
FAM.9.11.2.9.H											█	█	█	█	1 / 5

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Family and Consumer Science  
 Area: FAMCS - Family and Consumer Science  
 Strand: 3 - Food Science and Nutrition

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
FAM.12.11.3.12.A											█	█	█	█	1 / 1
FAM.12.11.3.12.B											█	█	█	█	3 / 6
FAM.12.11.3.12.C											█	█	█	█	4 / 13
FAM.12.11.3.12.D											█	█	█	█	2 / 5
FAM.12.11.3.12.E											█	█	█	█	3 / 10
FAM.12.11.3.12.F											█	█	█	█	2 / 14
FAM.12.11.3.12.G											█	█	█	█	1 / 3
FAM.3.11.3.3.A		█		█	█	█									2 / 4
FAM.3.11.3.3.B			█	█	█	█									1 / 2
FAM.3.11.3.3.C		█	█	█	█	█									4 / 4
FAM.3.11.3.3.D		█	█	█	█	█									3 / 3
FAM.3.11.3.3.E				█	█	█									1 / 1
FAM.3.11.3.3.F				█	█	█									2 / 2
FAM.3.11.3.3.G		█			█	█									1 / 1
FAM.6.11.3.6.A						█	█	█			█				1 / 1
FAM.6.11.3.6.B						█	█	█			█				1 / 1
FAM.6.11.3.6.C						█	█	█			█				1 / 1
FAM.6.11.3.6.D						█	█	█			█				1 / 1
FAM.6.11.3.6.E						█	█	█			█				1 / 2
FAM.6.11.3.6.F							█	█			█				1 / 1
FAM.6.11.3.6.G							█	█			█				1 / 6

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Family and Consumer Science  
 Area: FAMCS - Family and Consumer Science  
 Strand: 3 - Food Science and Nutrition

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
FAM.9.11.3.9.A											█	█	█	█	1 / 1
FAM.9.11.3.9.B											█	█	█	█	1 / 2
FAM.9.11.3.9.C											█	█	█	█	1 / 2
FAM.9.11.3.9.D											█	█	█	█	1 / 2
FAM.9.11.3.9.E									█	█	█	█	█	█	4 / 9
FAM.9.11.3.9.F											█	█	█	█	3 / 8
FAM.9.11.3.9.G											█	█	█	█	1 / 2

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Family and Consumer Science  
 Area: FAMCS - Family and Consumer Science  
 Strand: 4 - Child Development

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
FAM.12.11.4.12.A											█	█	█	█	2 / 18
FAM.12.11.4.12.B											█	█	█	█	2 / 25
FAM.12.11.4.12.C											█	█	█	█	2 / 46
FAM.12.11.4.12.D											█	█	█	█	2 / 23
FAM.12.11.4.12.E											█	█	█	█	2 / 12
FAM.3.11.4.3.A				█	█	█									2 / 4
FAM.3.11.4.3.B			█		█	█									1 / 1
FAM.3.11.4.3.C			█	█	█	█									4 / 4
FAM.3.11.4.3.D				█	█	█									1 / 1
FAM.3.11.4.3.E			█		█	█									2 / 4
FAM.6.11.4.6.A						█		█							1 / 1
FAM.6.11.4.6.B								█	█						1 / 1
FAM.6.11.4.6.C								█	█						1 / 1
FAM.6.11.4.6.D								█	█						1 / 1
FAM.6.11.4.6.E								█	█	█					3 / 4
FAM.9.11.4.9.A											█	█	█	█	2 / 47
FAM.9.11.4.9.B											█	█	█	█	2 / 19
FAM.9.11.4.9.C											█	█	█	█	2 / 17

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Family and Consumer Science

Area: FAMCS - Family and Consumer Science

Strand: 4 - Child Development

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
FAM.9.11.4.9.D											█	█	█		1 / 3
FAM.9.11.4.9.E											█	█	█	█	2 / 10

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Geography  
 Area: ACAD - Academic Standards  
 Strand: 1 - Basic Geographic Literacy

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
GEO.12.G.7.1.12.A.1											█	█	█	█	4 / 10
GEO.12.G.7.1.12.A.2											█	█	█	█	2 / 3
GEO.12.G.7.1.12.A.3											█	█	█	█	3 / 5
GEO.12.G.7.1.12.B.1											█	█	█	█	6 / 33
GEO.12.G.7.1.12.B.2											█	█	█	█	2 / 6
GEO.12.G.7.1.12.B.3											█	█	█	█	5 / 41
GEO.3.G.7.1.3.A.1		█	█	█	█	█									4 / 37
GEO.3.G.7.1.3.A.2		█	█	█	█	█									2 / 6
GEO.3.G.7.1.3.A.3		█	█	█	█	█									1 / 7
GEO.3.G.7.1.3.B.1		█	█	█	█	█									5 / 18
GEO.3.G.7.1.3.B.2		█	█	█	█	█									4 / 10
GEO.3.G.7.1.3.B.3		█	█	█	█	█									5 / 18
GEO.6.G.7.1.6.A.1						█	█	█	█	█					4 / 14
GEO.6.G.7.1.6.A.2						█	█	█	█	█					3 / 27
GEO.6.G.7.1.6.A.3						█	█	█	█	█					2 / 6
GEO.6.G.7.1.6.A.4						█	█	█	█	█					4 / 18
GEO.6.G.7.1.6.B.1						█	█	█	█	█					4 / 14
GEO.6.G.7.1.6.B.2						█	█	█	█	█					3 / 41
GEO.6.G.7.1.6.B.3						█	█	█	█	█					5 / 43
GEO.6.G.7.1.6.B.4						█	█	█	█	█					2 / 14
GEO.6.G.7.1.6.B.5						█	█	█	█	█					2 / 7
GEO.9.G.7.1.9.A.1											█	█	█	█	5 / 23
GEO.9.G.7.1.9.A.2											█	█	█	█	4 / 25
GEO.9.G.7.1.9.A.3											█	█	█	█	5 / 48
GEO.9.G.7.1.9.A.4											█	█	█	█	2 / 9
GEO.9.G.7.1.9.B.1											█	█	█	█	4 / 47
GEO.9.G.7.1.9.B.2											█	█	█	█	5 / 65
GEO.9.G.7.1.9.B.3											█	█	█	█	7 / 100

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Geography  
 Area: ACAD - Academic Standards  
 Strand: 1 - Basic Geographic Literacy

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
GEO.9.G.7.1.9.B.4									█		█	█	█	█	5 / 42
GEO.9.G.7.1.9.B.5									█	█	█	█	█	█	6 / 50

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Geography  
 Area: ACAD - Academic Standards  
 Strand: 2 - The Physical Characteristics of Places and Regions

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
GEO.12.G.7.2.12.A.1											█	█	█	█	3 / 14
GEO.12.G.7.2.12.A.2											█	█	█	█	2 / 7
GEO.12.G.7.2.12.A.3											█	█	█	█	3 / 3
GEO.12.G.7.2.12.B.1											█	█	█	█	2 / 4
GEO.12.G.7.2.12.B.2											█	█	█	█	2 / 2
GEO.12.G.7.2.12.B.3											█	█	█	█	2 / 3
GEO.12.G.7.2.12.B.4											█	█	█	█	2 / 4
GEO.3.G.7.2.3.A.1		█	█	█	█										5 / 24
GEO.3.G.7.2.3.A.2				█	█										1 / 1
GEO.3.G.7.2.3.B.1		█	█	█	█										2 / 18
GEO.3.G.7.2.3.B.2			█	█	█										1 / 4
GEO.6.G.7.2.6.A.1						█		█	█	█					3 / 16
GEO.6.G.7.2.6.A.2						█	█	█	█	█					4 / 35
GEO.6.G.7.2.6.A.3							█	█	█	█					2 / 28
GEO.6.G.7.2.6.B.1							█	█	█	█					1 / 1
GEO.6.G.7.2.6.B.2							█	█	█	█					3 / 36
GEO.6.G.7.2.6.B.3								█	█	█					2 / 14
GEO.6.G.7.2.6.B.4								█	█	█					2 / 2
GEO.6.G.7.2.6.B.5								█	█	█					2 / 2
GEO.9.G.7.2.9.A.1											█	█	█	█	5 / 63
GEO.9.G.7.2.9.A.2											█	█	█	█	5 / 63
GEO.9.G.7.2.9.B.1											█	█	█	█	3 / 25
GEO.9.G.7.2.9.B.2											█	█	█	█	3 / 19

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Geography

Area: ACAD - Academic Standards

Strand: 2 - The Physical Characteristics of Places and Regions

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
GEO.9.G.7.2.9.B.3											█	█	█	█	3 / 21
GEO.9.G.7.2.9.B.4											█	█	█	█	3 / 24
GEO.9.G.7.2.9.B.5											█	█	█	█	2 / 28
GEO.9.G.7.2.9.B.6											█	█	█	█	3 / 32

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Geography

Area: ACAD - Academic Standards

Strand: 3 - The Human Characteristics of Places and Regions

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
GEO.12.G.7.3.12.A.1											█	█	█	█	5 / 23
GEO.12.G.7.3.12.A.2											█	█	█	█	6 / 29
GEO.12.G.7.3.12.A.3											█	█	█	█	4 / 20
GEO.12.G.7.3.12.B.1											█	█	█	█	4 / 65
GEO.12.G.7.3.12.B.2											█	█	█	█	5 / 33
GEO.12.G.7.3.12.C.1											█	█	█	█	4 / 32
GEO.12.G.7.3.12.C.2											█	█	█	█	3 / 4
GEO.12.G.7.3.12.C.3											█	█	█	█	5 / 15
GEO.12.G.7.3.12.D.1											█	█	█	█	6 / 59
GEO.12.G.7.3.12.D.2											█	█	█	█	4 / 23
GEO.12.G.7.3.12.D.3											█	█	█	█	4 / 23
GEO.12.G.7.3.12.E.1											█	█	█	█	3 / 11
GEO.12.G.7.3.12.E.2											█	█	█	█	5 / 18
GEO.12.G.7.3.12.E.3											█	█	█	█	5 / 65
GEO.3.G.7.3.3.A.1		█			█	█									2 / 3
GEO.3.G.7.3.3.A.2					█	█									1 / 1
GEO.3.G.7.3.3.B.1		█	█		█	█									2 / 3
GEO.3.G.7.3.3.B.2			█	█	█	█									2 / 4
GEO.3.G.7.3.3.C.1		█	█	█	█	█									2 / 3
GEO.3.G.7.3.3.C.2		█	█		█	█									2 / 2
GEO.3.G.7.3.3.D.1			█		█	█									1 / 2

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Geography

Area: ACAD - Academic Standards

Strand: 3 - The Human Characteristics of Places and Regions

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
GEO.3.G.7.3.3.D.2					█										1 / 1
GEO.3.G.7.3.3.E.1				█	█										1 / 6
GEO.3.G.7.3.3.E.2				█	█										1 / 4
GEO.6.G.7.3.6.A.1								█	█						1 / 10
GEO.6.G.7.3.6.A.2							█	█	█	█					4 / 19
GEO.6.G.7.3.6.B.1							█	█	█						3 / 40
GEO.6.G.7.3.6.B.2							█	█	█	█					3 / 56
GEO.6.G.7.3.6.C.1							█	█	█	█					4 / 34
GEO.6.G.7.3.6.C.2							█	█	█	█					4 / 48
GEO.6.G.7.3.6.D.1							█	█	█						2 / 5
GEO.6.G.7.3.6.D.2							█	█	█	█					3 / 14
GEO.6.G.7.3.6.D.3							█	█	█	█					3 / 33
GEO.6.G.7.3.6.E.1							█	█							1 / 2
GEO.6.G.7.3.6.E.2							█	█							1 / 2
GEO.9.G.7.3.9.A.1									█	█	█	█	█	█	6 / 36
GEO.9.G.7.3.9.A.2									█	█	█	█	█	█	6 / 60
GEO.9.G.7.3.9.A.3									█	█	█	█	█	█	7 / 43
GEO.9.G.7.3.9.B.1									█	█	█	█	█	█	10 / 127
GEO.9.G.7.3.9.B.2									█	█	█	█	█	█	8 / 141
GEO.9.G.7.3.9.B.3									█	█	█	█	█	█	8 / 103
GEO.9.G.7.3.9.C.1									█	█	█	█	█	█	4 / 18
GEO.9.G.7.3.9.C.2									█	█	█	█	█	█	6 / 33
GEO.9.G.7.3.9.C.3									█	█	█	█	█	█	4 / 16
GEO.9.G.7.3.9.D.1									█	█	█	█	█	█	4 / 8
GEO.9.G.7.3.9.D.2									█	█	█	█	█	█	6 / 67
GEO.9.G.7.3.9.D.3									█	█	█	█	█	█	6 / 43
GEO.9.G.7.3.9.E.1									█	█	█	█	█	█	2 / 2
GEO.9.G.7.3.9.E.2									█	█	█	█	█	█	4 / 25

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Geography  
 Area: ACAD - Academic Standards  
 Strand: 3 - The Human Characteristics of Places and Regions

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
GEO.9.G.7.3.9.E.3											█	█	█	█	5 / 30

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Geography  
 Area: ACAD - Academic Standards  
 Strand: 4 - The Interactions Between People and Places

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
GEO.12.G.7.4.12.A.1											█	█	█	█	3 / 19
GEO.12.G.7.4.12.A.2											█	█	█	█	5 / 19
GEO.12.G.7.4.12.B.1											█	█	█	█	3 / 9
GEO.12.G.7.4.12.B.2											█	█	█	█	3 / 19
GEO.12.G.7.4.12.B.3											█	█	█	█	3 / 13
GEO.12.G.7.4.12.B.4											█	█	█	█	3 / 17
GEO.3.G.7.4.3.A.1				█	█	█									1 / 4
GEO.3.G.7.4.3.A.2					█	█									1 / 1
GEO.3.G.7.4.3.B.1				█	█	█									1 / 1
GEO.3.G.7.4.3.B.2			█		█										1 / 3
GEO.6.G.7.4.6.A.1						█		█	█	█					3 / 13
GEO.6.G.7.4.6.A.2						█		█	█	█					3 / 9
GEO.6.G.7.4.6.B.1							█	█	█	█					3 / 6
GEO.6.G.7.4.6.B.2							█	█	█	█					3 / 23
GEO.9.G.7.4.9.A.1									█	█	█	█	█	█	4 / 20
GEO.9.G.7.4.9.A.2									█	█	█	█	█	█	4 / 31
GEO.9.G.7.4.9.B.1									█	█	█	█	█	█	7 / 83
GEO.9.G.7.4.9.B.2											█	█	█	█	3 / 14

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Physical Education & Health  
 Area: ACAD - Academic Standards  
 Strand: 1 - Concepts of Health

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
HE.12.10.1.12.A											█	█	█	█	2 / 31
HE.12.10.1.12.B											█	█	█	█	3 / 42
HE.12.10.1.12.C										█	█	█	█	█	3 / 10
HE.12.10.1.12.D											█	█	█	█	2 / 9
HE.12.10.1.12.E											█	█	█	█	2 / 9
HE.3.10.1.3.A		█	█	█	█	█									5 / 12
HE.3.10.1.3.B		█	█	█	█	█									5 / 63
HE.3.10.1.3.C		█	█	█	█	█									6 / 24
HE.3.10.1.3.D		█	█	█	█	█									1 / 6
HE.3.10.1.3.E		█	█	█	█	█									4 / 26
HE.6.10.1.6.A							█	█	█	█					3 / 9
HE.6.10.1.6.B							█	█	█	█					5 / 57
HE.6.10.1.6.C							█	█	█	█					5 / 36
HE.6.10.1.6.D							█	█	█	█					4 / 31
HE.6.10.1.6.E							█	█	█	█					5 / 48
HE.9.10.1.9.A											█	█	█	█	3 / 34
HE.9.10.1.9.B											█	█	█	█	3 / 30
HE.9.10.1.9.C											█	█	█	█	3 / 12
HE.9.10.1.9.D											█	█	█	█	5 / 24
HE.9.10.1.9.E											█	█	█	█	5 / 32

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Physical Education & Health  
 Area: ACAD - Academic Standards  
 Strand: 2 - Healthful Living

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
HE.12.10.2.12.A											█	█	█	█	1 / 1
HE.12.10.2.12.B											█	█	█	█	3 / 7
HE.12.10.2.12.C										█	█	█	█	█	4 / 6
HE.12.10.2.12.D											█	█	█	█	2 / 21
HE.12.10.2.12.E											█	█	█	█	1 / 12

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Physical Education & Health  
 Area: ACAD - Academic Standards  
 Strand: 2 - Healthful Living

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
HE.3.10.2.3.A					■										4 / 32
HE.3.10.2.3.B					■										4 / 22
HE.3.10.2.3.C				■	■										3 / 3
HE.3.10.2.3.D				■	■										3 / 12
HE.3.10.2.3.E				■	■										1 / 6
HE.6.10.2.6.A								■	■						2 / 12
HE.6.10.2.6.B						■		■	■						3 / 11
HE.6.10.2.6.C						■	■	■	■						3 / 19
HE.6.10.2.6.D						■	■	■	■						4 / 31
HE.6.10.2.6.E								■	■						2 / 7
HE.9.10.2.9.A										■	■				1 / 4
HE.9.10.2.9.B										■	■	■	■	■	3 / 6
HE.9.10.2.9.C										■	■				1 / 6
HE.9.10.2.9.D										■	■	■	■	■	4 / 58
HE.9.10.2.9.E										■	■	■	■	■	3 / 9

Key: ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Physical Education & Health  
 Area: ACAD - Academic Standards  
 Strand: 3 - Safety and Injury Prevention

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
HE.12.10.3.12.A											■	■	■	■	2 / 8
HE.12.10.3.12.B											■	■	■	■	2 / 7
HE.12.10.3.12.C											■	■	■	■	1 / 2
HE.12.10.3.12.D											■	■	■	■	2 / 6
HE.3.10.3.3.A					■										6 / 35
HE.3.10.3.3.B					■										5 / 25
HE.3.10.3.3.C					■										3 / 16
HE.3.10.3.3.D					■										5 / 35
HE.6.10.3.6.A								■	■						5 / 38
HE.6.10.3.6.B								■	■						4 / 17

Key: ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Physical Education & Health  
 Area: ACAD - Academic Standards  
 Strand: 3 - Safety and Injury Prevention

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
HE.6.10.3.6.C						█	█	█	█						4 / 22
HE.6.10.3.6.D						█	█	█	█						4 / 39
HE.9.10.3.9.A										█	█	█	█	█	4 / 46
HE.9.10.3.9.B									█	█	█	█	█	█	3 / 6
HE.9.10.3.9.C									█	█	█	█	█	█	2 / 5
HE.9.10.3.9.D										█	█	█	█	█	1 / 3

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Physical Education & Health  
 Area: ACAD - Academic Standards  
 Strand: 4 - Physical Activity

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
HE.12.10.4.12.A											█	█	█	█	1 / 9
HE.12.10.4.12.B											█	█	█	█	2 / 12
HE.12.10.4.12.C											█	█	█	█	2 / 11
HE.12.10.4.12.D											█	█	█	█	2 / 9
HE.12.10.4.12.E											█	█	█	█	1 / 5
HE.12.10.4.12.F											█	█	█	█	2 / 7
HE.3.10.4.3.A		█	█	█	█	█									4 / 72
HE.3.10.4.3.B		█	█	█	█	█									4 / 45
HE.3.10.4.3.C		█	█	█	█	█									4 / 34
HE.3.10.4.3.D		█	█	█	█	█									3 / 16
HE.3.10.4.3.E		█	█	█	█	█									4 / 23
HE.3.10.4.3.F		█	█	█	█	█									5 / 14
HE.6.10.4.6.A						█	█	█	█						4 / 58
HE.6.10.4.6.B						█	█	█	█						4 / 40
HE.6.10.4.6.C						█	█	█	█						4 / 28
HE.6.10.4.6.D						█	█	█	█						4 / 23
HE.6.10.4.6.E						█	█	█	█						3 / 10
HE.6.10.4.6.F						█	█	█	█						3 / 7
HE.9.10.4.9.A										█	█	█	█	█	3 / 21

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Physical Education & Health  
 Area: ACAD - Academic Standards  
 Strand: 4 - Physical Activity

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
HE.9.10.4.9.B										█	█	█	█	█	5 / 18
HE.9.10.4.9.C									█	█	█	█	█	█	5 / 40
HE.9.10.4.9.D										█	█	█	█	█	3 / 11
HE.9.10.4.9.E										█	█	█	█	█	2 / 6
HE.9.10.4.9.F										█	█	█	█	█	2 / 4

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Physical Education & Health  
 Area: ACAD - Academic Standards  
 Strand: 5 - Concepts, Principles and Strategies of Movement

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
HE.12.10.5.12.A											█	█	█	█	2 / 10
HE.12.10.5.12.B											█	█	█	█	2 / 8
HE.12.10.5.12.C											█	█	█	█	1 / 4
HE.12.10.5.12.D											█	█	█	█	2 / 5
HE.12.10.5.12.E											█	█	█	█	1 / 29
HE.12.10.5.12.F											█	█	█	█	2 / 6
HE.3.10.5.3.A		█			█										4 / 39
HE.3.10.5.3.B		█			█										4 / 30
HE.3.10.5.3.C			█		█										3 / 19
HE.3.10.5.3.D		█			█										4 / 28
HE.3.10.5.3.E			█		█										3 / 7
HE.3.10.5.3.F		█			█										3 / 3
HE.6.10.5.6.A								█							3 / 21
HE.6.10.5.6.B								█							4 / 13
HE.6.10.5.6.C								█							4 / 20
HE.6.10.5.6.D								█							4 / 22
HE.6.10.5.6.E								█							2 / 6
HE.6.10.5.6.F								█							2 / 4
HE.9.10.5.9.A										█	█	█	█	█	2 / 12
HE.9.10.5.9.B										█	█	█	█	█	3 / 18

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Physical Education & Health

Area: ACAD - Academic Standards

Strand: 5 - Concepts, Principles and Strategies of Movement

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
HE.9.10.5.9.C										█	█	█	█	█	3 / 6
HE.9.10.5.9.D										█	█	█	█	█	4 / 21
HE.9.10.5.9.E										█	█	█	█	█	1 / 1
HE.9.10.5.9.F										█	█	█	█	█	2 / 8

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Social Studies

Area: CCLSS - Pennsylvania :: Curriculum Framework :: Standards for Literacy in History/Social Studies :: 2012

Strand: RH.ELA.CC - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
ELA.RH.CC.8.5.11-12.A											█	█	█	█	16 / 261
ELA.RH.CC.8.5.11-12.B											█	█	█	█	18 / 205
ELA.RH.CC.8.5.11-12.C											█	█	█	█	10 / 120
ELA.RH.CC.8.5.11-12.D											█	█	█	█	12 / 112
ELA.RH.CC.8.5.11-12.E											█	█	█	█	8 / 30
ELA.RH.CC.8.5.11-12.F											█	█	█	█	10 / 50
ELA.RH.CC.8.5.11-12.G											█	█	█	█	14 / 121
ELA.RH.CC.8.5.11-12.H											█	█	█	█	10 / 51
ELA.RH.CC.8.5.11-12.I											█	█	█	█	10 / 112
ELA.RH.CC.8.5.11-12.J											█	█	█	█	12 / 257
ELA.RH.CC.8.5.6-8.A								█	█	█					3 / 13
ELA.RH.CC.8.5.6-8.B								█	█	█					3 / 12
ELA.RH.CC.8.5.6-8.C								█	█	█					3 / 3
ELA.RH.CC.8.5.6-8.D								█	█	█					3 / 7
ELA.RH.CC.8.5.6-8.E								█	█	█					3 / 3
ELA.RH.CC.8.5.6-8.F								█	█	█					3 / 5
ELA.RH.CC.8.5.6-8.G								█	█	█					3 / 6
ELA.RH.CC.8.5.6-8.H								█	█	█					3 / 7
ELA.RH.CC.8.5.6-8.I								█	█	█					3 / 5
ELA.RH.CC.8.5.6-8.J								█	█	█					3 / 10
ELA.RH.CC.8.5.9-10.A											█	█	█	█	14 / 156
ELA.RH.CC.8.5.9-10.B											█	█	█	█	13 / 161
ELA.RH.CC.8.5.9-10.C											█	█	█	█	9 / 106
ELA.RH.CC.8.5.9-10.D											█	█	█	█	15 / 230
ELA.RH.CC.8.5.9-10.E											█	█	█	█	10 / 27
ELA.RH.CC.8.5.9-10.F											█	█	█	█	12 / 47
ELA.RH.CC.8.5.9-10.G											█	█	█	█	7 / 26

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Social Studies

Area: CCLSS - Pennsylvania :: Curriculum Framework :: Standards for Literacy in History/Social Studies :: 2012

Strand: RH.ELA.CC - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ELA.RH.CC.8.5.9-10.H											█	█	█	█	7 / 52
ELA.RH.CC.8.5.9-10.I											█	█	█	█	8 / 33
ELA.RH.CC.8.5.9-10.J											█	█	█	█	13 / 216

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Social Studies

Area: CCWSS - Pennsylvania :: Curriculum Framework :: Writing Standards for Literacy in History/Social Studies :: 2012

Strand: WH.ELA.CC - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
ELA.WH.CC.8.6.11-12.A											█	█	█	█	8 / 41
ELA.WH.CC.8.6.11-12.B											█	█	█	█	11 / 46
ELA.WH.CC.8.6.11-12.C											█	█	█	█	13 / 123
ELA.WH.CC.8.6.11-12.D											█	█	█	█	8 / 45
ELA.WH.CC.8.6.11-12.E											█	█	█	█	11 / 86
ELA.WH.CC.8.6.11-12.F											█	█	█	█	10 / 60
ELA.WH.CC.8.6.11-12.G											█	█	█	█	13 / 65
ELA.WH.CC.8.6.11-12.H											█	█	█	█	12 / 157
ELA.WH.CC.8.6.11-12.I											█	█	█	█	10 / 89
ELA.WH.CC.8.6.6-8.A								█	█	█					3 / 3
ELA.WH.CC.8.6.6-8.B								█	█	█					3 / 5
ELA.WH.CC.8.6.6-8.C								█	█	█					3 / 6
ELA.WH.CC.8.6.6-8.D								█	█	█					3 / 3
ELA.WH.CC.8.6.6-8.E								█	█	█					3 / 7
ELA.WH.CC.8.6.6-8.F								█	█	█					3 / 7
ELA.WH.CC.8.6.6-8.G								█	█	█					3 / 5
ELA.WH.CC.8.6.6-8.H								█	█	█					3 / 10
ELA.WH.CC.8.6.6-8.I								█	█	█					3 / 8
ELA.WH.CC.8.6.9-10.A											█	█	█	█	8 / 23
ELA.WH.CC.8.6.9-10.B											█	█	█	█	9 / 28
ELA.WH.CC.8.6.9-10.C											█	█	█	█	12 / 57
ELA.WH.CC.8.6.9-10.D											█	█	█	█	7 / 24
ELA.WH.CC.8.6.9-10.E											█	█	█	█	11 / 68
ELA.WH.CC.8.6.9-10.F											█	█	█	█	8 / 48
ELA.WH.CC.8.6.9-10.G											█	█	█	█	9 / 43
ELA.WH.CC.8.6.9-10.H											█	█	█	█	11 / 129
ELA.WH.CC.8.6.9-10.I											█	█	█	█	9 / 74

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.1.6-12.D - Ratios & Proportional Relationships (6-12)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.1.6.D.1								█	█						2 / 20
CC.2.1.7.D.1									█		█	█	█	█	2 / 32

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.1.6-12.E - The Number System (6-12)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.1.6.E.1								█	█						1 / 13
CC.2.1.6.E.2								█	█						1 / 17
CC.2.1.6.E.3								█	█		█	█	█	█	2 / 12
CC.2.1.6.E.4							█	█	█						2 / 16
CC.2.1.7.E.1									█	█					1 / 87
CC.2.1.8.E.1										█	█	█	█	█	2 / 16
CC.2.1.8.E.4										█	█	█	█	█	2 / 17

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.1.K-5.A - Counting & Cardinality (PK-5)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.1.1.B.1			█												1 / 11
CC.2.1.1.B.2			█												1 / 10
CC.2.1.1.B.3			█												1 / 6
CC.2.1.2.B.1				█											1 / 14
CC.2.1.2.B.2				█											1 / 6
CC.2.1.2.B.3				█											1 / 15
CC.2.1.3.B.1					█										1 / 51
CC.2.1.4.B.1						█									2 / 23
CC.2.1.4.B.2						█									1 / 39
CC.2.1.5.B.1							█								2 / 57
CC.2.1.5.B.2							█								2 / 38
CC.2.1.K.A.1		█													1 / 7
CC.2.1.K.A.2		█													1 / 11
CC.2.1.K.A.3		█													1 / 4

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.1.K-5.A - Counting & Cardinality (PK-5)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.1.K.B.1															1 / 1
CC.2.1.PreK.A.1															0 / 0
CC.2.1.PreK.A.2															0 / 0
CC.2.1.PreK.A.3															0 / 0

Key: - Coverage based on Standard Definition Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.1.K-5.C - Numbers & Operations — Fractions (PK-5)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.1.3.C.1															1 / 14
CC.2.1.4.C.1															1 / 11
CC.2.1.4.C.2															1 / 9
CC.2.1.4.C.3															1 / 7
CC.2.1.5.C.1															1 / 13
CC.2.1.5.C.2															1 / 14

Key: - Coverage based on Standard Definition Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.2.6-12.B - Expressions and Equations (6-12)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.2.6.B.1															1 / 14
CC.2.2.6.B.2															1 / 16
CC.2.2.6.B.3															1 / 13
CC.2.2.7.B.1															1 / 32
CC.2.2.7.B.3															2 / 62
CC.2.2.8.B.1															1 / 30
CC.2.2.8.B.2															1 / 18
CC.2.2.8.B.3															2 / 28

Key: - Coverage based on Standard Definition Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.2.6-12.C - Functions (6-12)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.2.8.C.1															1 / 16
CC.2.2.8.C.2															2 / 13

Key: - Coverage based on Standard Definition Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.2.6-12.C - Functions (6-12)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.2.HS.C.1											█	█	█	█	8 / 46
CC.2.2.HS.C.2											█	█	█	█	9 / 48
CC.2.2.HS.C.3											█	█	█	█	7 / 23
CC.2.2.HS.C.4											█	█	█	█	6 / 19
CC.2.2.HS.C.5											█	█	█	█	4 / 11
CC.2.2.HS.C.6											█	█	█	█	8 / 30
CC.2.2.HS.C.7											█	█	█	█	2 / 12
CC.2.2.HS.C.8											█	█	█	█	2 / 10
CC.2.2.HS.C.9											█	█	█	█	1 / 2

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.2.6-12.D - Algebra (6-12)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.2.HS.D.1											█	█	█	█	8 / 39
CC.2.2.HS.D.10											█	█	█	█	8 / 97
CC.2.2.HS.D.2											█	█	█	█	11 / 61
CC.2.2.HS.D.3											█	█	█	█	8 / 47
CC.2.2.HS.D.4											█	█	█	█	3 / 18
CC.2.2.HS.D.5											█	█	█	█	5 / 17
CC.2.2.HS.D.6											█	█	█	█	3 / 17
CC.2.2.HS.D.7											█	█	█	█	9 / 37
CC.2.2.HS.D.8											█	█	█	█	13 / 108
CC.2.2.HS.D.9											█	█	█	█	13 / 158

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.2.6-12.F - Number and Quantity (6-12)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.1.HS.F.1											█	█	█	█	6 / 25
CC.2.1.HS.F.2											█	█	█	█	14 / 92
CC.2.1.HS.F.3											█	█	█	█	7 / 30
CC.2.1.HS.F.4											█	█	█	█	8 / 43

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.2.6-12.F - Number and Quantity (6-12)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.1.HS.F.5											█	█	█	█	4 / 26
CC.2.1.HS.F.6											█	█	█	█	3 / 10
CC.2.1.HS.F.7											█	█	█	█	2 / 5

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.2.K-5.A - Operations and Algebraic Thinking (PK-5)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.2.1.A.1			█												1 / 32
CC.2.2.1.A.2			█												1 / 25
CC.2.2.2.A.1				█											1 / 17
CC.2.2.2.A.2				█											1 / 12
CC.2.2.2.A.3				█											1 / 2
CC.2.2.3.A.1					█										1 / 51
CC.2.2.3.A.2					█										1 / 36
CC.2.2.3.A.3					█										1 / 63
CC.2.2.3.A.4					█										1 / 52
CC.2.2.4.A.1						█									1 / 19
CC.2.2.4.A.2						█									1 / 11
CC.2.2.4.A.4						█									1 / 4
CC.2.2.5.A.1							█								1 / 14
CC.2.2.5.A.4							█								2 / 10
CC.2.2.K.A.1		█													1 / 11
CC.2.2.PreK.A.1	█														0 / 0

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.3.6-12.A - Geometry (6-12)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.3.6.A.1								█							1 / 20
CC.2.3.6.A.2								█							1 / 12
CC.2.3.7.A.1									█						1 / 40
CC.2.3.7.A.2									█						1 / 19

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.3.6-12.A - Geometry (6-12)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.3.8.A.1										█	█	█	█	█	2 / 13
CC.2.3.8.A.2										█	█	█	█	█	3 / 27
CC.2.3.8.A.3										█	█	█	█	█	2 / 16
CC.2.3.HSA.1											█	█	█	█	4 / 17
CC.2.3.HSA.10											█	█	█	█	2 / 6
CC.2.3.HSA.11											█	█	█	█	1 / 6
CC.2.3.HSA.12											█	█	█	█	1 / 3
CC.2.3.HSA.13											█	█	█	█	2 / 10
CC.2.3.HSA.14											█	█	█	█	3 / 44
CC.2.3.HSA.2											█	█	█	█	3 / 10
CC.2.3.HSA.3											█	█	█	█	2 / 24
CC.2.3.HSA.4											█	█	█	█	2 / 10
CC.2.3.HSA.5											█	█	█	█	2 / 7
CC.2.3.HSA.6											█	█	█	█	3 / 7
CC.2.3.HSA.7											█	█	█	█	3 / 11
CC.2.3.HSA.8											█	█	█	█	1 / 13
CC.2.3.HSA.9											█	█	█	█	1 / 5

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.3.K-5.A - Geometry (PK-5)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.3.1.A.1			█												1 / 6
CC.2.3.1.A.2			█												1 / 4
CC.2.3.2.A.1				█											1 / 7
CC.2.3.2.A.2				█											1 / 4
CC.2.3.3.A.1					█										1 / 8
CC.2.3.3.A.2					█										1 / 10
CC.2.3.4.A.1						█									1 / 5
CC.2.3.4.A.2						█									1 / 5

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.3.K-5.A - Geometry (PK-5)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.3.4.A.3							█	█							1 / 4
CC.2.3.5.A.1							█	█	█						1 / 7
CC.2.3.5.A.2							█	█	█						1 / 10
CC.2.3.K.A.1		█	█												1 / 5
CC.2.3.K.A.2		█	█												1 / 2
CC.2.3.PreK.A.1	█														0 / 0
CC.2.3.PreK.A.2	█														0 / 0

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.4.6-12.B - Statistics and Probability (6-12)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.4.6.B.1								█	█						1 / 12
CC.2.4.7.B.1									█	█					1 / 8
CC.2.4.7.B.2									█	█					1 / 8
CC.2.4.7.B.3									█	█					1 / 16
CC.2.4.8.B.1										█	█				1 / 8
CC.2.4.8.B.2										█	█				1 / 10
CC.2.4.HS.B.1											█	█	█	█	6 / 33
CC.2.4.HS.B.2											█	█	█	█	4 / 18
CC.2.4.HS.B.3											█	█	█	█	5 / 12
CC.2.4.HS.B.4											█	█	█	█	5 / 13
CC.2.4.HS.B.5											█	█	█	█	6 / 24
CC.2.4.HS.B.6											█	█	█	█	6 / 22
CC.2.4.HS.B.7											█	█	█	█	5 / 15

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.4.K-5.A - Measurement and Data (PK-5)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.4.1.A.1			█	█											1 / 9
CC.2.4.1.A.2			█	█											1 / 5
CC.2.4.1.A.4			█	█											1 / 10

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Mathematics

Area: CCMA - Pennsylvania :: Curriculum Framework :: Mathematics :: 2013

Strand: 2.4.K-5.A - Measurement and Data (PK-5)

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
CC.2.4.2.A.1				█											1 / 4
CC.2.4.2.A.2				█											1 / 3
CC.2.4.2.A.3				█											1 / 5
CC.2.4.2.A.4				█											2 / 4
CC.2.4.2.A.6				█											1 / 3
CC.2.4.3.A.1					█										1 / 11
CC.2.4.3.A.2					█										1 / 9
CC.2.4.3.A.3					█										1 / 6
CC.2.4.3.A.4					█										1 / 6
CC.2.4.3.A.5					█										1 / 10
CC.2.4.3.A.6					█										1 / 8
CC.2.4.4.A.1						█									1 / 21
CC.2.4.4.A.2						█									1 / 6
CC.2.4.4.A.4						█									1 / 9
CC.2.4.4.A.6						█									1 / 4
CC.2.4.5.A.1							█								1 / 11
CC.2.4.5.A.2							█								1 / 12
CC.2.4.5.A.4							█								1 / 6
CC.2.4.5.A.5							█								1 / 8
CC.2.4.K.A.1		█													1 / 2
CC.2.4.K.A.4		█													1 / 4
CC.2.4.PreK.A.1	█														0 / 0
CC.2.4.PreK.A.4	█														0 / 0

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Social Studies

Area: Psych - National High School Psychology Standards

Strand: 1 - Methods

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SS.Psych.1.1											█	█	█	█	2 / 6
SS.Psych.1.2											█	█	█	█	1 / 6
SS.Psych.1.3											█	█	█	█	1 / 7
SS.Psych.1.4											█	█	█	█	2 / 5
SS.Psych.1.5											█	█	█	█	1 / 3
SS.Psych.1.6											█	█	█	█	2 / 7
SS.Psych.1.7											█	█	█	█	1 / 4

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Social Studies

Area: Psych - National High School Psychology Standards

Strand: 2 - Biopsychological

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SS.Psych.2.1											█	█	█	█	1 / 4
SS.Psych.2.10											█	█	█	█	1 / 1
SS.Psych.2.11											█	█	█	█	1 / 5
SS.Psych.2.12											█	█	█	█	1 / 6
SS.Psych.2.13											█	█	█	█	1 / 5
SS.Psych.2.14											█	█	█	█	1 / 4
SS.Psych.2.15											█	█	█	█	1 / 1
SS.Psych.2.16											█	█	█	█	1 / 2
SS.Psych.2.17											█	█	█	█	1 / 3
SS.Psych.2.18											█	█	█	█	1 / 3
SS.Psych.2.19											█	█	█	█	1 / 5
SS.Psych.2.2											█	█	█	█	1 / 4
SS.Psych.2.20											█	█	█	█	1 / 4
SS.Psych.2.21											█	█	█	█	1 / 4
SS.Psych.2.3											█	█	█	█	1 / 4
SS.Psych.2.4											█	█	█	█	1 / 1
SS.Psych.2.5											█	█	█	█	1 / 3
SS.Psych.2.6											█	█	█	█	1 / 3

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Social Studies  
 Area: Psych - National High School Psychology Standards  
 Strand: 2 - Biopsychological

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SS.Psych.2.7											█	█	█	█	1 / 1
SS.Psych.2.8											█	█	█	█	1 / 3
SS.Psych.2.9											█	█	█	█	1 / 3

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Social Studies  
 Area: Psych - National High School Psychology Standards  
 Strand: 3 - Developmental

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SS.Psych.3.1											█	█	█	█	1 / 4
SS.Psych.3.2											█	█	█	█	1 / 3
SS.Psych.3.3											█	█	█	█	1 / 6
SS.Psych.3.4											█	█	█	█	1 / 5
SS.Psych.3.5											█	█	█	█	1 / 6
SS.Psych.3.6											█	█	█	█	1 / 6
SS.Psych.3.7											█	█	█	█	1 / 10

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Social Studies  
 Area: Psych - National High School Psychology Standards  
 Strand: 4 - Cognitive

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SS.Psych.4.1											█	█	█	█	1 / 3
SS.Psych.4.10											█	█	█	█	1 / 4
SS.Psych.4.11											█	█	█	█	2 / 7
SS.Psych.4.12											█	█	█	█	1 / 5
SS.Psych.4.13											█	█	█	█	1 / 4
SS.Psych.4.14											█	█	█	█	1 / 4
SS.Psych.4.15											█	█	█	█	1 / 3
SS.Psych.4.16											█	█	█	█	1 / 1
SS.Psych.4.17											█	█	█	█	1 / 6
SS.Psych.4.18											█	█	█	█	1 / 3
SS.Psych.4.19											█	█	█	█	1 / 2
SS.Psych.4.2											█	█	█	█	1 / 3
SS.Psych.4.20											█	█	█	█	1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Social Studies  
 Area: Psych - National High School Psychology Standards  
 Strand: 4 - Cognitive

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SS.Psych.4.21											█	█	█	█	1 / 3
SS.Psych.4.22											█	█	█	█	1 / 7
SS.Psych.4.23											█	█	█	█	1 / 4
SS.Psych.4.24											█	█	█	█	1 / 3
SS.Psych.4.25											█	█	█	█	1 / 8
SS.Psych.4.3											█	█	█	█	1 / 3
SS.Psych.4.4											█	█	█	█	1 / 3
SS.Psych.4.5											█	█	█	█	1 / 6
SS.Psych.4.6											█	█	█	█	1 / 4
SS.Psych.4.7											█	█	█	█	1 / 4
SS.Psych.4.8											█	█	█	█	1 / 4
SS.Psych.4.9											█	█	█	█	1 / 4

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Social Studies  
 Area: Psych - National High School Psychology Standards  
 Strand: 5 - Variations in Individual and Group Behavior

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SS.Psych.5.1											█	█	█	█	1 / 6
SS.Psych.5.10											█	█	█	█	2 / 42
SS.Psych.5.2											█	█	█	█	1 / 6
SS.Psych.5.3											█	█	█	█	1 / 6
SS.Psych.5.4											█	█	█	█	1 / 6
SS.Psych.5.5											█	█	█	█	1 / 4
SS.Psych.5.6											█	█	█	█	1 / 4
SS.Psych.5.7											█	█	█	█	1 / 4
SS.Psych.5.8											█	█	█	█	3 / 50
SS.Psych.5.9											█	█	█	█	4 / 54

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: School Counselors

Area: ASCAMB - American School Counselor Association :: Mindsets & Behaviors for Student Success :: Competencies :: 2014

Strand: ASCA\_1 - Mindset Standards

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ASCA.M.1	█	█	█	█	█	█	█	█	█	█	█	█	█	█	13 / 50
ASCA.M.2	█	█	█	█	█	█	█	█	█	█	█	█	█	█	13 / 26
ASCA.M.3	█	█	█	█	█	█	█	█	█	█	█	█	█	█	13 / 46
ASCA.M.4	█	█	█	█	█	█	█	█	█	█	█	█	█	█	5 / 7
ASCA.M.5	█	█	█	█	█	█	█	█	█	█	█	█	█	█	12 / 27
ASCA.M.6	█	█	█	█	█	█	█	█	█	█	█	█	█	█	12 / 29

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: School Counselors

Area: ASCAMB - American School Counselor Association :: Mindsets & Behaviors for Student Success :: Competencies :: 2014

Strand: ASCA\_2 - Behavior Standards

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ASCA.LS.1	█	█	█	█	█	█	█	█	█	█	█	█	█	█	12 / 36
ASCA.LS.10	█	█	█	█	█	█	█	█	█	█	█	█	█	█	6 / 7
ASCA.LS.2	█	█	█	█	█	█	█	█	█	█	█	█	█	█	12 / 13
ASCA.LS.3	█	█	█	█	█	█	█	█	█	█	█	█	█	█	11 / 24
ASCA.LS.4	█	█	█	█	█	█	█	█	█	█	█	█	█	█	12 / 19
ASCA.LS.5	█	█	█	█	█	█	█	█	█	█	█	█	█	█	11 / 18
ASCA.LS.6	█	█	█	█	█	█	█	█	█	█	█	█	█	█	11 / 14
ASCA.LS.7	█	█	█	█	█	█	█	█	█	█	█	█	█	█	13 / 16
ASCA.LS.8	█	█	█	█	█	█	█	█	█	█	█	█	█	█	7 / 7
ASCA.LS.9	█	█	█	█	█	█	█	█	█	█	█	█	█	█	9 / 11
ASCA.SMS.1	█	█	█	█	█	█	█	█	█	█	█	█	█	█	11 / 22
ASCA.SMS.10	█	█	█	█	█	█	█	█	█	█	█	█	█	█	11 / 20
ASCA.SMS.2	█	█	█	█	█	█	█	█	█	█	█	█	█	█	12 / 25
ASCA.SMS.3	█	█	█	█	█	█	█	█	█	█	█	█	█	█	6 / 13
ASCA.SMS.4	█	█	█	█	█	█	█	█	█	█	█	█	█	█	8 / 9
ASCA.SMS.5	█	█	█	█	█	█	█	█	█	█	█	█	█	█	11 / 16
ASCA.SMS.6	█	█	█	█	█	█	█	█	█	█	█	█	█	█	10 / 28
ASCA.SMS.7	█	█	█	█	█	█	█	█	█	█	█	█	█	█	13 / 39
ASCA.SMS.8	█	█	█	█	█	█	█	█	█	█	█	█	█	█	10 / 14

Key: █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: School Counselors

Area: ASCAMB - American School Counselor Association :: Mindsets & Behaviors for Student Success :: Competencies :: 2014

Strand: ASCA\_2 - Behavior Standards

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ASCA.SMS.9															11 / 24
ASCA.SS.1															13 / 44
ASCA.SS.2															13 / 63
ASCA.SS.3															13 / 52
ASCA.SS.4															12 / 20
ASCA.SS.5															12 / 28
ASCA.SS.6															11 / 28
ASCA.SS.7															10 / 17
ASCA.SS.8															13 / 40
ASCA.SS.9															13 / 39

**Key:** ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment ■ Course Count / LT Count

# Standards Map Report

Department/Course: School Counselors

Area: ASCA IND - American School Counselor Association :: National Standards for Students - Indicators :: National Standards for Students :: 2004

Strand: A - Academic Development

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
A:A1.1															11 / 40
A:A1.2															13 / 37
A:A1.3															12 / 34
A:A1.4															11 / 40
A:A1.5															13 / 54
A:A2.1															13 / 32
A:A2.2															12 / 47
A:A2.3															13 / 59
A:A2.4															11 / 42
A:A3.1															13 / 51
A:A3.2															11 / 36
A:A3.3															11 / 18
A:A3.4															12 / 25
A:A3.5															11 / 51
A:B1.1															12 / 37
A:B1.2															10 / 42
A:B1.3															9 / 22
A:B1.4															12 / 43
A:B1.5															9 / 27
A:B1.6															9 / 20
A:B1.7															11 / 26
A:B2.1															10 / 21
A:B2.2															8 / 8
A:B2.3															3 / 7
A:B2.4															11 / 20
A:B2.5															11 / 33
A:B2.6															10 / 20

**Key:** ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: School Counselors

Area: ASCA IND - American School Counselor Association :: National Standards for Students - Indicators :: National Standards for Students :: 2004

Strand: A - Academic Development

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
A:B2.7															0 / 0
A:C1.1															11 / 16
A:C1.2															3 / 4
A:C1.3															8 / 10
A:C1.4															11 / 25
A:C1.5															8 / 17
A:C1.6															8 / 13

Key: ■ - Coverage based on Standard Definition ■ coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: School Counselors

Area: ASCA IND - American School Counselor Association :: National Standards for Students - Indicators :: National Standards for Students :: 2004

Strand: C - Career Development

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
C:A1.1															8 / 9
C:A1.10															14 / 16
C:A1.2															10 / 11
C:A1.3															30 / 40
C:A1.4															14 / 40
C:A1.5															28 / 56
C:A1.6															28 / 48
C:A1.7															36 / 60
C:A1.8															14 / 16
C:A1.9															17 / 23
C:A2.1															16 / 24
C:A2.2															5 / 5
C:A2.3															1 / 1
C:A2.4															4 / 4
C:A2.5															12 / 28
C:A2.6															4 / 4
C:A2.7															9 / 14
C:A2.8															13 / 22

Key: ■ - Coverage based on Standard Definition ■ coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: School Counselors

Area: ASCA IND - American School Counselor Association :: National Standards for Students - Indicators :: National Standards for Students :: 2004

Strand: C - Career Development

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
C:A2.9															12 / 18
C:B1.1															17 / 19
C:B1.2															30 / 32
C:B1.3															5 / 5
C:B1.4															9 / 9
C:B1.5															9 / 9
C:B1.6															8 / 8
C:B1.7															3 / 3
C:B1.8															6 / 6
C:B2.1															9 / 10
C:B2.2															18 / 19
C:B2.3															3 / 3
C:B2.4															3 / 3
C:B2.5															19 / 20
C:C1.1															11 / 11
C:C1.2															4 / 5
C:C1.3															23 / 23
C:C1.4															4 / 4
C:C1.5															3 / 4
C:C1.6															2 / 2
C:C1.7															3 / 3
C:C2.1															13 / 18
C:C2.2															8 / 20
C:C2.3															15 / 32
C:C2.4															2 / 2

**Key:** ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: School Counselors

Area: ASCA IND - American School Counselor Association :: National Standards for Students - Indicators :: National Standards for Students :: 2004

Strand: PS - Personal/Social Development

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
PS:A1.1															12 / 46
PS:A1.10															11 / 46
PS:A1.11															9 / 38
PS:A1.12															9 / 30
PS:A1.2															12 / 54
PS:A1.3															10 / 29
PS:A1.4															11 / 33
PS:A1.5															13 / 67
PS:A1.6															13 / 57
PS:A1.7															13 / 49
PS:A1.8															12 / 45
PS:A1.9															10 / 35
PS:A2.1															12 / 40
PS:A2.2															12 / 52
PS:A2.3															12 / 52
PS:A2.4															10 / 41
PS:A2.5															10 / 39
PS:A2.6															12 / 56
PS:A2.7															12 / 47
PS:A2.8															11 / 38
PS:B1.1															11 / 38
PS:B1.10															12 / 32
PS:B1.11															10 / 31
PS:B1.12															10 / 22
PS:B1.2															10 / 27
PS:B1.3															12 / 33
PS:B1.4															13 / 32

Key: ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: School Counselors

Area: ASCA IND - American School Counselor Association :: National Standards for Students - Indicators :: National Standards for Students :: 2004

Strand: PS - Personal/Social Development

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
PS:B1.5															11 / 30
PS:B1.6															9 / 23
PS:B1.7															10 / 32
PS:B1.8															11 / 24
PS:B1.9															9 / 28
PS:C1.1															4 / 6
PS:C1.10															12 / 34
PS:C1.11															12 / 37
PS:C1.2															11 / 31
PS:C1.3															12 / 31
PS:C1.4															12 / 32
PS:C1.5															13 / 42
PS:C1.6															10 / 39
PS:C1.7															12 / 41
PS:C1.8															7 / 23
PS:C1.9															12 / 31

**Key:** ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 1 - Unifying Themes

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.10.3.1.10.A.1											█	█			6 / 14
SCT.10.3.1.10.A.2											█	█			6 / 24
SCT.10.3.1.10.A.3											█	█			1 / 2
SCT.10.3.1.10.A.4											█	█			2 / 9
SCT.10.3.1.10.A.5											█	█			2 / 4
SCT.10.3.1.10.B.1											█	█			13 / 58
SCT.10.3.1.10.B.2											█	█			8 / 42
SCT.10.3.1.10.B.3											█	█			8 / 25
SCT.10.3.1.10.C.1											█	█			13 / 62
SCT.10.3.1.10.C.2											█	█			9 / 19
SCT.10.3.1.10.C.3											█	█			7 / 23
SCT.10.3.1.10.D.1											█	█			5 / 9
SCT.10.3.1.10.D.2											█	█			7 / 10
SCT.10.3.1.10.E.1										█	█	█			13 / 42
SCT.10.3.1.10.E.2											█	█			13 / 49
SCT.10.3.1.10.E.3											█	█			4 / 12
SCT.10.3.1.10.E.4											█	█			7 / 14
SCT.12.3.1.12.A.1											█	█	█		2 / 46
SCT.12.3.1.12.A.2											█	█	█		4 / 26
SCT.12.3.1.12.A.3											█	█	█		4 / 56
SCT.12.3.1.12.A.4											█	█	█		3 / 8
SCT.12.3.1.12.A.5											█	█	█		2 / 11
SCT.12.3.1.12.B.1											█	█	█		5 / 15
SCT.12.3.1.12.B.2											█	█	█		6 / 42
SCT.12.3.1.12.B.3											█	█	█		4 / 18
SCT.12.3.1.12.C.1											█	█	█		8 / 69
SCT.12.3.1.12.C.2											█	█	█		6 / 56
SCT.12.3.1.12.C.3											█	█	█		4 / 52

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 1 - Unifying Themes

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
SCT.12.3.1.12.D.1											█	█	█	█	5 / 22
SCT.12.3.1.12.D.2										█	█	█	█	█	4 / 23
SCT.12.3.1.12.D.3										█	█	█	█	█	6 / 27
SCT.12.3.1.12.E.1										█	█	█	█	█	8 / 25
SCT.12.3.1.12.E.2										█	█	█	█	█	10 / 22
SCT.12.3.1.12.E.3										█	█	█	█	█	4 / 10
SCT.12.3.1.12.E.4										█	█	█	█	█	5 / 12
SCT.4.3.1.4.A.1					█	█	█	█	█	█	█	█	█	█	2 / 12
SCT.4.3.1.4.A.2		█	█	█	█	█	█	█	█	█	█	█	█	█	4 / 18
SCT.4.3.1.4.A.3					█	█	█	█	█	█	█	█	█	█	1 / 2
SCT.4.3.1.4.A.4			█	█	█	█	█	█	█	█	█	█	█	█	3 / 5
SCT.4.3.1.4.B.1				█	█	█	█	█	█	█	█	█	█	█	3 / 16
SCT.4.3.1.4.B.2				█	█	█	█	█	█	█	█	█	█	█	3 / 18
SCT.4.3.1.4.B.3				█	█	█	█	█	█	█	█	█	█	█	3 / 6
SCT.4.3.1.4.B.4				█	█	█	█	█	█	█	█	█	█	█	2 / 5
SCT.4.3.1.4.C.1		█	█	█	█	█	█	█	█	█	█	█	█	█	4 / 32
SCT.4.3.1.4.C.2		█	█	█	█	█	█	█	█	█	█	█	█	█	5 / 25
SCT.4.3.1.4.D.1					█	█	█	█	█	█	█	█	█	█	1 / 2
SCT.4.3.1.4.D.2					█	█	█	█	█	█	█	█	█	█	1 / 1
SCT.4.3.1.4.D.3					█	█	█	█	█	█	█	█	█	█	2 / 4
SCT.4.3.1.4.E.1			█	█	█	█	█	█	█	█	█	█	█	█	5 / 22
SCT.4.3.1.4.E.2				█	█	█	█	█	█	█	█	█	█	█	2 / 10
SCT.4.3.1.4.E.3				█	█	█	█	█	█	█	█	█	█	█	2 / 4
SCT.4.3.1.4.E.4			█	█	█	█	█	█	█	█	█	█	█	█	4 / 26
SCT.7.3.1.7.A.1							█	█	█	█	█	█	█	█	3 / 121
SCT.7.3.1.7.A.2							█	█	█	█	█	█	█	█	3 / 120
SCT.7.3.1.7.A.3							█	█	█	█	█	█	█	█	3 / 113
SCT.7.3.1.7.A.4							█	█	█	█	█	█	█	█	3 / 46

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 1 - Unifying Themes

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
SCT.7.3.1.7.A.5							█		█						3 / 56
SCT.7.3.1.7.B.1							█	█	█						3 / 60
SCT.7.3.1.7.B.2							█	█	█						3 / 57
SCT.7.3.1.7.B.3							█	█	█						4 / 71
SCT.7.3.1.7.C.1							█	█	█						5 / 75
SCT.7.3.1.7.C.2							█	█	█						4 / 75
SCT.7.3.1.7.C.3							█	█	█						2 / 29
SCT.7.3.1.7.D.1							█	█	█						4 / 7
SCT.7.3.1.7.D.2							█	█	█						4 / 21
SCT.7.3.1.7.E.1							█	█	█						3 / 22
SCT.7.3.1.7.E.2							█	█	█						3 / 12
SCT.7.3.1.7.E.3							█	█	█						3 / 25

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 2 - Inquiry and Design

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
SCT.10.3.2.10.A.1											█	█	█	█	10 / 44
SCT.10.3.2.10.A.2										█	█	█	█	█	16 / 65
SCT.10.3.2.10.A.3											█	█	█	█	9 / 36
SCT.10.3.2.10.B.1											█	█	█	█	12 / 40
SCT.10.3.2.10.B.2											█	█	█	█	14 / 51
SCT.10.3.2.10.B.3											█	█	█	█	9 / 51
SCT.10.3.2.10.C.1											█	█	█	█	12 / 33
SCT.10.3.2.10.C.2											█	█	█	█	8 / 27
SCT.10.3.2.10.C.3											█	█	█	█	10 / 19
SCT.10.3.2.10.C.4											█	█	█	█	11 / 21
SCT.10.3.2.10.C.5											█	█	█	█	10 / 23
SCT.10.3.2.10.C.6											█	█	█	█	14 / 29
SCT.10.3.2.10.C.7											█	█	█	█	10 / 20

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 2 - Inquiry and Design

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.10.3.2.10.D.1											█	█	█	█	7 / 60
SCT.10.3.2.10.D.2											█	█	█	█	5 / 59
SCT.10.3.2.10.D.3											█	█	█	█	6 / 60
SCT.10.3.2.10.D.4											█	█	█	█	6 / 58
SCT.10.3.2.10.D.5											█	█	█	█	5 / 6
SCT.12.3.2.12.A.1											█	█	█	█	8 / 30
SCT.12.3.2.12.A.2											█	█	█	█	8 / 21
SCT.12.3.2.12.B.1											█	█	█	█	7 / 14
SCT.12.3.2.12.B.2											█	█	█	█	7 / 14
SCT.12.3.2.12.B.3											█	█	█	█	7 / 10
SCT.12.3.2.12.C.1											█	█	█	█	9 / 52
SCT.12.3.2.12.C.2											█	█	█	█	6 / 34
SCT.12.3.2.12.C.3											█	█	█	█	6 / 14
SCT.12.3.2.12.C.4											█	█	█	█	8 / 60
SCT.12.3.2.12.C.5											█	█	█	█	8 / 42
SCT.12.3.2.12.C.6											█	█	█	█	5 / 9
SCT.12.3.2.12.D.1											█	█	█	█	5 / 22
SCT.12.3.2.12.D.2											█	█	█	█	3 / 21
SCT.12.3.2.12.D.3											█	█	█	█	5 / 58
SCT.12.3.2.12.D.4											█	█	█	█	3 / 15
SCT.12.3.2.12.D.5											█	█	█	█	2 / 4
SCT.4.3.2.4.A.1						█	█								1 / 2
SCT.4.3.2.4.A.2				█	█	█	█								3 / 11
SCT.4.3.2.4.A.3				█	█	█	█								3 / 6
SCT.4.3.2.4.B.1		█		█	█	█	█								3 / 29
SCT.4.3.2.4.B.2		█		█	█	█	█								4 / 42
SCT.4.3.2.4.C.1				█	█	█	█								3 / 19
SCT.4.3.2.4.C.2				█	█	█	█								2 / 8

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 2 - Inquiry and Design

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.4.3.2.4.C.3				█		█									2 / 6
SCT.4.3.2.4.C.4				█		█									2 / 10
SCT.4.3.2.4.D.1				█		█									1 / 1
SCT.4.3.2.4.D.2			█	█	█	█									3 / 3
SCT.4.3.2.4.D.3				█		█									1 / 1
SCT.4.3.2.4.D.4				█		█									1 / 2
SCT.4.3.2.4.D.5				█		█									1 / 2
SCT.7.3.2.7.A.1							█	█	█	█					3 / 15
SCT.7.3.2.7.A.2							█	█	█	█	█				4 / 17
SCT.7.3.2.7.A.3							█	█	█	█					3 / 8
SCT.7.3.2.7.A.4							█	█	█	█					3 / 11
SCT.7.3.2.7.B.1							█	█	█	█	█				4 / 12
SCT.7.3.2.7.B.2							█	█	█	█	█	█			3 / 26
SCT.7.3.2.7.B.3							█	█	█	█	█				3 / 10
SCT.7.3.2.7.B.4							█	█	█	█	█				4 / 18
SCT.7.3.2.7.B.5							█	█	█	█	█	█			5 / 32
SCT.7.3.2.7.C.1							█	█	█	█	█				4 / 25
SCT.7.3.2.7.C.2							█	█	█	█	█				4 / 9
SCT.7.3.2.7.C.3							█	█	█	█	█				4 / 12
SCT.7.3.2.7.C.4							█	█	█	█	█				4 / 7
SCT.7.3.2.7.C.5							█	█	█	█	█				3 / 8
SCT.7.3.2.7.C.6							█	█	█	█	█				4 / 9
SCT.7.3.2.7.D.1							█	█	█	█	█				2 / 19
SCT.7.3.2.7.D.2							█	█	█	█	█				3 / 19
SCT.7.3.2.7.D.3							█	█	█	█	█				3 / 54
SCT.7.3.2.7.D.4							█	█	█	█	█				2 / 51
SCT.7.3.2.7.D.5							█	█	█	█	█				2 / 54
SCT.7.3.2.7.D.6							█	█	█	█	█				2 / 9

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 3 - Biological Sciences

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.10.3.3.10.A.1											█	█			7 / 46
SCT.10.3.3.10.A.2											█	█			10 / 85
SCT.10.3.3.10.A.3											█	█			6 / 29
SCT.10.3.3.10.A.4											█	█			7 / 28
SCT.10.3.3.10.B.1											█	█			11 / 80
SCT.10.3.3.10.B.2											█	█			9 / 78
SCT.10.3.3.10.B.3											█	█			7 / 54
SCT.10.3.3.10.B.4											█	█			10 / 51
SCT.10.3.3.10.C.1											█	█			7 / 34
SCT.10.3.3.10.C.2											█	█			4 / 37
SCT.10.3.3.10.C.3											█	█			8 / 32
SCT.10.3.3.10.C.4											█	█			5 / 34
SCT.10.3.3.10.C.5											█	█			6 / 51
SCT.10.3.3.10.C.6											█	█			4 / 28
SCT.10.3.3.10.C.7											█	█			5 / 45
SCT.10.3.3.10.D.1											█	█			4 / 20
SCT.10.3.3.10.D.2											█	█			4 / 18
SCT.10.3.3.10.D.3											█	█			5 / 19
SCT.10.3.3.10.D.4											█	█			5 / 23
SCT.10.3.3.10.D.5											█	█			4 / 19
SCT.10.3.3.10.D.6											█	█			5 / 14
SCT.10.3.3.10.D.7											█	█			4 / 17
SCT.10.3.3.10.D.8											█	█			8 / 30
SCT.12.3.3.12.A.1													█	█	8 / 63
SCT.12.3.3.12.A.2													█	█	9 / 86
SCT.12.3.3.12.A.3													█	█	5 / 16
SCT.12.3.3.12.A.4													█	█	5 / 14
SCT.12.3.3.12.B.1													█	█	10 / 39

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 3 - Biological Sciences

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.12.3.3.12.B.2											█	█	█	█	9 / 21
SCT.12.3.3.12.B.3											█	█	█	█	9 / 82
SCT.12.3.3.12.B.4											█	█	█	█	3 / 5
SCT.12.3.3.12.C.1											█	█	█	█	4 / 23
SCT.12.3.3.12.C.2											█	█	█	█	5 / 25
SCT.12.3.3.12.C.3											█	█	█	█	5 / 12
SCT.12.3.3.12.C.4											█	█	█	█	4 / 15
SCT.12.3.3.12.D.1											█	█	█	█	2 / 6
SCT.12.3.3.12.D.2											█	█	█	█	4 / 12
SCT.4.3.3.4.A.1		█	█	█	█	█	█								5 / 64
SCT.4.3.3.4.A.2		█	█	█	█	█	█								5 / 56
SCT.4.3.3.4.A.3		█	█	█	█	█	█								5 / 78
SCT.4.3.3.4.B.1		█	█	█	█	█	█								5 / 12
SCT.4.3.3.4.B.2		█	█	█	█	█	█								5 / 52
SCT.4.3.3.4.C.1		█	█	█	█	█	█								5 / 32
SCT.4.3.3.4.C.2				█	█	█	█								3 / 4
SCT.4.3.3.4.D.1		█	█	█	█	█	█								5 / 22
SCT.7.3.3.7.A.1							█	█	█	█	█	█	█	█	3 / 66
SCT.7.3.3.7.A.2							█	█	█	█	█	█	█	█	2 / 24
SCT.7.3.3.7.A.3							█	█	█	█	█	█	█	█	2 / 58
SCT.7.3.3.7.B.1							█	█	█	█	█	█	█	█	3 / 25
SCT.7.3.3.7.B.2							█	█	█	█	█	█	█	█	2 / 19
SCT.7.3.3.7.B.3							█	█	█	█	█	█	█	█	3 / 38
SCT.7.3.3.7.B.4							█	█	█	█	█	█	█	█	3 / 27
SCT.7.3.3.7.B.5							█	█	█	█	█	█	█	█	2 / 14
SCT.7.3.3.7.C.1									█	█	█	█	█	█	2 / 14
SCT.7.3.3.7.C.2									█	█	█	█	█	█	1 / 6
SCT.7.3.3.7.C.3									█	█	█	█	█	█	1 / 6

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 3 - Biological Sciences

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
SCT.7.3.3.7.C.4															2 / 7
SCT.7.3.3.7.C.5															1 / 19
SCT.7.3.3.7.C.6															1 / 4
SCT.7.3.3.7.C.7															1 / 4
SCT.7.3.3.7.D.1															1 / 29
SCT.7.3.3.7.D.2															1 / 15
SCT.7.3.3.7.D.3															1 / 17
SCT.7.3.3.7.D.4															1 / 11
SCT.7.3.3.7.D.5															1 / 5
SCT.7.3.3.7.D.6															1 / 3

**Key:** - Coverage based on Standard Definition Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 4 - Physical Science, Chemistry and Physics

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
SCT.10.3.4.10.A.1															10 / 31
SCT.10.3.4.10.A.2															9 / 19
SCT.10.3.4.10.A.3															4 / 8
SCT.10.3.4.10.A.4															7 / 14
SCT.10.3.4.10.A.5															7 / 12
SCT.10.3.4.10.A.6															6 / 15
SCT.10.3.4.10.A.7															4 / 9
SCT.10.3.4.10.A.8															11 / 33
SCT.10.3.4.10.A.9															5 / 17
SCT.10.3.4.10.B.1															4 / 13
SCT.10.3.4.10.B.2															3 / 7
SCT.10.3.4.10.B.3															6 / 15
SCT.10.3.4.10.B.4															4 / 13
SCT.10.3.4.10.B.5															2 / 3
SCT.10.3.4.10.C.1															3 / 14

**Key:** - Coverage based on Standard Definition Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science

Area: ACAD - Academic Standards

Strand: 4 - Physical Science, Chemistry and Physics

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.10.3.4.10.C.2										█		█			3 / 9
SCT.10.3.4.10.C.3										█		█			1 / 2
SCT.10.3.4.10.C.4										█		█			3 / 7
SCT.10.3.4.10.C.5										█		█			3 / 9
SCT.10.3.4.10.C.6										█		█			4 / 19
SCT.10.3.4.10.C.7										█		█			4 / 14
SCT.10.3.4.10.C.8										█		█			3 / 9
SCT.10.3.4.10.D.1										█		█			1 / 9
SCT.10.3.4.10.D.2										█		█			1 / 6
SCT.10.3.4.10.D.3										█		█			1 / 6
SCT.10.3.4.10.D.4										█		█			1 / 3
SCT.10.3.4.10.D.5										█		█			1 / 3
SCT.10.3.4.10.D.6										█		█			1 / 4
SCT.10.3.4.10.D.7										█		█			1 / 8
SCT.12.3.4.12.A.1										█		█		█	5 / 13
SCT.12.3.4.12.A.2										█		█		█	4 / 14
SCT.12.3.4.12.A.3										█		█		█	1 / 1
SCT.12.3.4.12.A.4										█		█		█	4 / 19
SCT.12.3.4.12.A.5										█		█		█	9 / 24
SCT.12.3.4.12.A.6										█		█		█	1 / 8
SCT.12.3.4.12.A.7										█		█		█	2 / 2
SCT.12.3.4.12.A.8										█		█		█	6 / 35
SCT.12.3.4.12.B.1										█		█		█	4 / 8
SCT.12.3.4.12.B.2										█		█		█	7 / 20
SCT.12.3.4.12.B.3										█		█		█	1 / 2
SCT.12.3.4.12.B.4										█		█		█	7 / 23
SCT.12.3.4.12.C.1										█		█		█	7 / 38
SCT.12.3.4.12.C.2										█		█		█	1 / 3
































































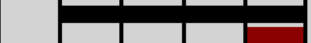













































**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science

Area: ACAD - Academic Standards

Strand: 4 - Physical Science, Chemistry and Physics

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.12.3.4.12.C.3															1 / 33
SCT.12.3.4.12.C.4															1 / 3
SCT.12.3.4.12.C.5															1 / 7
SCT.12.3.4.12.C.6															3 / 36
SCT.12.3.4.12.D.1															1 / 3
SCT.12.3.4.12.D.2															1 / 3
SCT.12.3.4.12.D.3															1 / 3
SCT.4.3.4.4.A.1															5 / 49
SCT.4.3.4.4.A.2															5 / 36
SCT.4.3.4.4.A.3															5 / 50
SCT.4.3.4.4.B.1															4 / 52
SCT.4.3.4.4.B.2															3 / 26
SCT.4.3.4.4.B.3															3 / 10
SCT.4.3.4.4.B.4															3 / 13
SCT.4.3.4.4.B.5															3 / 12
SCT.4.3.4.4.B.6															4 / 14
SCT.4.3.4.4.B.7															4 / 28
SCT.4.3.4.4.C.1															5 / 36
SCT.4.3.4.4.C.2															5 / 47
SCT.4.3.4.4.C.3															5 / 49
SCT.4.3.4.4.C.4															5 / 50
SCT.4.3.4.4.C.5															5 / 41
SCT.4.3.4.4.D.1															5 / 35
SCT.4.3.4.4.D.2															5 / 28
SCT.4.3.4.4.D.3															5 / 27
SCT.4.3.4.4.D.4															5 / 46
SCT.7.3.4.7.A.1															3 / 15
SCT.7.3.4.7.A.2															2 / 12

**Key:**  - Coverage based on Standard Definition  Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 4 - Physical Science, Chemistry and Physics

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.7.3.4.7.A.3							█	█	█						3 / 14
SCT.7.3.4.7.A.4							█	█	█						3 / 13
SCT.7.3.4.7.B.1							█	█	█	█					3 / 20
SCT.7.3.4.7.B.2							█	█	█	█					3 / 17
SCT.7.3.4.7.B.3							█	█	█	█					3 / 26
SCT.7.3.4.7.B.4							█	█	█	█					3 / 25
SCT.7.3.4.7.C.1							█	█	█						2 / 23
SCT.7.3.4.7.C.2							█	█	█						2 / 13
SCT.7.3.4.7.C.3							█	█	█						2 / 20
SCT.7.3.4.7.C.4							█	█	█	█					3 / 13
SCT.7.3.4.7.C.5							█	█	█	█					3 / 14
SCT.7.3.4.7.D.1							█	█	█	█					3 / 33
SCT.7.3.4.7.D.2							█	█	█	█					3 / 20
SCT.7.3.4.7.D.3							█	█	█	█					3 / 16
SCT.7.3.4.7.D.4							█	█	█	█					3 / 24
SCT.7.3.4.7.D.5							█	█	█	█					2 / 17
SCT.7.3.4.7.D.6							█	█	█	█					2 / 16
SCT.7.3.4.7.D.7							█	█	█	█					2 / 16
SCT.7.3.4.7.D.8							█	█	█	█					2 / 11

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 5 - Earth Sciences

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.10.3.5.10.A.1											█	█	█	█	3 / 11
SCT.10.3.5.10.A.2											█	█	█	█	3 / 12
SCT.10.3.5.10.A.3											█	█	█	█	3 / 5
SCT.10.3.5.10.A.4											█	█	█	█	2 / 8
SCT.10.3.5.10.A.5											█	█	█	█	2 / 5
SCT.10.3.5.10.A.6											█	█	█	█	1 / 5

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 5 - Earth Sciences

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.10.3.5.10.A.7											█	█			1 / 5
SCT.10.3.5.10.B.1											█	█			3 / 10
SCT.10.3.5.10.B.2											█	█			2 / 7
SCT.10.3.5.10.B.3											█	█			2 / 7
SCT.10.3.5.10.B.4											█	█			1 / 2
SCT.10.3.5.10.C.1											█	█			2 / 12
SCT.10.3.5.10.C.2											█	█			2 / 21
SCT.10.3.5.10.C.3											█	█			3 / 13
SCT.10.3.5.10.D.1											█	█			3 / 7
SCT.10.3.5.10.D.2											█	█			2 / 2
SCT.10.3.5.10.D.3											█	█			4 / 8
SCT.10.3.5.10.D.4											█	█			2 / 2
SCT.10.3.5.10.D.5											█	█			4 / 7
SCT.10.3.5.10.D.6											█	█			4 / 10
SCT.12.3.5.12.A.1													█	█	1 / 4
SCT.12.3.5.12.A.2													█	█	2 / 2
SCT.12.3.5.12.A.3													█	█	1 / 1
SCT.12.3.5.12.B.1													█	█	2 / 4
SCT.12.3.5.12.B.2													█	█	2 / 4
SCT.12.3.5.12.B.3													█	█	2 / 5
SCT.12.3.5.12.C.1													█	█	3 / 10
SCT.12.3.5.12.C.2													█	█	2 / 7
SCT.12.3.5.12.C.3													█	█	2 / 7
SCT.12.3.5.12.C.4													█	█	1 / 8
SCT.12.3.5.12.D.1													█	█	1 / 2
SCT.12.3.5.12.D.2													█	█	1 / 1
SCT.12.3.5.12.D.3													█	█	1 / 1
SCT.12.3.5.12.D.4													█	█	1 / 2

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 5 - Earth Sciences

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
SCT.4.3.5.4.A.1															5 / 27
SCT.4.3.5.4.A.2															5 / 22
SCT.4.3.5.4.A.3															5 / 34
SCT.4.3.5.4.A.4															5 / 19
SCT.4.3.5.4.B.1															4 / 13
SCT.4.3.5.4.B.2															4 / 25
SCT.4.3.5.4.C.1															5 / 12
SCT.4.3.5.4.C.2															5 / 30
SCT.4.3.5.4.C.3															6 / 32
SCT.4.3.5.4.D.1															4 / 13
SCT.4.3.5.4.D.2															4 / 15
SCT.4.3.5.4.D.3															5 / 19
SCT.4.3.5.4.D.4															4 / 17
SCT.4.3.5.4.D.5															5 / 18
SCT.7.3.5.7.A.1															3 / 31
SCT.7.3.5.7.A.2															3 / 28
SCT.7.3.5.7.A.3															2 / 25
SCT.7.3.5.7.A.4															2 / 21
SCT.7.3.5.7.A.5															3 / 27
SCT.7.3.5.7.A.6															2 / 14
SCT.7.3.5.7.B.1															2 / 18
SCT.7.3.5.7.B.2															2 / 5
SCT.7.3.5.7.B.3															3 / 14
SCT.7.3.5.7.B.4															3 / 7
SCT.7.3.5.7.C.1															3 / 12
SCT.7.3.5.7.C.2															2 / 11
SCT.7.3.5.7.C.3															2 / 11
SCT.7.3.5.7.C.4															1 / 8

**Key:** - Coverage based on Standard Definition Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 5 - Earth Sciences

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.7.3.5.7.C.5							█	█	█						2 / 10
SCT.7.3.5.7.C.6							█	█	█	█					3 / 13
SCT.7.3.5.7.D.1							█	█	█	█					2 / 5
SCT.7.3.5.7.D.2							█	█	█	█					2 / 5
SCT.7.3.5.7.D.3							█	█	█	█					1 / 4
SCT.7.3.5.7.D.4							█	█	█	█					2 / 6
SCT.7.3.5.7.D.5							█	█	█	█					2 / 5

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 6 - Technology Education

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.10.3.6.10.A.1											█	█	█	█	2 / 2
SCT.10.3.6.10.A.2											█	█	█	█	1 / 1
SCT.10.3.6.10.A.3											█	█	█	█	3 / 5
SCT.10.3.6.10.A.4											█	█	█	█	1 / 1
SCT.10.3.6.10.A.5											█	█	█	█	1 / 1
SCT.10.3.6.10.A.6											█	█	█	█	3 / 5
SCT.10.3.6.10.B.1											█	█	█	█	2 / 11
SCT.10.3.6.10.B.2											█	█	█	█	1 / 1
SCT.10.3.6.10.B.3											█	█	█	█	2 / 6
SCT.10.3.6.10.B.4											█	█	█	█	3 / 4
SCT.10.3.6.10.C.1											█	█	█	█	2 / 2
SCT.10.3.6.10.C.2											█	█	█	█	1 / 1
SCT.10.3.6.10.C.3											█	█	█	█	2 / 2
SCT.10.3.6.10.C.4											█	█	█	█	2 / 4
SCT.10.3.6.10.C.5											█	█	█	█	1 / 3
SCT.10.3.6.10.C.6											█	█	█	█	1 / 1
SCT.10.3.6.10.C.7											█	█	█	█	3 / 5
SCT.10.3.6.10.C.8											█	█	█	█	1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 6 - Technology Education

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.10.3.6.10.C.9											█	█	█	█	1 / 1
SCT.12.3.6.12.A.1											█	█	█	█	1 / 2
SCT.12.3.6.12.A.2											█	█	█	█	2 / 3
SCT.12.3.6.12.A.3											█	█	█	█	1 / 1
SCT.12.3.6.12.A.4											█	█	█	█	1 / 1
SCT.12.3.6.12.A.5											█	█	█	█	1 / 2
SCT.12.3.6.12.A.6											█	█	█	█	1 / 2
SCT.12.3.6.12.B.1											█	█	█	█	1 / 1
SCT.12.3.6.12.B.2											█	█	█	█	3 / 6
SCT.12.3.6.12.B.3											█	█	█	█	1 / 3
SCT.12.3.6.12.B.4											█	█	█	█	4 / 16
SCT.12.3.6.12.C.1											█	█	█	█	1 / 2
SCT.12.3.6.12.C.2											█	█	█	█	1 / 2
SCT.12.3.6.12.C.3											█	█	█	█	1 / 2
SCT.12.3.6.12.C.4											█	█	█	█	2 / 3
SCT.12.3.6.12.C.5											█	█	█	█	1 / 2
SCT.12.3.6.12.C.6											█	█	█	█	1 / 2
SCT.12.3.6.12.C.7											█	█	█	█	1 / 2
SCT.12.3.6.12.C.8											█	█	█	█	1 / 3
SCT.4.3.6.4.A.1		█	█	█	█	█	█								4 / 5
SCT.4.3.6.4.A.2			█	█	█	█	█								2 / 9
SCT.4.3.6.4.A.3				█	█	█	█								1 / 1
SCT.4.3.6.4.A.4			█	█	█	█	█								3 / 6
SCT.4.3.6.4.B.1			█	█	█	█	█								3 / 6
SCT.4.3.6.4.B.2			█	█	█	█	█								2 / 2
SCT.4.3.6.4.B.3			█	█	█	█	█								2 / 3
SCT.4.3.6.4.B.4			█	█	█	█	█								2 / 4
SCT.4.3.6.4.C.1			█	█	█	█	█								2 / 5

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 6 - Technology Education

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
SCT.4.3.6.4.C.10			█	█		█									3 / 6
SCT.4.3.6.4.C.11			█	█		█									2 / 7
SCT.4.3.6.4.C.12			█	█		█									4 / 8
SCT.4.3.6.4.C.2				█		█									2 / 2
SCT.4.3.6.4.C.3				█		█									2 / 3
SCT.4.3.6.4.C.4				█		█									2 / 3
SCT.4.3.6.4.C.5				█		█									2 / 2
SCT.4.3.6.4.C.6				█		█									2 / 5
SCT.4.3.6.4.C.7				█		█									2 / 3
SCT.4.3.6.4.C.8			█	█		█									2 / 5
SCT.4.3.6.4.C.9			█	█		█									2 / 5
SCT.7.3.6.7.A.1								█	█						1 / 1
SCT.7.3.6.7.A.2									█	█					1 / 1
SCT.7.3.6.7.A.3									█	█					1 / 1
SCT.7.3.6.7.A.4							█		█	█					1 / 1
SCT.7.3.6.7.A.5								█	█						1 / 1
SCT.7.3.6.7.A.6								█	█						1 / 1
SCT.7.3.6.7.B.1							█		█	█					2 / 2
SCT.7.3.6.7.B.2							█		█	█					2 / 2
SCT.7.3.6.7.B.3							█		█						1 / 1
SCT.7.3.6.7.B.4									█	█					1 / 5
SCT.7.3.6.7.C.1							█		█						1 / 1
SCT.7.3.6.7.C.10								█	█						1 / 1
SCT.7.3.6.7.C.11								█	█						1 / 1
SCT.7.3.6.7.C.2							█		█						1 / 1
SCT.7.3.6.7.C.3							█		█						1 / 1
SCT.7.3.6.7.C.4							█		█						1 / 1
SCT.7.3.6.7.C.5							█		█						1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 6 - Technology Education

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
SCT.7.3.6.7.C.6							█	█	█						1 / 1
SCT.7.3.6.7.C.7							█	█	█						1 / 1
SCT.7.3.6.7.C.8							█	█	█						1 / 1
SCT.7.3.6.7.C.9							█	█	█						1 / 1

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 7 - Technological Devices

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
SCT.10.3.7.10.A.1											█	█	█	█	6 / 11
SCT.10.3.7.10.A.2											█	█	█	█	3 / 6
SCT.10.3.7.10.B.1											█	█	█	█	3 / 8
SCT.10.3.7.10.B.2											█	█	█	█	2 / 6
SCT.10.3.7.10.B.3											█	█	█	█	3 / 6
SCT.10.3.7.10.B.4											█	█	█	█	3 / 7
SCT.10.3.7.10.B.5											█	█	█	█	3 / 6
SCT.10.3.7.10.C.1											█	█	█	█	8 / 23
SCT.10.3.7.10.C.2											█	█	█	█	3 / 5
SCT.10.3.7.10.C.3											█	█	█	█	1 / 3
SCT.10.3.7.10.C.4											█	█	█	█	2 / 8
SCT.10.3.7.10.C.5											█	█	█	█	2 / 4
SCT.10.3.7.10.C.6											█	█	█	█	1 / 5
SCT.10.3.7.10.C.7											█	█	█	█	1 / 1
SCT.10.3.7.10.D.1											█	█	█	█	1 / 2
SCT.10.3.7.10.D.2											█	█	█	█	2 / 8
SCT.10.3.7.10.D.3											█	█	█	█	9 / 24
SCT.10.3.7.10.D.4											█	█	█	█	5 / 20
SCT.10.3.7.10.D.5											█	█	█	█	4 / 19
SCT.10.3.7.10.D.6											█	█	█	█	5 / 47
SCT.10.3.7.10.E.1											█	█	█	█	8 / 22

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 7 - Technological Devices

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.10.3.7.10.E.2											█	█			3 / 7
SCT.10.3.7.10.E.3											█	█			3 / 15
SCT.10.3.7.10.E.4											█	█			4 / 10
SCT.10.3.7.10.E.5											█	█			4 / 20
SCT.12.3.7.12.A.1													█		1 / 1
SCT.12.3.7.12.A.2													█		1 / 1
SCT.12.3.7.12.A.3													█		1 / 44
SCT.12.3.7.12.B.1													█		2 / 3
SCT.12.3.7.12.B.2													█		1 / 1
SCT.12.3.7.12.B.3													█		2 / 2
SCT.12.3.7.12.C.1													█		1 / 1
SCT.12.3.7.12.C.2													█		3 / 7
SCT.12.3.7.12.C.3													█		3 / 16
SCT.12.3.7.12.D.1													█		2 / 17
SCT.12.3.7.12.D.2													█		1 / 2
SCT.12.3.7.12.D.3													█		4 / 29
SCT.12.3.7.12.D.4													█		1 / 2
SCT.12.3.7.12.D.5													█		1 / 2
SCT.12.3.7.12.E.1													█		1 / 1
SCT.12.3.7.12.E.2													█		3 / 4
SCT.12.3.7.12.E.3													█		2 / 6
SCT.12.3.7.12.E.4													█		1 / 1
SCT.4.3.7.4.A.1				█		█									2 / 7
SCT.4.3.7.4.A.2			█	█		█									3 / 9
SCT.4.3.7.4.A.3			█	█		█									2 / 13
SCT.4.3.7.4.B.1				█		█									1 / 3
SCT.4.3.7.4.B.2				█		█									2 / 8
SCT.4.3.7.4.C.1		█	█			█									4 / 5

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Science  
 Area: ACAD - Academic Standards  
 Strand: 7 - Technological Devices

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.4.3.7.4.C.2						█	█								4 / 4
SCT.4.3.7.4.C.3						█	█								4 / 4
SCT.4.3.7.4.D.1						█	█								4 / 5
SCT.4.3.7.4.D.2						█	█								4 / 4
SCT.4.3.7.4.D.3						█	█								4 / 4
SCT.4.3.7.4.D.4						█	█								4 / 5
SCT.4.3.7.4.E.1						█	█								6 / 9
SCT.4.3.7.4.E.2						█	█								4 / 7
SCT.4.3.7.4.E.3						█	█								5 / 8
SCT.7.3.7.7.A.1									█	█					3 / 9
SCT.7.3.7.7.A.2									█	█					2 / 5
SCT.7.3.7.7.A.3									█	█					3 / 7
SCT.7.3.7.7.B.1									█	█					1 / 2
SCT.7.3.7.7.B.2									█	█					2 / 5
SCT.7.3.7.7.C.1									█	█					1 / 1
SCT.7.3.7.7.C.2									█	█					1 / 1
SCT.7.3.7.7.C.3									█	█					1 / 2
SCT.7.3.7.7.D.1									█	█					1 / 1
SCT.7.3.7.7.D.2									█	█					1 / 1
SCT.7.3.7.7.D.3									█	█					1 / 1
SCT.7.3.7.7.D.4									█	█					1 / 7
SCT.7.3.7.7.D.5									█	█					1 / 1
SCT.7.3.7.7.D.6									█	█					1 / 1
SCT.7.3.7.7.E.1									█	█					1 / 4
SCT.7.3.7.7.E.2									█	█					1 / 1
SCT.7.3.7.7.E.3									█	█					1 / 2

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science

Area: ACAD - Academic Standards

Strand: 8 - Science, Technology and Human Endeavors

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
SCT.10.3.8.10.A.1											█	█			3 / 4
SCT.10.3.8.10.A.2											█	█			1 / 2
SCT.10.3.8.10.A.3											█	█	█	█	6 / 14
SCT.10.3.8.10.A.4											█	█			3 / 5
SCT.10.3.8.10.B.1											█	█			6 / 13
SCT.10.3.8.10.B.2											█	█			7 / 13
SCT.10.3.8.10.B.3											█	█			3 / 5
SCT.10.3.8.10.B.4											█	█			2 / 5
SCT.10.3.8.10.C.1											█	█	█	█	7 / 19
SCT.10.3.8.10.C.2											█	█			2 / 4
SCT.10.3.8.10.C.3											█	█			7 / 16
SCT.10.3.8.10.C.4											█	█			6 / 20
SCT.12.3.8.12.A.1														█	1 / 2
SCT.12.3.8.12.A.2														█	7 / 26
SCT.12.3.8.12.A.3														█	1 / 1
SCT.12.3.8.12.B.1														█	2 / 7
SCT.12.3.8.12.B.2														█	1 / 3
SCT.12.3.8.12.B.3														█	1 / 1
SCT.12.3.8.12.B.4														█	2 / 4
SCT.12.3.8.12.C.1														█	3 / 5
SCT.12.3.8.12.C.2														█	2 / 5
SCT.12.3.8.12.C.3														█	6 / 11
SCT.12.3.8.12.C.4														█	6 / 11
SCT.4.3.8.4.A.1			█	█		█	█								3 / 18
SCT.4.3.8.4.A.2			█	█	█	█	█								4 / 16
SCT.4.3.8.4.A.3			█	█	█	█	█								3 / 10
SCT.4.3.8.4.A.4			█	█	█	█	█								4 / 13
SCT.4.3.8.4.A.5				█	█	█	█								2 / 8

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science

Area: ACAD - Academic Standards

Strand: 8 - Science, Technology and Human Endeavors

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
SCT.4.3.8.4.B.1						■									3 / 11
SCT.4.3.8.4.B.2						■									2 / 6
SCT.4.3.8.4.B.4			■	■	■	■									4 / 10
SCT.4.3.8.4.C.1			■	■	■	■									4 / 8
SCT.4.3.8.4.C.2			■	■		■									3 / 9
SCT.7.3.8.7.A.1								■	■	■					2 / 17
SCT.7.3.8.7.A.2								■	■	■					2 / 18
SCT.7.3.8.7.A.3									■	■					1 / 1
SCT.7.3.8.7.B.1							■		■	■					2 / 4
SCT.7.3.8.7.B.2							■		■	■					2 / 5
SCT.7.3.8.7.B.3							■		■	■					2 / 4
SCT.7.3.8.7.C.1							■		■	■					2 / 19
SCT.7.3.8.7.C.2							■		■	■					2 / 20

**Key:** ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science

Area: CCLSCT - Pennsylvania :: Curriculum Framework :: Reading Standards for Literacy in Science and Technical Subjects :: 2012

Strand: RST.ELA.CC - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
ELA.RST.CC.3.5.11-12.A											█	█	█	█	8 / 15
ELA.RST.CC.3.5.11-12.B											█	█	█	█	13 / 59
ELA.RST.CC.3.5.11-12.C											█	█	█	█	7 / 15
ELA.RST.CC.3.5.11-12.D											█	█	█	█	12 / 58
ELA.RST.CC.3.5.11-12.E											█	█	█	█	9 / 47
ELA.RST.CC.3.5.11-12.F											█	█	█	█	5 / 16
ELA.RST.CC.3.5.11-12.G											█	█	█	█	10 / 83
ELA.RST.CC.3.5.11-12.H											█	█	█	█	4 / 7
ELA.RST.CC.3.5.11-12.I											█	█	█	█	15 / 33
ELA.RST.CC.3.5.11-12.J											█	█	█	█	3 / 6
ELA.RST.CC.3.5.6-8.A								█	█	█					3 / 21
ELA.RST.CC.3.5.6-8.B								█	█	█					3 / 16
ELA.RST.CC.3.5.6-8.C								█	█	█					3 / 20
ELA.RST.CC.3.5.6-8.D								█	█	█					4 / 125
ELA.RST.CC.3.5.6-8.E								█	█	█					3 / 3
ELA.RST.CC.3.5.6-8.F								█	█	█					3 / 6
ELA.RST.CC.3.5.6-8.G								█	█	█					3 / 33
ELA.RST.CC.3.5.6-8.H								█	█	█					3 / 21
ELA.RST.CC.3.5.6-8.I								█	█	█					3 / 15
ELA.RST.CC.3.5.6-8.J								█	█	█					3 / 8
ELA.RST.CC.3.5.9-10.A											█	█	█	█	6 / 101
ELA.RST.CC.3.5.9-10.B											█	█	█	█	10 / 113
ELA.RST.CC.3.5.9-10.C											█	█	█	█	12 / 73
ELA.RST.CC.3.5.9-10.D											█	█	█	█	8 / 114
ELA.RST.CC.3.5.9-10.E											█	█	█	█	7 / 119
ELA.RST.CC.3.5.9-10.F											█	█	█	█	6 / 76
ELA.RST.CC.3.5.9-10.G											█	█	█	█	9 / 67

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

**Department/Course:** Science

**Area:** CCLSCT - Pennsylvania :: Curriculum Framework :: Reading Standards for Literacy in Science and Technical Subjects :: 2012

**Strand:** RST.ELA.CC - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
ELA.RST.CC.3.5.9-10.H											█	█	█	█	6 / 54
ELA.RST.CC.3.5.9-10.I											█	█	█	█	7 / 62
ELA.RST.CC.3.5.9-10.J											█	█	█	█	8 / 118

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Science

Area: CCWSCT - Pennsylvania :: Curriculum Framework :: Writing Standards for Literacy in Science and Technical Subjects :: 2012

Strand: WST.ELA.CC - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
ELA.WST.CC.8.6.11-12.A											█	█	█	█	11 / 25
ELA.WST.CC.8.6.11-12.B											█	█	█	█	8 / 22
ELA.WST.CC.8.6.11-12.C											█	█	█	█	17 / 48
ELA.WST.CC.8.6.11-12.D											█	█	█	█	10 / 21
ELA.WST.CC.8.6.11-12.E											█	█	█	█	11 / 28
ELA.WST.CC.8.6.11-12.F											█	█	█	█	12 / 19
ELA.WST.CC.8.6.11-12.G											█	█	█	█	8 / 20
ELA.WST.CC.8.6.11-12.H											█	█	█	█	11 / 32
ELA.WST.CC.8.6.11-12.I											█	█	█	█	8 / 13
ELA.WST.CC.8.6.6-8.A								█	█	█					3 / 6
ELA.WST.CC.8.6.6-8.B								█	█	█					4 / 8
ELA.WST.CC.8.6.6-8.C								█	█	█					4 / 19
ELA.WST.CC.8.6.6-8.D								█	█	█					3 / 3
ELA.WST.CC.8.6.6-8.E								█	█	█					3 / 8
ELA.WST.CC.8.6.6-8.F								█	█	█					3 / 6
ELA.WST.CC.8.6.6-8.G								█	█	█					3 / 4
ELA.WST.CC.8.6.6-8.H								█	█	█					3 / 25
ELA.WST.CC.8.6.6-8.I								█	█	█					3 / 5
ELA.WST.CC.8.6.9-10.A											█	█	█	█	8 / 47
ELA.WST.CC.8.6.9-10.B											█	█	█	█	8 / 75
ELA.WST.CC.8.6.9-10.C											█	█	█	█	12 / 115
ELA.WST.CC.8.6.9-10.D											█	█	█	█	7 / 56
ELA.WST.CC.8.6.9-10.E											█	█	█	█	8 / 64
ELA.WST.CC.8.6.9-10.F											█	█	█	█	9 / 44
ELA.WST.CC.8.6.9-10.G											█	█	█	█	6 / 78
ELA.WST.CC.8.6.9-10.H											█	█	█	█	8 / 110
ELA.WST.CC.8.6.9-10.I											█	█	█	█	5 / 42

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Social Studies  
 Area: ACAD - Academic Standards  
 Strand: 1 - Historical Analysis and Skills Development

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
HIS.12.H.8.1.12.A											█	█	█	█	14 / 479
HIS.12.H.8.1.12.B											█	█	█	█	14 / 329
HIS.12.H.8.1.12.C											█	█	█	█	13 / 402
HIS.12.H.8.1.12.D											█	█	█	█	17 / 364
HIS.3.H.8.1.3.A			█	█	█										3 / 63
HIS.3.H.8.1.3.B			█	█	█										3 / 69
HIS.3.H.8.1.3.C			█	█	█										3 / 28
HIS.3.H.8.1.3.D			█	█	█										3 / 29
HIS.6.H.8.1.6.A						█	█	█							3 / 54
HIS.6.H.8.1.6.B						█	█	█	█						4 / 41
HIS.6.H.8.1.6.C						█	█	█	█	█					4 / 43
HIS.6.H.8.1.6.D						█	█	█	█						4 / 27
HIS.9.H.8.1.9.A										█	█	█	█	█	14 / 260
HIS.9.H.8.1.9.B										█	█	█	█	█	11 / 154
HIS.9.H.8.1.9.C										█	█	█	█	█	8 / 218
HIS.9.H.8.1.9.D									█	█	█	█	█	█	10 / 196

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Social Studies  
 Area: ACAD - Academic Standards  
 Strand: 2 - Pennsylvania History

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
HIS.12.H.8.2.12.A											█	█	█	█	9 / 46
HIS.12.H.8.2.12.B											█	█	█	█	8 / 24
HIS.12.H.8.2.12.C											█	█	█	█	7 / 45
HIS.12.H.8.2.12.D											█	█	█	█	7 / 47
HIS.3.H.8.2.3.A			█	█	█										3 / 12
HIS.3.H.8.2.3.B		█	█	█	█										4 / 10
HIS.3.H.8.2.3.C			█	█	█										3 / 20
HIS.3.H.8.2.3.D			█	█	█										2 / 2
HIS.6.H.8.2.6.A						█	█	█	█	█					4 / 31

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: Social Studies  
 Area: ACAD - Academic Standards  
 Strand: 2 - Pennsylvania History

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
HIS.6.H.8.2.6.B						█	█	█		█					3 / 25
HIS.6.H.8.2.6.C						█	█	█		█					3 / 28
HIS.6.H.8.2.6.D						█	█	█		█					3 / 18
HIS.9.H.8.2.9.A										█	█	█	█	█	3 / 5
HIS.9.H.8.2.9.B										█	█				1 / 4
HIS.9.H.8.2.9.C										█	█	█	█	█	3 / 11
HIS.9.H.8.2.9.D										█	█	█	█	█	3 / 24

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: Social Studies  
 Area: ACAD - Academic Standards  
 Strand: 3 - United States History

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
HIS.12.H.8.3.12.A											█	█	█	█	9 / 313
HIS.12.H.8.3.12.B											█	█	█	█	8 / 197
HIS.12.H.8.3.12.C											█	█	█	█	10 / 347
HIS.12.H.8.3.12.D											█	█	█	█	10 / 315
HIS.3.H.8.3.3.A		█	█	█	█										4 / 74
HIS.3.H.8.3.3.B		█	█	█	█										4 / 45
HIS.3.H.8.3.3.C			█	█	█										3 / 61
HIS.3.H.8.3.3.D		█	█	█	█										4 / 18
HIS.6.H.8.3.6.A						█	█	█		█					3 / 54
HIS.6.H.8.3.6.B							█	█		█					2 / 40
HIS.6.H.8.3.6.C							█	█		█					3 / 39
HIS.6.H.8.3.6.D							█	█		█					3 / 57
HIS.9.H.8.3.9.A										█	█	█	█	█	5 / 95
HIS.9.H.8.3.9.B										█	█	█	█	█	5 / 42
HIS.9.H.8.3.9.C										█	█	█	█	█	5 / 119
HIS.9.H.8.3.9.D										█	█	█	█	█	4 / 100

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count



# Standards Map Report

Department/Course: Social Studies  
 Area: ACAD - Academic Standards  
 Strand: 4 - World History

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
HIS.12.H.8.4.12.A											█	█	█	█	10 / 386
HIS.12.H.8.4.12.B											█	█	█	█	9 / 146
HIS.12.H.8.4.12.C											█	█	█	█	10 / 367
HIS.12.H.8.4.12.D											█	█	█	█	10 / 380
HIS.3.H.8.4.3.A			█	█	█	█									3 / 19
HIS.3.H.8.4.3.B			█	█	█	█									3 / 13
HIS.3.H.8.4.3.C				█	█	█									2 / 10
HIS.3.H.8.4.3.D			█	█	█	█									3 / 14
HIS.6.H.8.4.6.A							█	█	█	█					3 / 60
HIS.6.H.8.4.6.B							█	█	█	█					3 / 34
HIS.6.H.8.4.6.C							█	█	█	█					4 / 29
HIS.6.H.8.4.6.D							█	█	█	█					4 / 40
HIS.9.H.8.4.9.A											█	█	█	█	10 / 75
HIS.9.H.8.4.9.B											█	█	█	█	3 / 24
HIS.9.H.8.4.9.C											█	█	█	█	8 / 103
HIS.9.H.8.4.9.D											█	█	█	█	9 / 108

**Key:** █ - Coverage based on Standard Definition █ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: World Language  
 Area: ACAD - Academic Standards  
 Strand: 1 - Communication in a Target Language

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
FL.K-10.12.1.A															18 / 708
FL.K-10.12.1.B															18 / 696
FL.K-10.12.1.C															18 / 679
FL.K-10.12.1.D															18 / 599
FL.K-10.12.1.E															16 / 349
FL.K-10.12.1.F															16 / 266

Key: ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: World Language  
 Area: ACAD - Academic Standards  
 Strand: 2 - Communication in a Classical World Language

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
FL.K-10.12.2.A															3 / 3
FL.K-10.12.2.B															16 / 268
FL.K-10.12.2.C															17 / 247
FL.K-10.12.2.D															5 / 7
FL.K-10.12.2.E															3 / 5
FL.K-10.12.2.F															2 / 4

Key: ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: World Language  
 Area: ACAD - Academic Standards  
 Strand: 3 - The Role of Culture in World Language Acquisition

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
FL.K-10.12.3.A															17 / 156
FL.K-10.12.3.B															17 / 150
FL.K-10.12.3.C															17 / 117
FL.K-10.12.3.D															15 / 78

Key: ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: World Language  
 Area: ACAD - Academic Standards  
 Strand: 4 - The Role of Culture in Classical World Language Acquisition

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
FL.K-10.12.4.A															2 / 2
FL.K-10.12.4.B															2 / 2
FL.K-10.12.4.C															5 / 6

Key: ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment Course Count / LT Count

# Standards Map Report

Department/Course: World Language  
 Area: ACAD - Academic Standards  
 Strand: 5 - World Languages in the Community

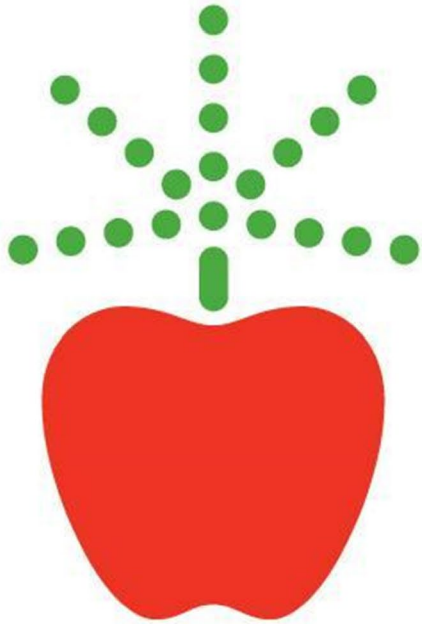
Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
FL.K-10.12.5.A															14 / 59
FL.K-10.12.5.B															15 / 61
FL.K-10.12.5.C															14 / 67
FL.K-10.12.5.D															16 / 67

**Key:** ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment Course Count / LT Count

Department/Course: World Language  
 Area: ACAD - Academic Standards  
 Strand: 6 - Classical World Languages in the Community

Standard	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Course Count / LT Count
FL.K-10.12.6.A															6 / 8
FL.K-10.12.6.B															6 / 13

**Key:** ■ - Coverage based on Standard Definition ■ Coverage based on Curriculum Alignment Course Count / LT Count



PA Distance  
Learning  
CHARTER SCHOOL

# 7<sup>th</sup> & 8<sup>th</sup> Grade Course Catalog

## 7<sup>th</sup>-8<sup>th</sup> Grade Students

Middle school students are expected to attend live-learning sessions as listed on his/her online school calendar. There are daily lessons in every course to complete every school calendar day. Pennsylvania Public School Regulations require every middle school student to spend a minimum of 5.5 hours each school day, which equates to spending approximately 45 minutes completing daily lessons in each class.

### **7<sup>th</sup> Grade English Language Arts**

Course length: Full-year

Curriculum Resources: *Eleanor Roosevelt: A Life of Discovery* and *Acellus*

This course is focused on mastery of the following skills: grammar, writing, comprehension, and analysis of fiction and nonfiction text, research, and poetry. These skills are assessed through various activities ranging from tests and quizzes to creative projects. Throughout the year, students will read one biography and complete multiple writing projects that included a narrative, a descriptive essay, a persuasive essay, a research project, and analysis writing.

### **7<sup>th</sup> Grade Math**

Course length: Full-year

Curriculum Resource: *Acellus*

In 7<sup>th</sup> Grade Math, students will focus on foundational math topics, such as numbers and operations, measurement, geometry and scale, algebraic concepts, data analysis, and probability. Students can utilize the online curriculum, videos, online games, and activities to help emphasize the key concepts and master these concepts.

### **7<sup>th</sup> Grade Science**

Course length: Full-year

Curriculum Resource: *Acellus*

Life Science is the study of all living organisms. Students will begin the year with a review of the scientific process, tools of science, and the metric system. They will study the characteristics of living things, cells, cell processes, classification, kingdoms of living things, human body systems, and ecology. A variety of activities including assignments, projects, and labs will enhance a student's learning experiences in Life Science.

## **7<sup>th</sup> Grade Social Studies**

Course length: Full-year

Curriculum Resource: *Acellus*

This course examines the geography of the world and the great events in history shaped by it. Course topics include: people, economy and culture, government, looking at the past, North America, South America, Central America, Ancient Greece and Rome, Middle Ages, Renaissance, Exploration, Revolution, Europe, Russia, West Africa, East Africa, North Africa, the near and far East and Oceania. Students will build map skills, learn key events in world history, and practice critical thinking and writing skills as we travel the world together. Students will complete a variety of writing, reading, and critical thinking activities.

## **7<sup>th</sup> Grade Art**

Course length: Full-year

Curriculum Resource: *Creativity Express Online*

This course meets the Pennsylvania Art Standards for grades 7-8 and builds upon knowledge learned in 3<sup>rd</sup> and 5<sup>th</sup> grade art. Work in the course is primarily project based. Lessons are located in both the course delivery system and the online curriculum, *Creativity Express*. The course will continue to focus on the elements of art and principles of design as well as major art movements in history and significant artists of these movements. Guided practice, videos and quizzes will also support the subject matter taught through the online curriculum.

## **7<sup>th</sup> Grade Health and Wellness**

Course length: Full-year

In 7<sup>th</sup> Grade Health and Wellness, the students will focus on gaining a greater awareness about what constitutes their physical, mental, and social well-being. The students will be provided knowledge and skills that will enable them to make responsible decisions and maintain a healthy lifestyle, which benefits adolescents in all aspects of their growth and learning. Work in this course will meet PA Academic Standards for Health, Safety and Physical Education with age appropriate topics such as concepts of health, personal choice and disease, decision making skills, the environment, first aid and injury prevention, nutrition and MyPlate, disordered eating, managing conflict and the immune system. In addition, students will focus on completing the Presidential Youth Fitness Program to assess their overall fitness levels as well as engage in daily physical activity by completing a Weekly Fit Log.

## **7<sup>th</sup> Grade Assessments**

Students' progress and development will be assessed in a variety of ways including course assignments, quizzes, projects, and assessments. Students in seventh grade will participate in the *Pennsylvania System of School Assessment (PSSA)* for English Language Arts and Mathematics. Students will also complete the universal screening tool, *Star*, in the areas of Reading and Math during orientation. Finally, seventh grade students will participate in the *Scantron* benchmark assessments given three times per year in the areas of the Reading, Language Arts, Math, and Science.

---

## **8<sup>th</sup> Grade English Language Arts**

Course length: Full-year

Curriculum Resource: *The Outsiders* and *Acellus*

This course is designed and delivered with equal emphasis on both reading and writing skills. It builds upon previously learned skills and serves to prepare students for high school level English courses. To strengthen reading comprehension skills, lessons are focused on analyzing the use of literary elements in fiction, non-fiction, and poetry. Students will practice these skills through reading and evaluating short stories, essays, poetry, and *The Outsiders* novel. The writing portion of the course works with students to produce coherent and focused multi-paragraph essays that feature varied sentence structure, as well as, follow grammar and usage, spelling, punctuation and other conventions. Additionally, the course is designed so students are able to select and use different forms of writing for specific purposes. These include: expository, argumentative, narrative, research-based, and literary analysis.

## **8<sup>th</sup> Grade Math**

Course length: Full-year

Curriculum Resource: *Acellus*

Eighth grade math offers a diverse pre-algebraic curriculum to help students prepare for Algebra I and high school math. Students in this course will explore all domains of math with a focus on critical thinking, analysis, and problem solving skills. They will learn about the number system by expanding on both rational and irrational numbers then building into exponential expressions. Some of the algebraic concepts explored will include using the Pythagorean Theorem, solving linear equations and systems of equations, and graphing functions. Geometry concepts will include transformations of figures on the coordinate plane, pairs of angles and lines, and two and three-dimensional measurement. Students will also learn about data analysis through scatterplots, lines of best fit, and two-way tables.

## **8<sup>th</sup> Grade Social Studies**

Course length: Full-year

Curriculum Resource: *Acellus*

This course is a survey of historical, cultural, political, economic, and institutional factors and events that have shaped United States history from colonization through the Reconstruction era following the Civil War. The course takes a chronological approach with an emphasis on major themes throughout history that have impacted the development of our nation. Additionally, students will analyze how continuity and change has influenced U.S history by evaluating primary source documents. Throughout the year, students will compare the role that groups and individuals have played in the social, political, cultural, and economic development of the United States and the effects this change still has today.

## **8<sup>th</sup> Grade Science**

Course length: Full-year

Curriculum Resource: *Acellus*

Eighth grade science is a study of physical science. Matter and energy are the main concepts studied in this course, and basic concepts of chemistry and physics are also introduced. Students will study the basic components of matter and energy, the elements, magnetism, electricity, waves, sounds, light, forces and motion, machines, and sources of alternate energy. Activities including in-class demonstrations, labs, and assignments enhance the student's understanding of the key concepts.

## **8<sup>th</sup> Grade Health and Wellness**

Course length: Full-year

Curriculum Resources: *Own it Program*

Throughout the Health and Wellness course, students will be able to meet PA Academic Standards for Health, Safety and Physical Education by engaging in lessons that focus on the following categories: concepts of health, healthful living, safety and injury prevention, physical activity and concepts, principles and strategies of movement. To meet the physical activity standards, students are responsible for engaging in daily physical activities by completing a weekly fit log. This approach makes fitness very personal and individualized by giving the students the freedom to choose their own fitness activities. In addition to the weekly fit log, students will focus on completing the Presidential Youth Fitness Program to assess their overall fitness levels. Students will also learn the importance of decision making skills, nutritional choices, the body systems, disease prevention, skills related fitness and principles of training. Throughout the year, students will be assessed in all of these areas by completing assignments, quizzes and unit assessments.

## **8<sup>th</sup> Grade Assessments**

Students' progress and development will be assessed in a variety of ways including course assignments, quizzes, projects, and assessments. Students in eighth grade will participate in the *Pennsylvania System of School Assessment (PSSA)* for English Language Arts, Science, and Mathematics. Students will also complete the universal screening tool, *Star*, in the areas of Reading and Math during orientation. Finally, eighth grade students will participate in the *Scantron* benchmark assessments given three times per year in the areas of the Reading, Language Arts, Math, and Science.



## **Optional Elective Course for 7<sup>th</sup> and 8<sup>th</sup> Grade**

### **Introduction to Coding**

Course length: Full-year

Curriculum Resource: *Acellus*

Students have the option of adding *Introduction Coding* to their course schedule. By taking this course, students are taught how to program using the Blockly coding language. With Blockly, coding is taught with building blocks that snap together in an intuitive way. Each block represents a small piece of code that, together, makes an entire program. Coding with blocks allows students to focus on the fundamental principles of coding without the challenging initial learning curve required for traditional programming languages. Students will be led through activities with incrementally more advanced building blocks. Each block is similar in structure to the syntax and style of real world programming languages. As students learn to program by snapping blocks together, they are laying a foundation for advanced programming languages. Students will learn about conditional statements, loops, and functions.

## Elementary Kindergarten – 6<sup>th</sup> Grade

### **Kindergarten Overview**

Course length: Full-year

Curriculum Resource: *Acellus*

Students in kindergarten participate in the following subjects: English Language Arts, Mathematics, Science, Social Studies, and Health & Wellness. The kindergarten curriculum is aligned to the Pennsylvania Core Standards. In English Language Arts, students will master concepts including reading comprehension, phonics, phonemic awareness, fluency, grammar, and writing. In Mathematics, students will engage in mathematical concepts including numbers and operations, algebraic concepts, measurement, data, and geometry through critical thinking and problem-solving skills. In Science, students will dive into concepts including living and nonliving things, habitats, landforms, natural resources, weather, space, matter, energy, motion, and integrated safety units throughout the year. Students will explore these concepts using their senses to record observations. In Social Studies, students will explore concepts including geography, rules and laws, rights and responsibilities, people and places, American symbols and holidays, cultures, and goods and services. Nonfiction and fiction books will be used to support students' learning within Science and Social Studies. Students learn to apply these skills to their day-to-day lives, and they are provided the opportunity to share their ideas, traditions, and customs with their peers. Students' progress and development will be assessed in a variety of ways, including assignments, quizzes, projects, and assessments. Online curriculum, study aides, and resources will support and enrich daily learning. Course calendars, as well as weekly newsletters, are provided to keep students on track throughout the school year. Students in kindergarten will participate in the *Children's Progress Academic Assessment (CPAA)* at the beginning, middle, and end of the school year. At the beginning of the year and various times throughout the year, the students will be assessed with the STAR diagnostic in reading and mathematics to monitor and make adjustments to their learning progression. Students will have the opportunity to engage in a live learning classroom with a teacher and peers to enhance their understanding of all learned concepts and skills. An at-home parent/guardian facilitator is expected to be involved in the day-to-day lessons.

### **Kindergarten Health and Wellness**

Course length: Full-year (2 days/week)

Throughout this non-graded Health and Wellness course, students will be able to meet Pennsylvania Academic Standards for Health, Safety and Physical Education by being engaged in lessons focused on the following concepts: concepts of health, healthful living, safety and injury prevention, physical activity and concepts, and principles and strategies of movement. To meet the physical activity standards, students are responsible for engaging in daily physical activities by completing a weekly fit log. This approach makes fitness very personal and individualized while giving the students the freedom to choose their own fitness activities. In addition to weekly fit logs, students will test their overall fitness levels by participating and completing the Presidential Youth Fitness Program. The students will learn topics such as, the stages of growth and development, main organs and body systems and childhood nutrition.

---

### **1st Grade Overview**

Course length: Full-year

Curriculum Resource: *Acellus*

Students in first grade participate in the following subjects: English Language Arts, Mathematics, Science, Social Studies, and Health & Wellness. The first grade curriculum is aligned to the Pennsylvania Core Standards. In English Language Arts, students will master concepts including reading comprehension, phonics, phonemic awareness, fluency, grammar, and writing. In Mathematics, students will engage in mathematical concepts including numbers and operations, algebraic concepts, measurement, data, and

geometry through critical thinking and problem-solving skills. In Science, students will dive into concepts including habitats for plants and animals, life cycles, weather, seasons, earth's resources, matter, sounds and movements, energy and integrated safety units throughout the year. Students will explore these concepts using their senses to record observations. In Social Studies, students will explore concepts including geography, rules and laws, rights and responsibilities, people and places, American symbols and holidays, cultures, and goods and services. Students learn to apply these skills to their day-to-day lives, and they are provided the opportunity to share their ideas, traditions, and customs with their peers. Nonfiction and fiction books will be used to support students' learning within Science and Social Studies. Students' progress and development will be assessed in a variety of ways, including supplemental assignments, quizzes, Nearpod presentations and assessments. Online curriculum and resources will support and enrich daily learning. Students in first grade will participate in the *Children's Progress Academic Assessment (CPAA)* at the beginning, middle, and end of the school year to view their growth in the subjects of English Language Arts and Mathematics. At the beginning of the year and various times throughout the year, the students will be assessed with the STAR diagnostic in reading and mathematics to monitor and make adjustments to their learning progression. Students will have the opportunity to engage in a live learning classroom with a teacher and peers to enhance their understanding of all learned concepts and skills. An at-home parent/guardian facilitator is expected to be involved in the day-to-day lessons.

### **1<sup>st</sup> Grade Health and Wellness**

Course length: Full-year (2 days/week)

Throughout the Health and Wellness course, students will be able to meet Pennsylvania Academic Standards for Health, Safety and Physical Education by being engaged in lessons focused on the following categories: concepts of health, healthful living, safety and injury prevention, physical activity and concepts, principles and strategies of movement. To meet the physical activity standards, the students are responsible for engaging in daily physical activities by completing a weekly fit log. This approach makes fitness very personal and individualized while giving the students the freedom to choose their own fitness activities. In addition to weekly fit logs, students will test their overall fitness levels by participating and completing the Presidential Youth Fitness Program. The students will also learn topics such as, types and causes of common health problems of children, hygiene practices and what to do in emergency situations. The students will be assessed in these areas by completing assignments, quizzes and unit assessments.

---

### **2<sup>nd</sup> Grade Overview**

Course length: Full-year

Curriculum Resource: *Acellus*

Students in second grade participate in the following subjects: English Language Arts, Mathematics, Science, Social Studies, Music, and Health & Wellness. The second grade curriculum is aligned to the Pennsylvania Core Standards. In English Language Arts, students are exposed to various forms of nonfiction and fiction texts. Phonics skills are learned and implemented as they decode words to analyze language with high-interest text. Students continue to develop skills in the areas of phonics, grammar, comprehension and writing. In Mathematics, students analyze the following topics: measurement, time, money, fractions, addition, subtraction and multiplication. In Science, students will examine weather, pollution and its effects, landforms, water features, plants and soil. Students engage in hands-on experiments throughout the year so they can apply what they learn to real-life scenarios. In Social Studies, students will spend time examining topics such as citizenship, government, economics, geography and history. Students learn to apply these skills to their day-to-day lives, and they are provided the opportunity to share their ideas, traditions, and customs. Online curriculum, study aides, and resources will support and enrich daily learning. Students' progress and development will be assessed in a variety of ways, including assignments, quizzes, projects, and assessments. Students in second grade will participate in the *Children's Progress Academic Assessment (CPAA)* at the beginning, middle, and end of the school year. At the beginning of the year and various times throughout the year, the students will be assessed with the STAR diagnostic in reading and mathematics to monitor and make

adjustments to their learning progression. Students will have the opportunity to engage in a live learning classroom with a teacher and peers to enhance their understanding of all learned concepts and skills. An at-home parent/guardian facilitator is expected to be involved in the day-to-day lessons.

## **2<sup>nd</sup> Grade Music**

Course length: Full-year (2 days/week)

Online Curriculum Resource: *Foundations of Music*

Music in the second grade is designed to ensure the well-balanced social and artistic development of the student by arranging the concepts to be learned within a student's natural abilities at various stages of growth. Students will build upon the foundations innate musicality found in all children (fast/slow, high/low, loud/soft, timbre, steady beat, form, phrasing, accent and melody). Students will develop skills to explore reading, writing and creating with traditional and cultural languages of music by playing instruments, singing, and playing games with age-appropriate music.

## **2<sup>nd</sup> Grade Health and Wellness**

Course length: Full-year (2 days/week)

Throughout the Health and Wellness course, students will be able to meet Pennsylvania Academic Standards for Health, Safety and Physical Education by being engaged in lessons focused on the following categories: concepts of health, healthful living, safety and injury prevention, physical activity and concepts, principles and strategies of movement. To meet the physical activity standards, the students are responsible for engaging in daily physical activities by completing a weekly fit log. This approach makes fitness very personal and individualized while giving the students the freedom to choose their own fitness activities. In addition to weekly fit logs, students will test their overall fitness levels by participating and completing the Presidential Youth Fitness Program. The students will also learn topics such as, types and causes of common health problems of children, hygiene practices and what to do in emergency situations. The students will be assessed in these areas by completing assignments, quizzes and unit assessments.

## **K-2<sup>nd</sup> Grade Spanish**

Course length: 1 5-week session per quarter

This course will provide a fun introduction to the Spanish language and culture. Each quarter, students will have the option of signing up for a 5-week session based on an engaging theme. Each session will feature a variety of learning activities including videos, games, songs and virtual field trips. There will be a focus on speaking and listening skills.

---

## **3rd Grade Overview**

Course length: Full-year

Curriculum Resource: *Acellus*

Students in third grade participate in the following subjects: English Language Arts, Mathematics, Science, Social Studies, Art, and Health & Wellness. The third grade curriculum is aligned to Pennsylvania Core Standards. The English Language Arts curriculum encompasses reading, composition, spelling, grammar, phonics, and vocabulary. Third grade students will experience various forms of nonfiction and fiction texts, including short stories, plays, and magazine articles. Students will demonstrate an understanding of various reading comprehension strategies as well as writing types and techniques. In Mathematics, students will use hands-on and inquiry based methods to solve problems. The areas of instruction will include, but are not limited to, number patterns, operations with whole numbers, multiplication, division, fractions, decimals and measurement. The Science curriculum allows students to examine our Earth and living things through investigation and inquiry. In Social Studies,

students will explore the concept of community, while gaining knowledge of the development of early cultures, systems of government, and how communities and cultures interconnect locally and globally. Students will use critical thinking skills and interpretation as they analyze historical time periods. Students in third grade are required participate in the Scantron and *Pennsylvania System of School Assessment* (PSSA). At the beginning of the year and various times throughout the year, the students will be assessed with the STAR diagnostic in reading and mathematics to monitor and make adjustments to their learning progression. Third grade students will have the opportunity to engage in a live learning classroom with a teacher and peers to enhance their understanding of all learned concepts and skills. An at-home parent/guardian facilitator is expected to be involved in the day-to-day lessons.

### **3rd Grade Art**

Course length: Full-year (2 days/week)

Online Curriculum Resource: *Creativity Express*

This introductory course meets Pennsylvania Art Standards for grades K-3. Work in the course is primarily project based. Course lessons are located in both our online course delivery system and the online curriculum *Creativity Express*. *Creativity Express* is an award winning software created by former Disney Animators, which uses animated characters and interactive online activities to teach the fundamentals of art and design, while strengthening the essential life skills of creative thinking and problem solving. The courseware offers a comprehensive, balanced and sequential program that supports National and State Art Standards and provides a consistent level of art education, assessment and record maintenance. Guided practices, videos, and quizzes also support the subject matter taught through the online curriculum.

### **3<sup>rd</sup> Grade Health and Wellness**

Course length: Full-year (2 days/week)

Throughout the Health and Wellness, the students will be able to meet Pennsylvania Academic Standards for Health, Safety and Physical Education by being engaged in lessons focused on the following categories: concepts of health, healthful living, safety and injury prevention, physical activity and concepts, principles and strategies of movement. To meet the physical activity standards, the students are responsible for engaging in daily physical activities by completing a weekly fit log. This approach makes fitness very personal and individualized while giving the students the freedom to choose their own fitness activities. In addition to weekly fit logs, students will test their overall fitness levels by participating and completing the Presidential Youth Fitness Program. Students will learn topics such as, age appropriate drug information, safety in the home and community, cooperation and conflict resolution skills, hygiene and decision-making skills. The students will be assessed in these areas by completing assignments, activities, quizzes and exams.

### **3<sup>rd</sup> Grade Assessments**

Students' progress and development will be assessed in a variety of ways including assignments, quizzes, projects, and assessments. Students in third grade will participate in the language arts and mathematics *Pennsylvania System of School Assessment* (PSSA) as well as the reading, language arts, math, and science *Scantron* tests. At the beginning of the year and various times throughout the year, the students will be assessed with the STAR diagnostic in reading and mathematics to monitor and make adjustments to their learning progression.

---

#### **4<sup>th</sup> Grade Overview**

Course length: Full-year

Curriculum Resource: *Acellus*

Students in fourth grade participate in the following subjects: English Language Arts, Mathematics, Science, Social Studies, Music, and Health & Wellness. The fourth grade curriculum is aligned to the Pennsylvania Core Standards. In English Language Arts, students will experience various forms of nonfiction and fiction texts. They will develop a rich vocabulary and an understanding of sentence structure and correct grammar. Reading comprehension strategies, text-based analysis, and various writing types and techniques will be employed throughout the year. In Mathematics, students will explore and be evaluated in mathematics in three main areas: basic facts, computation, and problem solving. Students will use hands-on and inquiry based methods to solve problems. The areas of instruction will include, but are not limited to, review of basic operations, measurement, decimals, fractions/mixed numbers, estimation, geometry, and probability. In Science, students explore nature, life cycles, ecosystems, Earth, weather, space, matter, energy, electricity, and integrated safety units throughout the year. Students will use inquiry based methods to explore, evaluate, analyze, and form conclusions through investigations throughout Science. Fourth grade students will participate in a science fair in which students must utilize and apply the scientific method to create and present a final project to their classmates. In Social Studies, students will explore various regions of the United States, U.S. Government, Pennsylvania history, geography, and economics. As the year progresses, students will gain a better understanding of the development and history of their country, government, and home state of Pennsylvania. Online curriculum, study aids, and various resources will support and enrich daily learning. Students' progress and development will be assessed in a variety of ways including assignments, quizzes, projects, and assessments. Students in fourth grade are required to participate in the Scantron, and *Pennsylvania System of School Assessment (PSSA)*. At the beginning of the year and various times throughout the year, the students will be assessed with the STAR diagnostic in reading and mathematics to monitor and make adjustments to their learning progression. Students will have the opportunity to engage in a live learning classroom with a teacher and peers to enhance their understanding of all learned concepts and skills. An at-home parent/guardian facilitator is expected to be involved in the day-to-day lessons.

#### **4<sup>th</sup> Grade Music**

Length: Full-year (2 days/week)

Curriculum Resource: *Foundations of Music*

Music in the fourth grade is designed to ensure the well-balanced social and artistic development of the student by arranging the concepts to be learned within a student's natural abilities at various stages of growth. Students will build upon the foundations innate musicality found in all children (fast/slow, high/low, loud/soft, timbre, steady beat, form, phrasing, accent and melody). Students will develop skills to explore reading, writing and creating with traditional and cultural languages of music by playing instruments, singing, and playing games with age-appropriate music.

#### **4<sup>th</sup> Grade Health and Wellness**

Course length: Full-year (2 days/week)

Throughout the Health and Wellness course, students will be able to meet Pennsylvania Academic Standards for Health, Safety and Physical Education by being engaged in lessons focused on the following categories: concepts of health, healthful living, safety and injury prevention, physical activity and concepts, principles and strategies of movement. To meet the physical activity standards, the students are responsible for engaging in daily physical activities by completing a weekly fit log. This approach makes fitness very personal and individualized while giving the students the freedom to choose their own fitness activities. In addition to weekly fit logs, students will test their overall fitness levels by participating and completing the Presidential Youth Fitness Program. Students will learn topics such as, growth and development changes from childhood to adolescence, health problems that can occur throughout life and

apply safe practices in the home, school and community. The students will be assessed in these areas by completing assignments, quizzes and exams.

#### **4<sup>th</sup> Grade Assessments**

Students' progress and development will be assessed in a variety of ways including assignments, quizzes, projects, and assessments. Students in fourth grade will participate in the language arts, mathematics and science *Pennsylvania System of School Assessment (PSSA)* as well as the reading, language arts, math, and science *Scantron* tests. At the beginning of the year and various times throughout the year, the students will be assessed with the STAR diagnostic in reading and mathematics to monitor and make adjustments to their learning progression.

---

#### **5<sup>th</sup> Grade Overview**

Course length: Full-year

Curriculum Resource: *Acellus*

Students in fifth grade participate in the following subjects: English Language Arts, Mathematics, Science, Social Studies, Art, and Health & Wellness. The fifth grade curriculum is aligned to the Pennsylvania Core Standards. In English Language Arts, students will be exposed to various forms of nonfiction and fiction text. Students will broaden their vocabulary and enhance their grammar skills through practice and application. They will acquire and extend reading comprehension strategies, write multi-paragraph pieces using a variety of writing styles, and complete text-based analyses throughout the year. In Mathematics, students will explore mathematical concepts with a focus on numbers and operations, algebraic concepts, geometry, and measurement, data and probability. Students will use hands-on and inquiry-based methods to solve problems with an interactive, online curriculum. Specific topics include: place value; computation of whole numbers, decimals, and fractions; conversion of measurements; geometry; algebra; and graphing. Science is an engaging and thought provoking course covering Life, Physical, and Earth Science. Students will have the opportunity to observe experiments that demonstrate the concepts they are learning. Students will explore cells and body systems; classification; plants, weather and the water cycle; ecosystems; changes to earth's surface; using and conserving resources; matter; energy; force and motion. Our Social Studies course will cover the history of the Americas from the first Native Americans through the 21<sup>st</sup> century. We will discuss not only historical events through these periods, but also explore the motives and mindset of the people who made them happen. Students will explore Native Americans, the English Colonies, the American Revolution, the Civil War and finally the 21<sup>st</sup> Century. Students' progress and growth will be assessed through assignments, quizzes, projects, assessments, and class participation. Online curriculum, study aids, and various resources will support and enrich daily learning. Students in fifth grade are required to participate in the *Scantron*, and *Pennsylvania System of School Assessment (PSSA)*. At the beginning of the year and various times throughout the year, the students will be assessed with the STAR diagnostic in reading and mathematics to monitor and make adjustments to their learning progression. Students will have the opportunity to engage in a live learning classroom with a teacher and peers to enhance their understanding of all learned concepts and skills. An at-home parent/guardian facilitator is expected to be involved in the day-to-day lessons.

#### **5th Grade Art**

Course length: Year (2 days/week)

Curriculum Resource: *Creativity Express*

This course meets the Pennsylvania Art Standards for grades 4-5 and builds upon knowledge learned in 3<sup>rd</sup> grade art. Work in the course is primarily project based. Course lessons are located in both the online course delivery system and the online curriculum *Creativity Express*. *Creativity Express* is award winning software created by former Disney Animators which uses animated characters and interactive activities to teach the fundamentals of art and design, while strengthening the essential life skills of creative thinking and problem solving. The courseware offers a comprehensive, balanced and sequential program that

supports National and State Art Standards and provides a consistent level of art education, assessment and record maintenance. Guided practice, videos and quizzes will also support the subject matter taught through the online curriculum.

### **5<sup>th</sup> Grade Health and Wellness**

Course length: Full-year (2 days/week)

Throughout the Health and Wellness course, students will be able to meet Pennsylvania Academic Standards for Health, Safety and Physical Education by being engaged in lessons focused on the following categories: concepts of health, healthful living, safety and injury prevention, physical activity and concepts, principles and strategies of movement. To meet the physical activity standards, the students are responsible for engaging in daily physical activities. This approach makes fitness very personal and individualized while giving the students the freedom to choose their own fitness activities. Students will complete online activity journals. In addition to the activity journals, students will learn topics such as, structure and function of the major body systems, know appropriate emergency responses and strategies to avoid conflict and violence. The students will be assessed in these areas by completing assignments, quizzes and exams.

### **5<sup>th</sup> Grade Assessments**

Students' progress and development will be assessed in a variety of ways including assignments, quizzes, projects, and assessments. Students in fifth grade will participate in the language arts and mathematics *Pennsylvania System of School Assessment (PSSA)* as well as the reading, language arts, math, and science *Scantron* tests.

---

### **6<sup>th</sup> Grade Overview**

Course length: Full-year

Curriculum Resource: *Acellus*

Students in sixth grade participate in the following subjects: English Language Arts, Mathematics, Science, Social Studies, Music, and Health & Wellness. The sixth grade curriculum is aligned to the Pennsylvania Core Standards. The sixth grade English Language Arts curriculum encompasses reading and analyzing various forms of nonfiction and fiction texts. Students will develop a rich vocabulary, enhancing their knowledge of sentence structure and grammar. Reading comprehension strategies, text-based analysis, and various types of writing and techniques are employed throughout the year. In Mathematics, students will explore mathematical concepts with a focus on operations, computation, and problem solving. Students will use hands-on and inquiry-based methods to solve problems. Areas of instruction will include: the number system, ratios and proportional relationships, expressions and equations, geometry, and statistics and probability. In Science, students will focus on physical and earth sciences with main concentrations on astronomy, forces and motion, and earth structure. Students will explore objects in space, forces and movement in space, forces and motion, Newton's laws of energy, electricity and magnetism, earth systems, rocks and minerals, plate boundaries, and movement, earthquakes and volcanoes. In sixth grade Social Studies, students will investigate various ancient civilizations that originated from the Old Stone Age through Ancient Rome. The ancient civilizations of Mesopotamia, Egypt, Africa, India, China, Japan, and Greece are discussed including all aspects of their geography, culture, religion, leadership, trade, and development. Through these studies, students will be able to extend their learning beyond these ancient civilizations to have a greater understanding of the modern world. Students' progress and growth will be assessed through supplemental assignments, lesson problems and exams in the online program and projects. Online programs, study aids, videos, and various other resources will support and enrich daily learning. Students in sixth grade are required to participate in the *Scantron*, and *Pennsylvania System of School Assessment (PSSA)* testing. ). At the beginning of the year and various times throughout the year, the students will be assessed with the STAR diagnostic in reading and mathematics to monitor and make adjustments to their learning progression.



Students are encouraged to engage in a live learning classroom with a teacher and peers to enhance their understanding of all learned concepts and skills.

### **6th Grade Music**

Course length: Full-year (2 days/week)

Curriculum Resource: *Foundations of Music*

Music in the sixth grade is designed to ensure the well-balanced social and artistic development of the student by arranging the concepts to be learned within a student's natural abilities at various stages of growth. Students will build upon the foundations innate musicality found in all children (fast/slow, high/low, loud/soft, timbre, steady beat, form, phrasing, accent and melody). Students will develop skills to explore reading, writing and creating with traditional and cultural languages of music by playing instruments, singing, and playing games with age-appropriate music.

### **6<sup>th</sup> Grade Health and Wellness**

Course length: Full-year (2 days/week)

Throughout the Health and Wellness course, students will be able to meet Pennsylvania Academic Standards for Health, Safety and Physical Education by being engaged in lessons focused on the following categories: concepts of health, healthful living, safety and injury prevention, physical activity and concepts, principles and strategies of movement. To meet the physical activity standards, the students are responsible for engaging in daily physical activities by completing a weekly fit log. This approach makes fitness very personal and individualized while giving the students the freedom to choose their own fitness activities. In addition to the weekly fit logs, students will learn topics such as the major body systems, nutritional concepts that impact our health from MyPlate, influencing factors of childhood/adolescent drug use, the media and environmental factors that impact health. The students will be assessed in these areas by completing assignments, quizzes and unit assessments.

### **6<sup>th</sup> Grade Assessments**

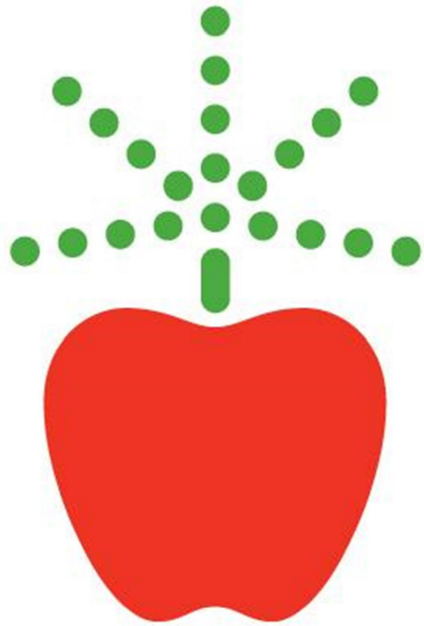
Students' progress and development will be assessed in a variety of ways including assignments, quizzes, projects, and assessments. Students in sixth grade will participate in reading and mathematics *Pennsylvania System of School Assessment (PSSA)* as well as the reading, language arts, math, and science *Scantron* tests. At the beginning of the year and various times throughout the year, the students will be assessed with the STAR diagnostic in reading and mathematics to monitor and make adjustments to their learning progression.

---

### **3-5th Grade Spanish**

Course Length: 1 5-week session per quarter

This course will offer a thematic approach to learning the Spanish language and culture. Each quarter students will have the option of signing up for a 5-week session. Each session will feature an engaging variety of learning activities including readings, videos, games, songs and virtual field trips. There will be a focus on speaking, reading, writing and listening skills.



PA Distance  
Learning  
CHARTER SCHOOL

## **High School Course Catalog**

## 9<sup>th</sup>-12<sup>th</sup> Grade Students

High school students are expected to attend live-learning sessions as listed on his/her online school calendar. There are daily lessons in every high school course to complete every school calendar day. Pennsylvania public school regulations require every high school student to spend a minimum of 5.5 hours completing school work each day which equates to spending a minimum of 45 minutes each class.

### High School English Courses

#### **English Language Arts IA & IB**

Course length: Full-year

Credits: 1.0 English

Curriculum Resources: *Night, Acellus*

In this two-semester, freshman level course, students explore the essential concepts and skills of English Language Arts such as characterization and point of view, style and voice, theme and symbol, and author's purpose. Students will explore these concepts and skills through fiction and non-fiction text as well as in narrative, expository, and persuasive writing. Students will compare how these elements of literature manifest in a variety of genres, including the novel, short story, poem, play and others. Furthermore, students will write in a variety of school and real world genres over the course of the year. Additionally, students will utilize grammatical concepts to deepen their understanding of a text as well as improve written and oral communication.

#### **English Language Arts IIA & IIB (Keystone Course)**

Course length: Full-year

Credits: 1.0 English

Curriculum Resources: *Fahrenheit 451* *Acellus*

English II is a two-semester, sophomore level course. The course focuses on helping students develop both reading and writing skills with an added emphasis on literary terms and concepts. Writing projects are creative, persuasive, and research based. Students will read a variety of literature including a novel, short stories, poems, and dramas. Finally, students will improve their reading and writing skills while analyzing literature and practicing grammatical concepts.

#### **English Language Arts IIIA & IIIB**

Course length: Full-year

Credits: 1.0 English

Curriculum Resources: *The Crucible*, *Acellus*

English III is typically suggested for junior level students. . In this course, students are exposed to the literary eras of America and the ideas that shaped the writing during those times. Beginning with precolonial literature and culminating with the Modernist Movement, students will analyze and interpret various genres, themes and literary elements. Students will also be exposed to a variety of grammar lessons and writing projects that are informative, reflective, creative and researched based. During the second half of the course, students will complete a Career Project that requires research and an exploration of post-secondary options.

#### **English Language Arts IVA & IVB**

Course length: Full-year

Credits: 1.0 English

Curriculum Resource: *Acellus*

English IV, a senior level course, is a yearlong course that is split between the first and second semester. With an emphasis on reading and analyzing British Literature, English IVA and IVB provide content, activities, and resources to help students excel in reading, writing, and analyzing literature. Highly focused writing activities support students' writing development and literary analysis, while the emphasis on grammar helps them master language skills. Written activities will include writing poetry, writing essays that examine literature, and writing descriptive, narrative, persuasive, and informative pieces based on skills necessary for success in post-secondary education and the workplace.

### **Honors Cultural and Literary Studies: Geography and World Literature A & B (Keystone Course)**

Course length: Full-year

Credits: 1.2 English and 1.2 Social Studies

Curriculum Resources: *Holt Online: Literature Grade 10, Holt Online Geography, The House on Mango Street, Into Thin Air*

Suggested for 10th grade level students, this course is co-taught with an English and Social Studies teacher. The course studies geographic, cultural and literary connections in order to facilitate students gaining greater understanding of the world around them. Students will explore different geographic locations connected to various pieces of world literature set in a variety of time periods. The connection between literature and geography allows the student to develop literary analysis skills, while also making connections to the physical and human geography of each region.

### **Honors English Language Arts I A & B**

Course length: Full-year

Credits: 1.2 English

Curriculum Resources: *Holt Online: Literature Grade 9, The Hunger Games, Night Honors*

English Language Arts I is a two-semester, freshman level course dedicated to fostering and encouraging students' higher-level thinking abilities. This course allows students to gain a thorough introductory experience with the essential concepts and skills of English Language Arts such as characterization and point of view, style and voice, theme and Symbol, and author's purpose, paying special attention to how each element of literature manifests across genres (e.g. in film vs a novel; in a short story vs. a nonfiction article). Furthermore, students will write in a variety of genres and for a variety of purposes throughout the year. Additionally, students will utilize grammatical concepts to deepen their understanding of a text as well as improve written and oral communication.

### **Honors English Language Arts II A & B (Keystone Course)**

Course length: Full-year

Credits: 1.2 English

Curriculum Resources: *Holt Online: Literature Grade 10, Fahrenheit 451*

Honors English Language Arts II focuses on helping students develop skills in analyzing literature and writing. The course has an emphasis on discussion and high level thinking skills. In this course, students will read a variety of literature including novel, short stories, poems, and dramas. Students will demonstrate mastery of literature skills through creative projects, presentations, and writing in different genres. Writing projects are creative, persuasive and research based. An independent literature exploration project is required in the second semester.

### **Honors English Language Arts III A & B**

Course length: Full-year

Credits: 1.2 English

Curriculum Resources: *Holt Online: Literature Grade 11, The Great Gatsby*

This is a two-semester course suggested for junior level students. In this course, students are exposed to the literary eras of America and the ideas that shaped the writing during those times. Beginning with precolonial literature and culminating with contemporary literature, students will analyze and interpret various genres, themes and literary elements. Students will also be exposed to a variety of writing projects that are informative, reflective, creative and researched based. During the second half of this course, students will complete a Career Project that will require research and exploring post-secondary options.

### **Honors English Language Arts IV A & B**

Course length: Full-year

Credits: 1.2 English

Curriculum Resources: *Holt Online: Literature Grade 12, Animal Farm by George Orwell*

With an emphasis on reading and analyzing British literature, the senior level Honors English IVA and IVB provide advanced content, activities, and resources to help today's students prepare to excel at the college level. Highly-focused writing activities and critical thinking support students' writing development, while the emphasis on writing conventions helps them solidify superior language skills. Advanced reading and writing skills will be the focus of this challenging course. Written activities will include writing poetry, writing essays that analyze and examine literature, and writing descriptive, narrative, persuasive, and informative pieces based on skills necessary for success in post-secondary education and the workplace. In the first half of the course, students will read, analyze and evaluate literature from The Anglo-Saxon era, The Middle Ages and The

Renaissance. In the second half of the course, students will read, analyze and examine literature from The Restoration, The Romantic Period, The Victorian Period, and the Modern Era. English Language Arts Honors IV is a highly motivated and discussion based class that will help them build the skills necessary to advance English Language and Literature.

### **AP English Literature and Composition A & B**

Course length: Full-year

Credits: 1.2 English

Curriculum Resource: *Acellus*

This is a college-level course available to juniors and seniors (recommended for seniors) that ultimately prepares the student for the Advanced Placement exam and college credit. Students will be required to take the AP Literature exam as a part of this course. Students will study and analyze classic and contemporary works of literature in all genres: plays, short stories, poetry, essays, and novels. An emphasis is placed on critical thinking skills necessary for understanding challenging material and composition skills necessary to communicate their understanding effectively. Students will learn to apply critical literary terms as tools for learning, understanding, and communication. Learning activities include close reading, discussions, essays, and exams. Additionally, junior level students will complete a Career Project that will require research and exploring post-secondary options.

### **AP English Language and Composition A & B**

Course length: Full-year

Credits: 1.2 English

Curriculum Resource: *Acellus*

This is a college-level course available to juniors and seniors (recommended for juniors) that ultimately prepares the student for the Advanced Placement exam and college credit. Students will be required to take the AP Language and Composition exam as a part of this course. Students will primarily study and analyze a variety of prose writing, especially nonfictional pieces. Students' reading and writing skills will make them aware of a writer's purpose and the reader's expectations. The course also focuses on using outside sources to make a reliable and concrete argument about a text. Learning activities include close reading passages, discussions, essays and exams. Additionally, junior level students will complete a Career Project that will require research and exploring post-secondary options.

### **General English**

Course length: Semester

Credit: 0.5 English

Curriculum Resource: *Fences* by August Wilson, *Holt Online: Literature Grade 10*

General English is a semester course suggested for any ninth through twelfth students who want another option to meet English credits. It is suggested that students take General English after they have already taken English I. This course cannot replace the required English courses for the Keystone Exam or the Career Project. The General English course explores a variety of language and literature skills ranging from reading skills to analyzing Shakespeare. Students will improve their literary skills when reading *Fences* by August Wilson, *The Twelfth Night* by Shakespeare, and various nonfiction pieces. Students will also work to improve writing skills as go through the units. Taking this class is beneficial to students looking to improve a wide range of English Language Arts skills.

### **Communications**

Course length: Semester

Credits: 0.5 English

Communications is an English course that explores business and technical writing, along with business and professional speaking. Communicating effectively is necessary in all fields of work and in all environments. The coursework focuses on understanding the rhetorical situation, the persuasive technique process, technical writing, such as letters and resumes, the interview process, and formal speeches. Students will be required to speak in class both formally and informally. Students will prepare and present three formal speeches, and they will practice formal speaking skills when participating in a mock interview. Students will work on their real world skills, as well as their reading, writing, speaking, and listening skills.

## High School Mathematics Courses

### **Math Strategies A & B**

Course length: Full-year

Credits: 1.0 Math

Curriculum Resource: *Acellus*

Math Strategies is split in two semesters. Math Strategies A is designed to strengthen basic math skills. Topics include expressions, integers, equations, inequalities, decimals, factors, fractions, exponents, ratios, proportions, and percentages. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems. Math Strategies B is designed to provide a solid foundation for Algebra I. Topics include solving equations, solving inequalities, linear functions, graphing, data analysis and probability, and geometry. Upon completion, students should be able to solve multi-step mathematical problems using technology where appropriate.

### **Algebra IA & Algebra IB (Keystone Course)**

Course length: Full-year

Credits: 1.0 Math

Curriculum Resource: *Acellus*

Algebra I is a year-long course split into two semesters. In Algebra IA, students will develop a foundational understanding of algebraic concepts that will help them to succeed in future mathematics courses. Aligned with the Pennsylvania Common Core Standards, topics in this course include: solving equations and inequalities, functions, and systems of linear equations and inequalities. In Algebra IB, students will continue developing a foundational understanding of key algebraic concepts needed for success in future mathematics courses. Topics in this semester include: exponents, polynomials, quadratic functions and equations, data analysis, probability, and exponential, radical, and rational functions. Algebra I allows students to develop skills and knowledge necessary for Geometry and Algebra II. Course assignments include: guided practice problems, quizzes, labs, exams, Keystone Exam preparation, and a final cumulative exam.

### **Geometry A & B**

Course length: Full-year

Credits: 1.0 Math

Curriculum Resource: *Acellus*

Geometry is a year-long course split into two semesters. In Geometry A, students will develop geometric skills aligned with the Pennsylvania Common Core Standards. Students will explore these skills through a variety of means, such as dynamic manipulatives, hands on constructions, online explorations and more! Topics to be studied include: basic tools of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships in triangles, and polygons and similarity. Geometry A includes a cumulative midterm exam. Geometry B will build upon skills acquired in Geometry A. Students will explore these skills through a variety of means, such as dynamic manipulatives, hands on constructions, online explorations and more! Subject matter to be studied includes: right triangles and trigonometry, transformations, area, surface area and volume, circles and probability. Geometry B includes a cumulative final encompassing Geometry A.

### **Algebra II A & B**

Course length: Full-year

Credits: 1.0 Math

Curriculum Resource: *Acellus*

It is suggested that students successfully complete Algebra I before taking Algebra II. Algebra II is a year-long course split in two semesters. In Algebra II A, students will build upon the material learned in Algebra I, gaining a more in-depth understanding of algebraic concepts. Aligned with the Pennsylvania Common Core Standards, these topics include: algebraic expressions, linear systems, quadratic functions, polynomials, radical functions and exponential and logarithmic functions. Different types of functions will be introduced, including quadratic, polynomial, exponential and logarithmic functions.

Analysis will focus on the algebraic and graphical representations and characteristics of these functions. In Algebra II B Students will continue an in-depth study of different types of functions, including rational and periodic functions. Real-world applications of these concepts will be explored. Other topics include: sequences and series, conic sections, probability and statistics, matrices and trigonometric identities and equations.

### **Precalculus A & B**

Course length: Full-year

Credits: 1.0 Math

Curriculum Resource: *Acellus*

It is suggested that students successfully complete Algebra I, Algebra II, and Geometry prior to taking Precalculus. This course is split into two semesters. In Precalculus A, students will develop a strong, in-depth mathematical foundation of functions that is necessary for upper-level mathematics. Students will review equations and graphs, as well as transformations of functions they have previously learned. Aligned to the Pennsylvania Common Core Standards, topics include: polynomial functions, power functions, rational functions, exponential functions, logistic functions, logarithmic functions and trigonometric functions. Precalculus B takes a more analytical approach to other topics needed for upper-level mathematics. Students will continue to develop a strong foundation of mathematical concepts to prepare them for calculus. Real-world applications of these topics will be explored. Topics include: analytic trigonometry, vectors, parametric equations, and polar systems, matrices, conics and an introduction to calculus.

### **Consumer Math:**

Course length: Semester

Credits: 0.5 Math

Curriculum Resource: *Plato*

This junior and senior level course is appropriate for all students wanting to learn the math skills necessary for daily life. It is extremely applicable to many facets of independent living and finance. It begins with a review of the four basic mathematical operations – addition, subtraction, multiplication, and division – while applying them to solve real-life problems and then addresses practical applications for math, such as wages, budgeting, taxes, money management, and interest and credit. Projects involving authentic, real-world activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.

### **Practical Math A: Financial Focus**

Course length: Semester

Credits: 0.5 Math

Practical Math is made up of two independent semesters. The focus of Practical Math A is on applying mathematical concepts from Algebra, Geometry, and Probability and Statistics to real-world situations. Students will look into topics such as financial independence, home ownership, and math in different career fields. Students will develop the math skills necessary for their lives after high school.

### **Practical Math B: Technology Focus**

Course length: Semester

Credits: 0.5 Math

Practical Math B will review and apply mathematical concepts to real-world situations while integrating important technology skills. Students will have the opportunity to demonstrate a deep understanding of topics such as logical reasoning, probability and problem solving through project based assessments. Students are not required to complete Practical Math A before taking Practical Math B.

### **AP Calculus A & B**

Course length: Full-year

Credits: 1.2 Math

Curriculum Resource: *Acellus*

This course is a two-part advanced placement course providing students with the curriculum required by the College Board. It is suggested that student successfully complete Precalculus before taking this course. Students completing this course will be

able to take the AP Calculus AB exam, enabling them to earn college credit for taking this course while still in high school. Topics include: infinite and finite limits and continuity, differential calculus of algebraic functions, integral calculus of algebraic functions, geometric and physical applications of integration and the calculus of elementary transcendental functions. Success in the course requires advanced mathematics skills. The use of a graphing calculator is considered an integral part of this course. The Advanced Placement Examination is required of all students taking this course.

### **AP Statistics A & B**

Course length: Full-year

Credits: 1.2 Math

Curriculum Resource: *Acellus*

AP Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results of a poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real-world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business. The Advanced Placement Examination is required of all students taking this course.

---

## **High School Science Courses**

### **Biology A & B (Keystone Course)**

Course length: Full-year

Credits: 1.0 Science

Curriculum Resource: *Acellus*

Biology is the study of living organisms. Biology is learning what makes a hawk fly, how a caterpillar becomes a beautiful butterfly and studying ourselves in this changing world. There are new discoveries made every day in biology, so it is ever-changing and there is always something new to learn. In their first semester of Biology, students will study the scientific process, characteristics of living organisms, ecology, organic molecules, cell structure, and cellular metabolic processes. In Biology A, students will complete a variety of assignments, virtual investigations, as well as live experiments, unit quizzes, assessments and Keystone exam preparation. In Biology B, some of the amazing biological processes that the students will look into are why they have the eye color that they do, why the flowers in front of their homes have different colors on the same flower, and they will investigate why various insects have adapted to pesticides that used to eliminate them. Students will also study the process of cell division, Mendelian genetics, DNA and how it codes for protein synthesis, modern evolutionary theories. Finally, students will prepare for the Biology Keystone Exam. Students will complete a variety of assignments, virtual investigations, live experiments, unit quizzes, assessments and Keystone exam preparation.

### **Chemistry A & B and Chemistry Lab A & B**

Course length: Full-year

Credits: 1.0 Science and

0.5 Science Lab credit

Curriculum Resource: *Acellus*

Chemistry is full-year course split into two semesters. It is recommended that students take Chemistry after successfully completing Algebra I. Chemistry A introduces various types of matter. Topics include scientific measurements, matter, atoms, the periodic table, compounds, moles, nuclear chemistry, and chemical equations. Students will begin to make connections between chemistry and the world around them. Activities include virtual and hands-on experiments, guided and independent practice, projects, class discussions, quizzes and assessments. Chemistry B is the continuation of the study of matter. Students will apply skills from Chemistry A to life applications in this course. Topics include intermolecular forces, gases, solutions, acids and bases, electrochemistry, and organic molecules. Students will complete virtual laboratory exercises, hands on laboratory exercises, and will analyze results in a formal laboratory report. Students will have live class for Chemistry Lab, a virtual laboratory, guided and independent practice, class discussions, quizzes and assessments.



**Physical Science A**

Course length: Semester

Credits: 0.5 Science

Curriculum Resource: *Plato*

Physical Science is two parts, but students can take Physical Science A without moving on to Physical Science B. In this course, students will study the foundations of Chemistry, which is the study of matter and its properties. Topics will include the following: the nature of science, matter, atoms, the Periodic Table, and chemical reactions and solutions. Students will be assigned virtual laboratory explorations, along with daily activities, and they are required to complete weekly reinforcement activities and assessments.

**Physical Science B**

Course length: Semester

Credits: 0.5 Science

Curriculum Resource: *Plato*

Physical Science is two parts, but students can take Physical Science B without having previously taken Physical Science A. In this course, students will learn the foundations of Physics, which is the study of how the universe behaves. Topics include the following: forces, energy, sound, light, electricity and magnetism. Students will be assigned virtual laboratory explorations, along with daily activities, and they are required to complete weekly reinforcement activities and assessments.

**Physics A & B**

Course length: Full-Year

Credits: 1.0 Science

Curriculum Resource: *Acellus*

Physics is a full-year course broken up into two semesters. It is recommended that students take Physics after they have completed Chemistry and Geometry. Physics A is designed college-bound students. Topics include the following: Newton's laws of motion, forces and vectors, work and energy, momentum, vibration and waves, and the study of the characteristics of light. In this course, students will apply many of the concepts learned in geometry. Physics B includes the following topics: light and reflection, refraction, interference and diffraction, electrical forces and fields, electrical energy and current, magnetism and the study of atomic and subatomic physics. In this course, students will also apply many of the principles learned in geometry and algebra.

**Environmental Science A & B**

Course length: Full-year

Credits: 1.0 Science

Curriculum Resource: *Acellus*

Environmental Science is a course appropriate for learners of all levels and abilities. This course is a full-year course that is split between two semesters. Environmental Science A is an introduction to the study the human impact on the environment. Topics studied include earth systems, structure and function of ecosystems, ecological succession, biological populations, agriculture, and human land usage. Environmental Science B is an introduction to the study of the human impact on the environment. Topics studied include the energy crises, air pollution, water pollution, environmental risk, solid waste disposal, ozone depletion, and climate change.

**Earth Science A**

Course length: Semester

Credits: 0.5 Science

Curriculum Resource: *PLATO*

Earth Science is two parts, but students can take Earth Science A without moving on to Earth Science B. It is recommended that students only take Earth Science after successfully completing Environmental Science or Physical Science and Biology. In Earth Science A, students will explore space, history of earth and earth systems. Topics include the following: scientific processes and inquiry, earth and space, technology and space research programs, history of the earth, earth processes (such as plate tectonics, and how the Earth's features change over time) study of oceans, and atmosphere.

## **Earth Science B**

Course length: Semester

Credits: 0.5 Science

Curriculum Resource: *PLATO*

Earth Science is two parts, but students can take Earth Science B without having previously taken Earth Science A. It is recommended that students only take Earth Science after successfully completing Environmental Science or Physical Science and Biology. This semester, students will explore weather and climate, and the human impact on Earth. Topics include the following: the uneven heating of the Earth, mechanics of weather, Earth's structure, climate change, and technology as it applies to monitoring the earth and human impact on the earth.

## **Anatomy and Physiology A**

Course length: Semester

Credits: 0.5 Science

Curriculum Resource: *Pearson: Online Essentials of Human Anatomy and Physiology*

Anatomy and Physiology provides general study skills and a firm foundation for students preparing for an education in the medical field. Anatomical instruction is coupled with the investigation of key related terminology dealing with the “what, why and how” of human anatomy. Specifically, students will explore structures, functions and terms related to disease and the body systems. This first semester of Anatomy and Physiology includes the study of directional terms, the body in health and disease, the skeletal, muscular, integumentary, special senses urinary and nervous systems. Students will participate in online lab activities, virtual dissections, live dissections and hands on activities in this course.

## **Anatomy and Physiology B**

Course length: Semester

Credits: 0.5 Science

Curriculum Resource: *Pearson: Online Essentials of Human Anatomy and Physiology*

This is the second semester of Anatomy and Physiology that is designed for students interested in pursuing a career in the medical field. Students will continue to gain knowledge in anatomical instruction along with the investigation of key related terminology dealing with the “what, why and how” of human anatomy. Specifically, students will explore structures, functions and terms related to disease and the body systems. The second semester includes the study of blood components, the cardiovascular, respiratory, excretory, digestive and the endocrine systems. Students will also study diagnostic procedures, pharmacology, psychiatry, and types of health care professionals are investigated as well. Students will participate in online lab activities, virtual dissections, live dissections and hands on activities in this course.

## **Honors Biology A & B (Keystone Course)**

Course length: Full-year

Credits: 1.2 Science

Curriculum Resource: *Acellus*

Students are enriched in Honors Biology by learning beyond what is taught in a general Biology class. Students will participate in several activities to engage their critical thinking skills and challenge their minds with biological processes they may have never heard about. Students will use scientific inquiry to process new skills and learn biological concepts as a research biologist would in order to develop a strong scientific basis. Students will participate in hands-on activities such as virtual labs, live learning labs and activities designed specifically for the students of this class. This rigorous course moves at a quicker pace than the general Biology class. Students will complete a variety of assignments, virtual investigations, unit quizzes, assessments and Keystone Exam preparation. Near the end of the Honors Biology B course, students will be required to take the Pennsylvania Biology Keystone Exam.

## **AP Biology A & B**

Course length: Full-year

Credits 1.2 Science

Curriculum Resource: *Acellus*

In AP Biology, students deepen their understanding of biological concepts by comprehensively learning of the four big ideas of AP Biology and all the properties they cover. Big Idea 1: Students will explore the process that evolution drives the diversity and unity of life. Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. Big Idea 3: Living systems store, retrieve, transmit and respond to information essential to life processes. Big Idea 4: Biological systems interact and these systems and their interactions possess complex properties. AP Biology is an equivalent to an introductory college level biology course. This course

prepares students for the AP Biology Exam and for post-secondary study in health sciences. Students are required to take the AP Biology Exam if they are registered in this course.

### **AP Chemistry A & B**

Course length: Full-year

Credits 1.2 Science

Curriculum Resource: *Acellus*

AP Chemistry builds students' understanding of the nature and reactivity of matter. After studying the structure of atoms, molecules, and ions, students move on to solve quantitative chemical problems and explore how molecular structure relates to chemical and physical properties. Students will examine the molecular composition of common substances and learn to predictably transform them through chemical reactions. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP Chemistry Exam and for further study in science, health sciences, or engineering. Completion of the AP Chemistry Exam is a requirement for this course.

### **AP Environmental Science A & B**

Course length: Full-year

Credits: 1.2 Science

Curriculum Resource: *Acellus*

This is a college-level course that ultimately prepares the student for the AP Environmental Exam and college credit. The AP Environmental Science course is designed to provide students with the scientific theories, models, and techniques that will allow them to analyze local, regional and global environmental issues. A strong emphasis is placed on science, stewardship and sustainability. Students will utilize critical, creative, logical and reflective thinking to study and evaluate natural and human induced environmental problems. The number one goal of the course is to provide students with a solid scientific foundation that will allow them to make informed environmental decisions. Completion of the AP Environmental Science Exam is a requirement for this course.

---

## **High School Social Studies Courses**

### **Mythology & Folklore: Legendary Tales**

Course length: Semester

Credits: 0.5 Social Studies

Curriculum Resource: *eDynamics*

Students interested in learning about mighty heroes, angry gods and goddesses, and cunning animals may find this course appealing. Mythology and folklore have been used since the first people gathered around the fire as a way to make sense of humankind and our world. This course focuses on the many myths and legends woven into cultures around the world. Starting with an overview of mythology and the many kinds of folklore, students will journey with ancient heroes as they slay dragons and outwit the gods, follow fearless warrior women into battle and watch as clever animals outwit those stronger than themselves. They will explore the universality and social significance of myths and folklore, and see how they are still to shape society today.

### **History of the Holocaust**

Course length: Semester

Credits: 0.5 Social Studies

Curriculum Resource: *The Sunflower*

"Never shall I forget that night, the first night in camp, which has turned my life into one long night seven times cursed and seven times sealed." These words, voiced by Holocaust survivor, Elie Wiesel, provide a glimpse into the heart of this course. Holocaust education focuses on exploring the "how" and "why" genocides such as the Holocaust are able to occur and

continue to occur in our world. In this course, students will be encouraged to wonder, question, and analyze as they investigate the origins of anti-Semitism and the rise of the Nazi party. Students will examine the persecution of various targets of the Nazis and consider the aftermath the Holocaust has left on everyone involved in World War II. This study of the Holocaust will integrate many social studies disciplines, including world history, geography, American history, and civics. Through this in-depth, semester-long study of the Holocaust, high school students will gain an understanding of the ramifications of prejudice and indifference, and the potential for government-supported terror, while examining the impact of kindness and humanity in the worst of times. *“For the dead and the living, we must bear witness.”*

### **World History A & B**

Course length: Full-year

Credits: 1.0 Social Studies

Curriculum Resource: *Acellus*

World History is a full-year course that is split into two semesters. In World History A, students will approach the Renaissance to World War I from new perspectives, with a primary focus on the years 1450-1913. Through the use of documents, artifacts and the study of historical places, they will investigate the contributions of individuals and groups to world events. Students will also discover the impact of imperialism and nationalism, while analyzing the influences of continuity and change around the world. In World History B, students will approach historical world events ranging from World War I to the Modern Era. Additionally, students will explore various geographical locations and investigate their contributions to the modern world. Through the use of documents, artifacts and the study of historical places, they will investigate the contributions of individuals and groups to world events.

### **United States History A & B**

Course length: Full-year

Credits: 1.0 Social Studies

Curriculum Resource: *Acellus*

US History is a full-year course that is split into two semesters. United States History is a Pennsylvania required course for graduation. US History A is a survey of historical, cultural, political, economic, and institutional factors and events that have shaped US history from the end of the Western Frontier to The New Deal, encompassing the years 1877-1940. Students will study the positive and negative events in United States history using primary and secondary sources in order to create a holistic picture of the development of the country. Topics covered in the course are Big Business, The Progressive Era, World War I, the Roaring 20s, the Great Depression, and the New Deal. US History B is a survey of historical, cultural, political, economic, and institutional factors and events that have shaped United States history from The Second World War through the Modern Day. The course takes a chronological approach with an emphasis on major themes throughout history that have impacted the development of our nation by using primary and secondary sources. Topics of study include World War II, The Cold War, The Civil Rights Movement, The Vietnam War, and landmark events of the modern era.

### **World Geography**

Course length: Semester

Credits: 0.5 Social Studies

Curriculum Resource: *Holt Online: Geography*

Building on the five themes of geography, this course is designed to give students an overview of the distinctive physical, cultural, political, and economic characteristics of the regions of the world. The focus of the course is on spatial relationships between human societies and cultures, the natural environment, and historical changes that have shaped the contemporary world.

### **United States Government**

Course length: Semester

Credits: 0.5 Social Studies

Curriculum Resource: *Holt Online: United States Government: Principles in Practice*

US Government is a Pennsylvania required course for graduation. This course examines the most essential concepts of United States government and politics. Students will explore the founding principles and political ideologies our country is based upon, investigate how our government functions on national, state and local levels, and analyze landmark Supreme Court cases that have set the standard for governmental practices that affect our lives each and every day. Students take ownership of their civil liberties by learning about the importance of voting, voicing their opinions to local lawmakers and exploring how laws are created and debated. This course teaches students how to be responsible and active citizens in the world around

them. Students will learn the knowledge and tools to understand their civil liberties and apply them so we can all understand the power that each of us hold as a citizen of the United States.

### **Economics**

Course length: Semester

Credits: 0.5 Social Studies

Curriculum Resource: *Acellus*

Economics is a suggested junior or senior level course, but can be taken by any high school student. Students will investigate the individual and societal use of resources to produce, distribute, and consume goods and services. Students will gain a deeper understanding of the business cycle through exploring the concepts surrounding free enterprise. Through the examination of the laws of supply and demand, investment strategies, and personal finance, students will learn how local, state and national commerce affects the decisions they make as consumers. Students will also analyze the economic concepts and systems of international trade and global economics.

### **Sociology**

Course length: Semester

Credits: 0.5 Social Studies

Curriculum Resource: *Plato*

In Sociology, students will become investigators of the cultural world by studying various aspects of society. Studying sociology will also allow students to analyze the impact of socioeconomic status on an individual's life chances in American society. By looking at social trends, cultural changes, human development, and social institutions, students will acquire a stronger understanding of the collective behavior of society and the influences society has on the perception we have of ourselves and others.

### **Psychology**

Course length: Semester

Credits: 0.5 Social Studies

Curriculum Resource: *Holt Online: Psychology: Principles in Practice*

Throughout Psychology, students will acquire an understanding of and appreciation for the social and biological aspects of human behavior and interaction. The course will introduce students to basic concepts, problems, and research methods in the science of psychology, including psychological research, the human life span, the workings of the mind and body, personality and cognitive processes. By examining concepts such as behavior, mental processes, development, gender, and social psychology, students will have a better understanding of themselves and those around them.

### **Social Changes**

Course length: Semester

Credits: 0.5 Social Studies

Curriculum Resources: *Plato*

This course will explore and analysis a variety of societal issues that appear in our communities. Social issues affect everyone because they are issues which revolve around governmental policy and enforcement of laws on the civilian population. These laws and policies can have any number of significant outcomes. They can protect minorities and women from discrimination, regulate drug use, give aid to the poor, provide guidelines for education, and much more. Social issues are often controversial and debated, so having the ability to form an educated opinion on them is an important part of your citizenship.

### **Honors World History A & B**

Course length: Full-year

Credits: 1.2 Social Studies

Curriculum Resource: *Acellus*

In Honors World History, students will examine culture and politics of the regions around the world stemming from the Renaissance Era to World War I to the Modern Era. Through the use of documents, artifacts and the study of historical places, students will investigate the contributions of individuals and groups to world events. The course is designed for students who have been very successful in previous history and English courses, as the course requires intensive reading, writing, and research using primary and secondary sources.

### **Honors United States History A & B**

Course length: Full-year

Credits: 1.2 Social Studies

Curriculum Resource: *Acellus*

Honors United States History is more rigorous than a traditional United States History course. The course explores the history of the United States from the end of the Western Frontier to modern day. Students will examine how the culture, economics, geography, governance and civics, have changed over time. Students will study important individuals and groups from each major period. Specific social science skills such as map reading, evaluating cause/effect relationships, differentiating fact from opinion, and analysis of primary and secondary sources are included in the course content. Honors work challenges students to be more analytical and creative through advanced reading, extensive writing, expanded assignments, and real-world applications.

### **AP European History A & B**

Course length: Full-year

Credits: 1.2 Social Studies

Curriculum Resource: *Acellus*

AP European History focuses on developing students' understanding of European history from approximately 1450 to the present. Students are required to take the Advanced Placement European History exam as a part of this course. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

### **AP Psychology A & B**

Course length: Full-year

Credits: 1.2 Social Studies

Curriculum Resource: *Acellus*

This is a college-level course available to juniors and seniors that ultimately prepares the student for the Advanced Placement exam and college credit. Students are required to take the Advanced Placement Psychology exam as a part of this course. The course introduces students to systematic and scientific study of behavior and mental processes. Students will also learn about the ethics and methods psychologists use in their science and practice. Students will get the chance to assess some of the differing approaches adopted by psychologists, including biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives. Students will also learn the basic skills of psychology research and develop critical thinking skills.

### **AP United States History A & B**

Course Length: Full-Year

Credits: 1.2 Social Studies

Curriculum Resource: *Acellus*

The course is designed for students who have been very successful in previous history and English courses, as the course requires intensive reading, writing, and research using primary and secondary sources. Students are required to take the AP US History exam as a part of this course. The AP US History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

### **AP World History A & B**

Course Length: Full-Year

Credits: 1.2 Social Studies

Curriculum Resource: *Acellus*

The course is designed to provide students with a college-level learning experience. Students are required to take the AP

World History exam as a part of this course. Students investigate significant events, individuals, developments and processes in four historical periods from approximately 1200 C.E. to the present. Students develop and use the same skills, practices and methods employed by historians. The course provides themes that students explore throughout the course in order to make connections among historical developments in different times and places.

---

## **High School Fine Arts Courses**

### **Introduction to Art**

Course length: Semester

Credits: 0.5 Fine Arts

Curriculum Resources: *Creativity Express*

This is an introductory course to the arts that builds upon the Pennsylvania Art Standards learned in grades K-8. This course focuses on the elements of art and principles of design, major art movements throughout history, and significant artists from movements. Students will work in the course delivery system to learn about these concepts. Hands-on projects, videos and quizzes will also support the subject matter to deliver this well-rounded curriculum. This class requires daily work to be completed in order to be successful. Art supplies are provided to complete all assigned projects.

### **Art History: Renaissance to Modern Art**

Course length: Semester

Credits: 0.5 Fine Arts

This course is geared towards students who are interested in learning about the history of art, famous artists, and the art making techniques associated with them. Students will investigate major art movements and artists through the use of class discussion, hands-on projects, videos and quizzes. A few of the notable units of the course include: Pop Art, Cubism, Impressionism, Dada and Modern Art. This class covers a broad spectrum of Art History and requires daily completion of work in order to be successful. Art supplies are provided to complete all assigned projects.

### **Drawing and Painting**

Course length: Semester

Credits: 0.5 Fine Arts

This course is based on the benchmark PA Art Standards for high school, and it is suggested that students successfully complete Introduction to Art prior to taking this course. In Drawing and Painting, each unit will give students the opportunity to learn a new fine art medium. Units include the following: pencils, tempera paints, watercolor, charcoal and pen and ink. Throughout each unit, students will practice using a medium, analyze and share their experiences through class discussion. Students will present work via scanning, photos, or live learning session webcam. Each unit's final project will be based around criteria that best suits that medium. The conclusion to each unit will be a reflective artist statement based on what the student learned and gained from the unit. Students will be required to independently work on projects throughout the course. Projects, videos, and discussion, as well as weekly live learning sessions, will support the subject matter. This class is hands-on and requires students to work on their projects daily in order to be successful. Art supplies are provided to complete all assigned projects.

### **3D Design and Mixed Media**

Course length: Semester

Credits: 0.5 Fine Arts

This course is based on the benchmark PA Art Standards for high school. It is suggested that students successfully complete Introduction to Art prior to taking this course. In 3D Design and Mixed Media, each unit will focus on a different 3D or multimedia art form. Units include the following: clay, paper sculpture, origami and printmaking. Throughout each unit, students will practice using a medium, analyze and share their experiences through class discussion. Students will present work via scanning, photos and/or live learning session webcam. Each unit's final project will be based around criteria that best suits that medium. The conclusion to each unit will be a reflective artist statement based on what the student learned and gained from the

unit. Students will be required to independently work on projects throughout the course. Projects, videos and discussion as well as weekly live learning sessions will support the subject matter. This class is hands-on and requires students to work on their projects daily in order to be successful. Art supplies are provided to complete all assigned projects.

### **2-D Animation**

Course length: Semester

Credits: 0.5 Fine Arts

Curriculum Resources: *eDynamics*

It is suggested that students successfully complete Introduction to Art prior to taking 2-D Animation. Students will build upon their prior knowledge of the elements of art and principles of design to study and create two-dimensional animations. This course is geared towards students who are interested in animation as a field of study in post-secondary education. Each unit will focus on different styles of animation and the history behind the development of those styles. Lessons include, but are not limited to: hand drawn animation, computer animation, human anatomy and form, animated motion, and character animation. This course covers a broad spectrum of information and requires students to complete work daily in order to be successful. Software and art supplies will be provided to complete all assigned projects.

### **Digital Photography**

Course length: Semester

Credits: 0.5 Fine Arts

It is suggested that students successfully complete Introduction to Art prior to taking Digital Photography. Students will build upon their prior knowledge of the elements of art and principles of design to compose beautiful photographs. Students will expand their knowledge of photography as an art medium by learning about aperture, shutter speed, lighting, and composition. Not only will students follow photography through its history, but they will also gain a basic understanding of camera functions, techniques, and what it takes to shoot quality portraits, close-ups, action shots, and landscapes. Software and art supplies needed to complete assignments will be provided.

### **Music Appreciation**

Course length: Semester

Credits: 0.5 Fine Arts

Curriculum Resource: *eDynamics*

Music Appreciate highlights the greatest musical works and composers of each time period from the Middle Ages to the 21<sup>st</sup> Century. Musical eras will be examined by listening to significant compositions and identifying their unique characteristics. As students will have daily reading and listening activities, this class will require distraction-free listening and active student participation. Course grades are based on participation, assignments, quizzes and assessments.

### **Electronic Music**

Course length: Semester

Credits: 0.5 Fine Arts

Electronic music is focused on the craft of creating music with computers. Students will learn about music analysis, notation, and how to create/record music using online software. This class requires active student participation, critical thinking, collaboration, reading and research. Course grades are based on participation, assignments, quizzes, projects and assessments.



## High School World Languages Courses

### **French IA**

Course length: Semester

Credits: 0.5 World Languages

Curriculum Resources: *Voces Français I*

French IA is a suggested freshman level course. It is an introductory course to French language and culture. The course focuses on basic themes such as greetings, family, activities, school and telling time. Students will learn to express themselves through speaking and writing, and will develop their reading and listening skills in the language, using the present tense. The course asks for some participation in group activities, both during live learning sessions, and while doing independent projects. Oral participation is also important to this course as the focus of the first level of any secondary language is oral communication.

### **French IB**

Course length: Semester

Credits: 0.5 World Languages

Curriculum Resources: *Voces Français I*

French IB is a continuation of French IA. Students review some of the vocabulary and language structures that they worked with in French IA, and expand their knowledge of vocabulary, structure and cultural context for language use. Students will also improve their speaking skills. Students will continue to work in the present tense, and be able to recognize the structure of the near future. They will continue to learn using a theme-based approach.

### **French IIA**

Course length: Semester

Credits: 0.5 World Languages

Curriculum Resources: *Voces Français I*

French IIA is a continuation of French I, so it is suggested that students successfully complete French I prior to taking this course. In French IIA, students will also continue to work on their writing, listening and speaking skills. Students will learn how to describe daily routine, interact with a salesperson, read recipes and describe their families.

### **French IIB**

Course length: Semester

Credits: 0.5 World Languages

Curriculum Resources: *Voces Français I*

French IIB is a continuation of French IIA. Throughout this course, students will express themselves in oral and written language, and expanding on their reading, listening and speaking skills both within and outside of class. Students will learn how to use the Past Tense, talk about planning a party, going to the doctor, playing sports and childhood activities.

### **Honors French III A & B**

Course length: Full-year

Credits: 1.2 World Languages

Curriculum Resources: *Voces Français II*

Honors French III is a year-long course that is split between two semesters. It is recommended that students successfully complete French II prior to taking this course. Honors French IIIA is an honors-level course designed for the motivated French student. The course develops students' grammar and vocabulary competency through stories and themes. Honors French IIIA continues to introduce the student to new grammar concepts, including the future and conditional tenses. This course provides a comprehensive study of French language and culture at an advanced level.

### **Honors French IV A & B**

Course length: Full-year

Credits: 1.2 World Languages

It is recommended that students successfully complete Honors French III prior to taking this course. Honors French IV is offered as an independent study course and students must demonstrate proficiency of French at the intermediate level. Consultation with the instructor is required prior to enrollment.

### **AP French: Semesters A & B**

Course length: Full-year

Credits: 1.2 World Languages

Curriculum Resource: *Middlebury Interactive*

The AP French Language and Culture course is a college level advanced language course in which students are directly prepared for the AP French Language and Culture test, which students are required to take as part of this course. It uses, as its foundation, the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in French and is based on the six themes required by the College Board: global challenges, science and technology, contemporary life, personal and public identities, families and communities and beauty and aesthetics.

### **Spanish IA**

Course length: Semester

Credits: 0.5 World Languages

Curriculum Resources: *Voces Spanish Novice Level*

Intended as a suggested freshman course, students will be introduced to essential grammar, practical vocabulary, and develop cultural awareness necessary for foundational communication skills in the Spanish language. Students will begin to develop basic proficiency of the Spanish language through authentic reading, writing, listening and speaking tasks. Example topics include the Running of the Bulls, describing one and others, asking basic questions, generating descriptions, and constructing present tense sentences.

### **Spanish IB**

Course length: Semester

Credits: 0.5 World Languages

Curriculum Resources: *Voces Spanish Novice Level*

This course is a continuation of Spanish IA and builds onto previously learned skills such as essential grammar, practical vocabulary, and cultural awareness necessary for fundamental communication skills in the Spanish language. Students will develop basic proficiency through authentic reading, writing, listening and speaking tasks. Example topics include popular Mariachi bands, addressing groups of people, describing feelings and emotions, and the uses of “ser” and “estar”.

### **Spanish IIA**

Course length: Semester

Credits: 0.5 World Languages

Curriculum Resources: *Voces Spanish Novice Level*

It is recommended that students successfully complete Spanish I prior to taking this course. Spanish IIA provides a review and expansion of the essential skills of the Spanish language through increased grammar, vocabulary, and cultural awareness. Students will increase their development of conversational proficiency through authentic reading, writing, listening and speaking tasks. Example topics include Three Kings Day in Spain, discussing likes and dislikes, using reflexive verbs, giving oral commands and stating physical needs.

### **Spanish IIB**

Course length: Semester

Credits: 0.5 World Languages

Curriculum Resources: *Voces Spanish Novice Level*

This course is a continuation of Spanish IIA. The course will continue to develop the essential skills of the Spanish language through grammar, vocabulary, and cultural awareness. Students will continue to increase their conversational proficiency through authentic reading, writing, listening and speaking tasks. Example topics include exploring the Mayan civilization, conjugating stem-changing verbs, using “por” and “para”, and navigation.

### **Honors Spanish III A & B**

Course length: Full-year

Credits: 1.2 World Languages

Curriculum Resources: *Voces Spanish Intermediate Level*

Honors Spanish III is a year-long course split into two semesters. This course is for students who have mastered the essentials

of Spanish I and II and desire to improve their skills in a semi-immersion context while developing further insight into other cultures and disciplines. In Honors Spanish IIIA, students will begin to develop social proficiency and an increased understanding of the elements of linguistics through authentic reading, writing, listening and speaking tasks. Example topics include writing recipes, storytelling, shopping and discussing the games one played as a child. In Honors Spanish IIIB, students will continue to develop linguistic proficiency through authentic reading, writing, listening and speaking tasks. Example topics include how Le Semana Santa is celebrated in Spain, using various the past tenses to relay a story, claiming ownership, and discussing commerce.

### **Honors Spanish IV A & B**

Course length: Full-year

Credits: 1.2 World Languages

Curriculum Resources: *Voces Spanish Intermediate Level*

Honors Spanish IV is a year-long course split into two semesters. This course is for students who have mastered the essentials of Spanish I, II and III, and desire to improve their skills in a semi-immersion context while developing further insight into other cultures and disciplines. In Honors Spanish IV A, students will begin to creatively express themselves with ease and confidence through authentic reading, writing, listening and speaking tasks. Example topics include exploring the Aztec Empire, the future tense, commands, and the conditional tense. In Honors Spanish IV B, students will improve upon their abilities to creatively express themselves with ease and confidence through authentic reading, writing, listening and speaking tasks. Example topics include the subjunctive, travel, storytelling and narration and world events.

### **AP Spanish A & B**

Course length: Full year

Credits: 1.2 World Languages

Curriculum Resource: *Middlebury Interactive*

This is a college-level course available to juniors and seniors that ultimately prepares the student for the Advanced Placement exam and college credit. Students who enroll in this course are required to take the AP Spanish exam. Students explore culture in contemporary and historical context. Cultural products, practices, and perspectives focused on the six themes, global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics.

---

## **High School Health, Physical Education and Safety Courses**

### **Health**

Course length: Semester

Credits: 0.5 Health

Curriculum Resources: *Acellus*

Throughout the Health course, students will be able to meet PA Academic Standards for Health and Safety by being engaged in lessons focused on the following categories: concepts of health, healthful living, safety and injury prevention and physical activity. In this course, students will be learning about topics such as, physical fitness, how your body works, understanding disease, drugs and medicine, adolescence, first aid, hygiene and health care. The students will be assessed in these areas by completing assignments, quizzes and exams.

### **Physical Education A**

Course length: Semester

Credits: 0.5 Physical Education

Throughout the Physical Education A course, students will be able to meet PA Academic Standards for Safety and Physical Education by being engaged in lessons focused on the following categories: safety and injury prevention, physical activity and concepts, principles and strategies of movement. In this course, students will learn topics such as, the ability to evaluate the benefits, risks and safety factors that are associated with self-selected life-long physical activities, aerobic and anaerobic exercise, goal-setting and team sports. Students will be assessed in these areas by completing assignments, quizzes and exams.

### **Physical Education B**

Course length: Semester

Credits: 0.5 Physical Education

Throughout the Physical Education B course, students will be able to meet PA Academic Standards for Safety and Physical Education by being engaged in lessons focused on the following categories: safety and injury prevention, physical activity and concepts, principles and strategies of movement. In this course, students will learn topics such as, the ability to evaluate the benefits, risks and safety factors that are associated with self-selected life-long physical activities, sports safety, effects of physical activity and aging. Students will be assessed in these areas by completing assignments, quizzes and exams.

---

## **High School Technology Courses**

### **Technology**

Course length: Semester

Credits: 0.5 Technology

Technology is a one semester elective intended to introduce the history of technology, current uses of technology, and the future of technology. Students will apply concepts of digital publishing through the use of online editing and publishing software, programming using variables, functions, loops, and conditionals, applications of software for business and personal finance, computer hardware, and best practices for online safety and privacy. At the end of this course, students will also have a general knowledge of careers, companies, and the current status of the tech industry. This class will require participation, attendance to live learning sessions, communication, collaboration, reading, and research. Course grades are based on participation, assignments, quizzes, projects, and assessments.

### **Introduction to Social Media**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resources: *eDynamics*

Whether you have already dipped your toes in the waters of social media or are still standing on the shore wondering what to make of it all, learning how to interact on various social media platforms is crucial in order to survive and thrive in this age of digital communication. In this course, students will learn the ins and outs of social media platforms such as Facebook, Twitter, Pinterest, Snapchat, and more. Students will also discover other types of social media they may not have been aware of and how to use them for their benefit—personally, academically, and eventually professionally as well. Social media platforms are not just a place to keep track of friends and share personal photos. This course will show students how to use these resources in much more powerful ways.

### **Computer Programming**

Course length: Semester

Credits: 0.5 Technology

Curriculum Resources: *CS Principles*

Computer Science introduces the scientific methodologies and best practices for programming computers. Basic programming concepts, variables, functions, loops, and conditionals will be used to create projects and manipulate data. JavaScript, HTML, PHP, and SQL will be used to create advanced web applications. This class will require participation, attendance to live learning sessions, communication, critical thinking, collaboration, reading, and research. Course grades are based on participation, assignments, quizzes, projects, and assessments.

---

## **High School Elective Courses**

### **Keystone Essentials - Algebra**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resources: *Study Island* and *Get More Math*

This course is a required course for students who did not score proficiency on the Keystone Algebra I test, but previously passed the Algebra I Keystone course (or Algebra IB). This course is required for students prior to the retake of exam so they can practice algebraic concepts and acquire strong test-taking skills. This course will help to support students in meeting graduation test-taking requirements set by the Pennsylvania Department of Education.

### **Keystone Essentials - Biology**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resources: *Study Island*

This course is a required course for students who did not score proficiency on the Keystone Biology test, but previously passed the Keystone Biology course (or Biology B). This course is required for students prior to the retake of exam so they can practice biology concepts and acquire strong test-taking skills. This course will help to support students in meeting graduation test-taking requirements set by the Pennsylvania Department of Education.

### **Keystone Essentials - Literature**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resources: *Study Island*

This course is required for students who did not score proficiency on the Keystone Literature test, but previously passed the Keystone Literature course (or English IIB). This course is required for students prior to the retake of exam so they can practice English language arts concepts and acquire strong test-taking skills. This course will help to support students in meeting graduation test-taking requirements set by the Pennsylvania Department of Education.

### **Career Planning**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resources: *Acellus*

This course is recommended for only students in ninth grade. In Career Planning, students will receive an overview of many career options and the education, training, and skills required for each. Career paths that will be explored throughout the duration of this course include the following: arts and communication, finance and insurance, law and public safety, scientific research, engineering, and mathematics. Each student will be given the opportunity to practice resume writing, examine career paths that interest them, and research how to achieve their goals.

### **Child Development**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resource: *Child Development: Early Stages through Age 12*

This course provides an overview of important concepts in development from conception through early adolescence. Course topics include prenatal development, physical, intellectual and social-emotional developmental milestones. Students explore practical application strategies for guiding and caring for children, special needs considerations, and careers in development. Students learn skills and tools required for successful parenthood while gaining a base knowledge of concepts they can use in future career paths. This course is relevant for students interested in pursuing a career in a variety of fields relating to childcare, education, medicine or psychology.

### **College and Career Readiness**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resource: *Acellus*

College and Career Readiness is an elective course intended for students in any high school grade. During this course, students will discover and analyze skills needed to be successful in the real-world, or after high school. Unit topics include the following: planning for career success, planning for college, choosing a career, learning about yourself, creating action plans, self-motivation, time management, financial planning, searching for jobs, and interviewing. At the duration of the course, students will have a better understanding of their career goals and life after high school.

### **Creative Writing**

Course length: Semester

Credits: 0.5 Elective

Creative Writing is an elective that allows students to explore their creative abilities through written expression. In this course, students will develop their skills in writing poetry, short stories, non-fiction and one-act plays. Students will learn the basics of these types of writing by studying the writing process, keeping a writer's journal, conducting peer reviews. Once students determine their preferred creative writing form, they will complete an independent writing portfolio project.

### **Criminology: Inside the Criminal Mind**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resources: *eDynamics*

Why do individuals receive different punishments for the same crime? What factors shape the criminal case process from arrest to punishment? In today's society, crime and deviant behavior are often one of the top concerns of society members. From the nightly news to personal experiences of victimization, crime seems to be all around us. In this course, students will explore the field of criminology or the study of crime. Students will look at possible explanations for crime from the psychological, biological and sociological standpoints, explore the various types of crimes and their consequences for society, and investigate how crimes and criminals are handled by the criminal justice system.

### **Driver's Education**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resources: *Pennsylvania Driver's Manual*

This course is the foundation of theory for responsible driving. Emphasis is placed on the mechanics of driving, execution of essential driving techniques, rules of safe driving, and reacting to driving emergencies. This course is closely aligned with the Pennsylvania Driver's Permit and License exams. Any student who wishes to earn a Pennsylvania Driver's License is encouraged to take this course.

### **Entrepreneurship**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resources: *eDynamics*

Do you dream of owning your own business? This course can give you a head start in learning about what you will need to own and operate a successful business. Students will explore creating a business plan, financing a business, and pricing products and services.

### **Family and Consumer Science**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resource: *Succeeding in Life and Career*

Family and Consumer Science is a broad field of study which encompasses knowledge about the topics of everyday life. Students will study human development, family structures, personal and family finance, housing and interior design, nutrition and wellness, textiles and apparel and consumer issues that will prepare them for the challenges and demands of life after high school.

### **Financial Literacy**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resource: *The Missing Semester*

Do you want to be more prepared for life after high school? This semester course for juniors and seniors will help you learn important skills and knowledge to shape your financial future. The course will provide a toolkit of resources that will empower students to make informed financial decisions about real world topics including income, money management, credit, interest, as well as saving and investing. Students will explore concepts such as budgeting and spending, checking and saving accounts, and planning for the future. The course also teaches sound practices in the areas of finances, types of loans (car, home, student loans, etc.), debt, risk management, taxes, and credit management.

### **Forensic Science I: Secrets of the Dead**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resource: *eDynamics*

The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

### **Hospitality & Tourism: Traveling the Globe**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resource: *eDynamics*

With greater disposable income and more opportunities for business travel, people are traversing the globe in growing numbers. As a result, hospitality and tourism is one of the fastest growing industries in the world. This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Students will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

### **Hospitality & Tourism 2: Hotel and Restaurant Management**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resource: *eDynamics*

If you love working with people, a future in hospitality may be for you. In this course, you will learn about what makes the hotel and restaurant industries unique. Learn about large and small restaurants, boutique and resort hotels, and their day-to-day operations. Evaluate the environment for these businesses by examining their customers and their competition. As well, you will discover trends and technological advances that makes each industry exciting and innovative. You will explore a variety of interesting job options from Front Desk and Concierge services to Maître d' and food service.

### **Sports and Entertainment Marketing**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resource: *eDynamics*

Have you ever wished to play sports professionally? Have you dreamed of one day becoming an agent for a celebrity entertainer? In this course, students will have the opportunity to explore basic marketing principles and delve deeper into the multi-billion dollar sports and entertainment marketing industry. Students will learn about how professional athletes, sports teams, and well known entertainers are marketed as commodities and how some of them become billionaires as a result. If students have ever wondered 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, then this course will introduce them to the fundamentals of such a career.

**Veterinary Science: The Care of Animals**

Course length: Semester

Credits: 0.5 Elective

Curriculum Resource: *eDynamics*

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

---