📕 Course **Syllabus**
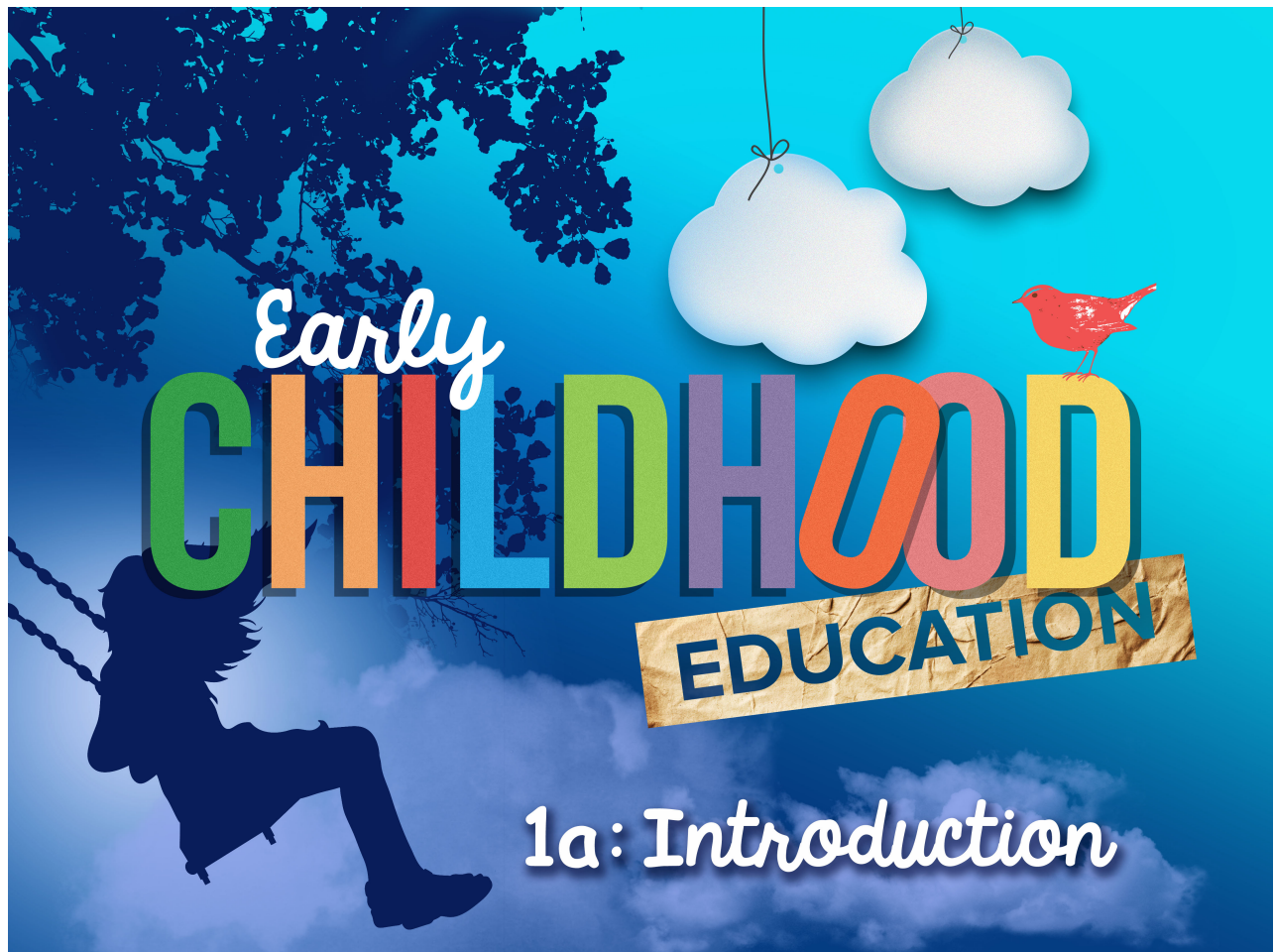
What you will learn in this course

Early Childhood Education 1a: Introduction

Are you curious to see what it takes to educate and nurture early learners? Use your curiosity to explore the fundamentals of childcare, like nutrition and safety, but also the complex relationships caregivers have with parents and their children. Examine the various life stages of child development and the best educational practices to enrich their minds while thinking about a possible future as a childcare provider!

Unit 1: Childcare Roles and Obligations

Understanding the differing roles and responsibilities of parents and caregivers is essential for students considering a career in child care. Both parents and childcare providers provide love and nurturing and model appropriate behavior for children. Parents and caregivers work as a team, with the parent as the primary authority and the caregiver as an essential support to the

parent. Caregivers have a responsibility to maintain an environment that is safe, healthy, and respectful for the children in their care.

What will you learn in this unit?

- Explain why early childhood education matters.
- Describe different types of families and parenting arrangements.
- Describe the legal responsibilities of parenthood.
- Discuss the moral or ethical responsibilities of parenthood.
- Describe the basic responsibilities of childcare providers.
- Explain how culture and diversity impact the childcare environment.

UNIT 1 Assignments

Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: A Clean, Safe and Healthy Childcare Environment

Childcare homes and facilities, regardless of size, have a responsibility to provide a clean and safe environment for children in their care. Understanding cleanliness standards and child safety is essential for all childcare providers, whether employees or owners. Appropriate hygiene in the childcare environment will reduce illness, prevent pests, and keep children healthy. Child proofing and other child safety measures reduce risks for children in care. Together, these measures create a clean, safe, and healthy environment for both children and caregivers.

What will you learn in this unit?

- Demonstrate how to sanitize and disinfect the childcare environment.
- Demonstrate proper hand washing technique and practices.

- Describe safe infant sleep habits.
- Describe appropriate security for the childcare home or center.

UNIT 2 Assignments	
Assignment	**Type**
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity 1	Homework
Unit 2 Activity 2	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Food and Nutrition

Children in care typically consume a significant portion of their daily food at the childcare center or facility. Many children eat breakfast, lunch, and snacks away from home. Providing healthy, tasty meals is an essential part of caring for children, from infants through school age kids. Good nutrition provides children with a healthy start in life that will remain with them throughout their lives.

What will you learn in this unit?

- Describe and explain the USDA and state requirements for meals in a childcare facility.
- Explain what is required for participation in the Child and Adult Food Care Program.
- Explain how to plan meals and menus for children.
- Describe positive mealtime strategies.

UNIT 3 Assignments	
Assignment	**Type**

Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Rules and Regulations

Laws regulate the standards and operation of childcare facilities. These laws cover both small and large childcare facilities and providers, including small scale registered childcare homes, somewhat larger licensed childcare homes, and fully staffed childcare centers. Understanding the laws controlling childcare facilities is essential for any potential childcare provider.

What will you learn in this unit?

- Describe the types of childcare facilities.
- Explain how childcare facilities are regulated.
- Describe the rules that apply to childcare facilities.
- Describe the signs and symptoms of child abuse.
- Explain how to speak to a child disclosing abuse.

UNIT 4 Assignments	
Assignment	**Type**
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity 1	Homework
Unit 4 Activity 2	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Early Childhood Education 1a Midterm Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

MIDTERM Assignments	
Assignment	**Type**
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Pregnancy and Childbirth

Many of the families that you work with may be experiencing pregnancy and childbirth as you care for their children. As a childcare provider, studying the dynamics surrounding pregnancy and childbirth will help you relate to families and develop an understanding of early child development as well.

What will you learn in this unit?

- Describe the signs and stages of pregnancy
- Explain the characteristics of each trimester of pregnancy
- Discuss best practices for a healthy pregnancy and how prenatal medical care commonly proceeds
- Analyze the stages of birth from onset of contractions to delivery of the placenta
- Consider the benefits of breastfeeding

UNIT 5 Assignments	
Assignment	**Type**
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework

Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Early Childhood Development

Understanding child development enables the childcare provider to maintain appropriate expectations regarding skills and behavior for children from infancy through the early school years. A thorough understanding of typical child development also allows the provider to recognize developmental delays and serve as an essential part of the care team for special needs children.

What will you learn in this unit?

- Define and discuss physical, cognitive, language, and social development.
- Describe the typical stages of development from infancy through the school years.
- Describe how to recognize typical developmental milestones.
- Explain when to talk to parents about possible developmental delays.

UNIT 6 Assignments

Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity 1	Homework
Unit 6 Activity 2	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Special Needs and Inclusivity

It is important for early childhood professionals to understand not just typical child development but also the needs of children with disabilities. From birth to school age, all

children need affection, stimulation, attention, and care and they all want to have fun! This is no different for children with special needs; they just often need some assistance to participate in activities happily and safely. In this unit, we'll explore the evolution of special education as a whole, with a focus on inclusive classrooms, and walk through some of the most prominent special needs you may encounter when working as an early childhood educator.

What will you learn in this unit?

- Review the history of and landmark turning points in special education
- Discuss how disabilities like Down syndrome and cleft palate affect infants' needs
- Describe how toddlers cope with disabilities like autism or muscular dystrophy
- Explain the way inclusive classrooms function for pre school and school aged children

UNIT 7 Assignments	
Assignment	**Type**
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Spotlight on Administration: Setting Up Your Childcare Program

There are many roles to fill in the early childhood sector, but none of these jobs would exist without the hard work of entrepreneurs who start businesses and create jobs. Making the transition from early childhood educator to business owner will require you to consider some the legal, financial, and logistic aspects of running a business. You may not feel you're ready for this yet, so we'll start by walking through a day in the life of a business owner. Along the way, you'll grow in responsibility and business know how, learning to attract your ideal customers to book your special services, and grow your business through various stages of development.

What will you learn in this unit?

- Understand the daily life and responsibilities of an early childhood entrepreneur
- Decide on a legal business structure that meets your needs
- Plan for business finances, including budgets, expenses, and taxes
- Discuss how marketing, advertising, and sales generate income for a business
- Discern growth strategies to increase business revenue

UNIT 8 Assignments	
Assignment	**Type**
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Early Childhood Education 1a Final Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course   the last four units. (Note: You will be able to open this exam only one time.)

FINAL Assignments	
Assignment	**Type**
Final Exam	Exam
Final Exam Discussion	Discussion

What you will learn in this course

Early Childhood Education 1b: Developing Early Learners

Building on the previous prerequisite course, discover the joys of providing exceptional childcare and helping to develop future generations. Learn the importance of play and use it to build engaging educational activities that build literacy and math skills through each stage of childhood and special need. Use this knowledge to develop your professional skills well suited to a career in childcare!

Unit 1: Play: A Child's Work

Early childcare workers and caregivers serve a key role in facilitating play for young children. From birth to age six, play is essential for the child's growth and development, providing a vast array of learning opportunities. Understanding the value of play, its role in the childcare home or center, and how adults can encourage and support children's play is an essential part of understanding early childhood development and early childhood education.

What will you learn in this unit?

- Describe how children develop and grow cognitively during early childhood
- Describe when play behaviors develop and how children play at different ages
- Explain what the types of play are and how they benefit children
- Explain how to integrate play into children's activities in a childcare setting

UNIT 1 Assignments

Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Guidance and Discipline

Creating a positive, loving, and enriching environment for children requires not only an understanding of child development, nutrition, and safety but also the ability to discipline and guide children. Maintaining a well controlled classroom and teaching children appropriate behavior are essential responsibilities of any childcare provider. With additional knowledge about discipline and guidance, you will be prepared to work together with children, parents, and coworkers to create a positive and nurturing space.

What will you learn in this unit?

- Describe the three basic types of child discipline
- Explain how to effectively communicate with children
- Explain how to use positive language to create good behavior and self esteem
- Describe when to intervene and help children manage their own interactions
- Explain how to discipline children at different ages

UNIT 2 Assignments

Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Communication, Observation and Recording

While caring for children is the childcare provider's primary responsibility, care providers also must communicate with parents, observe children, and record those observations. By maintaining open and positive communication with parents, you can work as a team, acting in the best interest of the children in your care. Observation and recording are two essential tools that can provide parents with information about their children and provide care providers with additional insights about both individual children and the functions of the classroom or daycare home.

What will you learn in this unit?

- Demonstrate developmentally appropriate communication with children
- Demonstrate how to talk with parents and maintain open communication
- Describe what observation is and how to observe children
- Explain screenings, assessments, evaluations, and proper record keeping in a childcare setting
- Describe and discuss how to use your observations to improve the care of children

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework

Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Early Literacy Skills

Building language and literacy skills is essential in early childhood. Childcare providers can help children develop a broad vocabulary, language skills, and letter recognition in preparation for kindergarten. While childcare facilities may opt for a more or less academic perspective, creating a rich environment with ample access to language and books will help children be ready to learn to read.

What will you learn in this unit?

- Describe how to encourage language development in young children
- Identify ways young children use language
- Explain what a literacy rich environment looks like and how to create one
- List the six essential pre literacy skills
- Explain how to support children in learning pre literacy skills

UNIT 4 Assignments	
Assignment	**Type**
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Early Childhood Education 1b Midterm Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

MIDTERM Assignments	
Assignment	**Type**
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Early Math Skills

Early math skills build upon and are informed by early literacy skills! Think about it   we use words to describe mathematical patterns and phenomena like "more" and "less," so the more a child's verbal ability grows, the more they can manipulate complex mathematical concepts. Childcare providers can encourage children to develop early pre math skills through play and everyday interactions.

What will you learn in this unit?

- Explain pre math skills that children should know before entering kindergarten
- Understand how math skills develop from birth to age two
- Discuss building math skills during the toddler years
- Define math skills children should learn in pre school
- Reflect on how personal math experiences may impact teaching and discuss creating a math rich learning environment

UNIT 5 Assignments	
Assignment	**Type**
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework

Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Planning Appropriate Curriculum and Activities

Children need the opportunity to engage in self directed and teacher directed activities each day. The good news is that there are almost endless curriculum planning resources available to help you develop engaging and enriching lessons for your students. We'll go over some of the most common and effective curriculum models and some fun ideas for children of all ages in the extracurricular subjects of physical activity, outdoor play, and arts and music.

What will you learn in this unit?

- Understand the components of pedagogy, including curriculum, teaching methodology, and child socialization
- Explore some popular curriculum models
- Create your own curriculum through thematic and lesson planning
- Consider activities to foster physical exercise, outdoor play, and music and arts exploration in children of all ages

UNIT 6 Assignments	
Assignment	**Type**
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Using Technology in Early Childhood Education

So much of cognitive and social development occurs during the first few years of life. But how does technology (and, more specifically, screen use) impact that growth? We all likely have memories of favorite childhood TV shows or movies that taught us letters, shapes, or how to be a good friend, so we know that technology can be a useful tool in building important early childhood skills. We'll explore appropriate use of technology in the early childhood setting and experiment with some of the newest trends and tools the media world has to offer young learners.

What will you learn in this unit?

- Explain best practices when using media and technology with young children
- Describe how to choose quality and age appropriate media for infants, toddlers, and preschoolers
- Discuss administrative concerns around educational technology, including technology policies and technology tools for teachers
- Consider contemporary issues in educational technology

UNIT 7 Assignments	
Assignment	**Type**
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Personal Goals and Development

The study of early childhood education and child development may provide the basis for a career in child care, early childhood education, or other fields strongly related to child care and children's welfare and well being. During this course, you may have discovered subjects of strong personal interest and feel drawn to a particular aspect of early childhood education, from nutrition to children with special needs. Regardless of your personal interests, if you opt to

pursue a career working with children, you need to consider your educational goals, your personal dreams, and the best way to build a successful and rewarding career.

What will you learn in this unit?

- Explain how to develop an educational plan that will help you to meet your goals
- Describe good work habits
- Describe where to find and how to use professional development opportunities
- Explain what personality traits will help you succeed
- Explain how to care for yourself while caring for children

UNIT 8 Assignments	
Assignment	**Type**
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Early Childhood Education 1b Final Exam

- Review information acquired and mastered from this course up to this point
- Take a course exam based on material from units five to eight in this course   the last four units (Note: You will be able to open this exam only one time)

FINAL Assignments	
Assignment	**Type**
Final Exam	Exam
Final Exam Discussion	Discussion

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<u>Educational Technology and Online Learning K</u>

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, students will explore the features of a draw and paint program as a tool to support emerging reading, writing, and mathematics skills. They will locate letters and numbers on the keyboard. A study skills unit will introduce them to listening and visualization skills that will support learning across the school day. Students will recognize safe and responsible use of technology resources so that they can become model digital citizens.

<u>Course Outline</u>

1. **Internet Safety**

    1. Cyber Community
        - Identify the concept of community and apply it to knowledge of the Internet
        - Identify and discuss vocabulary words related to the Internet
        - Relate and connect the physical community to the abstract concept of a cyber community
        - Complete a hands-on activity to reinforce vocabulary and concepts introduced
    2. Cyber Citizenship
        - Identify the qualities of being a good friend
        - Understand that a bully is mean to people on purpose
        - Understand that bullying can be online and offline
    3. Cyber Security
        - Examine the concept that computers can become infected with viruses
        - Explain why it is important to use caution and to seek help when opening e-mail
        - Discuss the concept of the computer virus
        - Engage in a discussion with the Learning Coach to learn about computer viruses
    4. Personal Safety
        - Develop an understanding of the term identity
        - Describe how an identity is formed online
        - Explain why a trusted adult can help create and keep a student's online identity safe

2. **Tux Paint**

    1. Beginning Consonant C
        - Academic: Identify and write an uppercase and a lowercase letter c and pronounce the correct consonant sound
        - Academic: Illustrate the difference between an uppercase and a lowercase letter c

- Academic: Interpret pictures in order to identify words that begin with the letter c
- Technology: Demonstrate how to use the Paint tool in Tux Paint to illustrate an uppercase and a lowercase letter c
- Technology: Demonstrate how to use the Eraser tool in Tux Paint to edit mistakes

2. Beginning Consonant D
   - Academic: Identify and write an uppercase and a lowercase letter d and pronounce the correct consonant sound
   - Academic: Interpret pictures in order to identify words that begin with the letter d
   - Technology: Demonstrate how to use the Paint tool in Tux Paint to illustrate an uppercase and a lowercase letter d
   - Technology: Demonstrate how to use the Eraser tool in Tux Paint to edit mistakes
   - Technology: Demonstrate how to use the Stamp tool in Tux Paint to illustrate words that begin with the letter d

3. Beginning Consonant J
   - Academic: Identify and write an uppercase and a lowercase letter j and pronounce the correct consonant sound
   - Academic: Interpret pictures in order to identify words that begin with the letter j
   - Technology: Demonstrate how to use the Paint tool and Rainbow effect button in Tux Paint to illustrate an uppercase and a lowercase letter j
   - Technology: Demonstrate how to use the Eraser tool in Tux Paint to edit mistakes
   - Technology: Apply a background image to a Tux Paint project

4. Beginning Consonant K
   - Academic: Identify and write an uppercase and a lowercase letter k and pronounce the correct consonant sound
   - Academic: Illustrate the difference between an uppercase and a lowercase letter k
   - Academic: Interpret pictures in order to identify words that begin with the letter k
   - Technology: Demonstrate how to use features of the Paint tool in Tux Paint to illustrate an uppercase and a lowercase letter k using different sizes, strokes, and colors
   - Technology: Demonstrate how to use the Eraser tool in Tux Paint to edit mistakes

5. Beginning Consonant L
   - Academic: Identify and write an uppercase and a lowercase letter l and pronounce the correct consonant sound
   - Academic: Interpret pictures in order to identify words that begin with the letter l
   - Technology: Demonstrate how to use the Paint tool in Tux Paint to illustrate an uppercase and a lowercase letter l using different sizes, strokes, and colors
   - Technology: Demonstrate how to use the Eraser tool in Tux Paint to edit mistakes
   - Technology: Demonstrate how to use the Stamp tool in Tux Paint to locate and integrate sign language symbols into Tux Paint pictures

6. Beginning Consonant M
   - Academic: Identify and write an uppercase and a lowercase letter m and pronounce the correct consonant sound
   - Academic: Interpret pictures in order to identify words that begin with the letter m
   - Technology: Demonstrate how to use the Paint tool in Tux Paint to illustrate an uppercase and a lowercase letter m using different sizes, strokes, and colors
   - Technology: Demonstrate how to use the Eraser tool in Tux Paint to edit mistakes
   - Technology: Demonstrate how to use the Calligraphy effect button in Tux Paint to illustrate key words beginning with the letter m

7. Beginning Consonant N

- Academic: Identify and write an uppercase and a lowercase letter n and pronounce the correct consonant sound
- Academic: Illustrate the difference between an uppercase and a lowercase letter n
- Academic: Interpret pictures in order to identify words that begin with the letter n
- Technology: Demonstrate how to use the Text tool and Shift key in Tux Paint to type key words in both uppercase and lowercase letters
- Technology: Demonstrate how to use the Undo button in Tux Paint to edit mistakes

8. Beginning Consonant Q
- Academic: Identify and write an uppercase and a lowercase letter q and pronounce the correct consonant sound
- Academic: Interpret pictures in order to identify words that begin with the letter q
- Technology: Demonstrate how to use the Paint tool in Tux Paint to illustrate an uppercase and a lowercase letter q
- Technology: Demonstrate how to use the Text tool and Shift key in Tux Paint to type key words in both uppercase and lowercase letters and format text in different colors
- Technology: Demonstrate how to use the Undo button in Tux Paint to edit mistakes

9. Beginning Consonant S
- Academic: Identify and write an uppercase and a lowercase letter s and pronounce the correct consonant sound
- Technology: Demonstrate how to use the Text tool and Shift key in Tux Paint to type key words in both uppercase and lowercase letters
- Technology: Demonstrate how to use the Letters selector to format text in different font styles
- Technology: Demonstrate how to use the Undo button in Tux Paint to edit mistakes
- Technology: Demonstrate how to use the Stamp tool in Tux Paint to illustrate words that begin with the letter s

10. Beginning Consonant T
- Academic: Identify and write an uppercase and a lowercase letter t and pronounce the correct consonant sound
- Technology: Demonstrate how to use the Text, Magic, and Paint tools to type and illustrate key words
- Technology: Demonstrate how to use the Text tool and format text in different colors, font styles, and sizes
- Technology: Demonstrate how to use the Undo button in Tux Paint to edit mistakes
- Technology: Demonstrate how to use the Stamp tool in Tux Paint to illustrate words that begin with the letter t

11. Frequent Words: all, are, at, but, and who
- Academic: Identify and pronounce high frequency words all, are, at, but, and who
- Academic: Define high frequency words all, are, at, but, and who
- Academic: Compose meaningful sentences using high frequency words all, are, at, but, and who
- Technology: Demonstrate how to use the Paint tool and Text tool in Tux Paint to write and type high frequency words all, are, at, but, and who
- Technology: Demonstrate how to use the Stamp tool in Tux Paint to illustrate the meaning of high frequency words all, are, at, but, and who

12. Frequent Words: did, do, eat, get, good, and have
- Academic: Identify and pronounce high frequency words did, do, eat, get, good, and have
- Academic: Define high frequency words did, do, eat, get, good, and have
- Academic: Compose meaningful sentences using high frequency words did, do, eat, get, good, and have

- Technology: Demonstrate how to use the Paint tool and Text tool in Tux Paint to write and type high frequency words did, do, eat, get, good, and have
- Technology: Demonstrate how to use the Stamp tool in Tux Paint to illustrate the meaning of high frequency words did, do, eat, get, good, and have

13. Frequent Words: he, like, new, no, on, and will
- Academic: Identify and pronounce high frequency words he, like, new, no, on, and will
- Academic: Define high frequency words he, like, new, no, on, and will
- Academic: Compose meaningful sentences using high frequency words he, like, new, no, on, and will
- Technology: Demonstrate how to use the Paint tool and Text tool in Tux Paint to write and type high frequency words he, like, new, no, on, and will
- Technology: Demonstrate how to use the Stamp tool in Tux Paint to illustrate the meaning of high frequency words he, like, new, no, on, and will

14. Recognizing Shapes
- Academic: Identify and name squares, circles, triangles, and rectangles
- Academic: Illustrate different shapes at various sizes
- Technology: Demonstrate how to use the Shapes tool and Color palette in Tux Paint in order to draw two-dimensional shapes in various colors
- Technology: Demonstrate how to use the Text tool in Tux Paint and label individual shapes

15. Naming Shapes
- Academic: Identify, name, and draw squares, circles, triangles, and rectangles
- Academic: Classify polygons based on number of sides
- Technology: Demonstrate how to use the Shapes tool and Color palette in Tux Paint and draw two-dimensional shapes in various colors
- Technology: Demonstrate how to use the Text tool and Color palette in Tux Paint and label polygons in various colors
- Technology: Demonstrate how to use the Stamp tool in Tux Paint to compile real-world pictures that represent polygons

3. **Keyboarding**

1. Keyboarding A–M
- Identify and type the letters A–M on the keyboard

2. Keyboarding N–Z
- Identify and type the letters N–Z on the keyboard

3. Keyboarding Numbers and Letters
- Identify and type the letters A–Z on the keyboard
- Identify and type the numbers 0–9 on the keyboard

4. **Study Skills**

1. Online Learning and a Proper Work Environment
- Academic: Identify familiar environments and compare them to the online learning environment
- Academic: Identify tips for successful online learning
- Technology: Apply digital tools and resources to address a variety of tasks and problems

2. Listening and Speaking
- Academic: Discuss the importance of having good listening skills
- Academic: Describe ways that effective speakers help listeners
- Technology: Illustrate and communicate original ideas and stories using digital tools and resources

- Technology: Demonstrate the ability to navigate virtual environments

3. Visualization
    - Academic: Describe how pictures and other visuals enhance reading and writing
    - Academic: Explain how visuals help demonstrate understanding
    - Academic: Create a visual in Tux Paint to share information
    - Technology: Demonstrate how to use simulations and graphic organizers to explore and depict patterns of growth, such as the life cycles of plants and animals

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Educational Technology and Online Learning 1

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, students build on foundational skills while using software to draw, type, and format text, and create presentations to support academic skills. Students learn listening and organizational skills and set attainable learning goals. Students become responsible users of technology as they learn about Internet safety and appropriate online behavior.

Course Outline

1. **Keyboarding**
   1. Keyboarding Numbers and Letters
      - Identify and type the letters A–Z on the keyboard
      - Identify and type the numbers 0–9 on the keyboard
   2. Keyboarding Rows
      - Identify the home row of the keyboard
      - Identify the rows above and below the home row
      - Demonstrate how to use the keyboard to type the home row keys and the rows above and below the home row
   3. J, F, Space Bar
      - Apply proper touch typing skills to type the letters J and F and the space bar
      - Demonstrate correct posture and finger position while typing
   4. D and K
      - Apply proper touch typing skills to type the letters D and K
      - Demonstrate correct posture and finger position while typing
   5. S and L
      - Apply proper touch typing skills to type the letters S and L
      - Demonstrate correct posture and finger position while typing
   6. A and ;
      - Apply proper touch typing skills to type the letter A and ; (semicolon)
      - Demonstrate correct posture and finger position while typing
   7. G and H
      - Apply proper touch typing skills to type the letters G and H

- Demonstrate correct posture and finger position while typing

2. **Microsoft® Word**

1. High Frequency Words
   - Academic: Identify and read high frequency words
   - Academic: Compose sentences using high frequency words
   - Technology: Demonstrate how to type text and use the Enter key to begin new lines in a document
   - Technology: Demonstrate how to italicize, bold, and underline text using font formatting buttons in the Home ribbon
   - Technology: Demonstrate how to apply a different font face, color, and size using the Font Face, Font Color, and Font Size drop-down menus

2. How Is the Character Feeling?
   - Academic: Describe how a character in a story feels
   - Academic: Analyze how a character in a story feels using key words
   - Technology: Demonstrate how to type words in meaningful sentences
   - Technology: Demonstrate how to adjust and apply formatting to font using menus and buttons within the Home ribbon

3. Descriptive Words
   - Academic: Describe pictures using descriptive words
   - Academic: Compose sentences using descriptive words
   - Technology: Demonstrate how to type words in meaningful sentences
   - Technology: Demonstrate how to change the font face and font color using the Font Face and Font Size drop-down menus
   - Technology: Demonstrate how to insert clip art to illustrate key words

4. Counting the Sides of Shapes
   - Academic: Identify and classify shapes based on their attributes
   - Technology: Demonstrate how to insert and format shapes in a document using the Shapes drop-down menu
   - Technology: Demonstrate how to insert a text box using the Text Box drop-down menu, and type numbers within a text box
   - Technology: Demonstrate how to insert a table using the Text Box drop-down menu, add the correct number of rows and columns, and format the table in a document

5. Highlighting Main Idea
   - Academic: Identify the main idea in informational text
   - Technology: Demonstrate how to highlight the main idea of an article using the Highlighter tool
   - Technology: Demonstrate how to use Word Art to create titles in a document
   - Technology: Demonstrate how to add meaningful clip art to an article to express the main idea

6. Navigating Text Features
   - Academic: Identify text features in informational text
   - Academic: Analyze and assess the use of text features in informational text
   - Technology: Demonstrate how to insert text boxes to add labels or captions to pictures
   - Technology: Demonstrate how to change the style of text
   - Technology: Demonstrate how to highlight main ideas using the Highlighter tool

7. Creating a Poster
   - Academic: Plan and design an informational poster
   - Academic: Create an informational poster using text features
   - Technology: Demonstrate how to insert pictures from the computer into a document

- Technology: Demonstrate how to use font formatting features, insert shapes, clip art, and add text boxes in a document

3. **Microsoft® PowerPoint**

   1. Classifying Information
      - Academic: Identify similarities among objects
      - Academic: Classify and categorize objects based on their similarities
      - Technology: Demonstrate how to build a presentation by inserting new slides using the New Slide drop-down menu
      - Technology: Demonstrate how to incorporate titles within text boxes on each slide to name a category
      - Technology: Illustrate classified objects using clip art

   2. The Food Chain
      - Academic: Identify and sequence plants and animals in a food chain
      - Academic: Create a food chain to illustrate how animals satisfy their need for food
      - Technology: Demonstrate how to incorporate new slides in order to build a presentation
      - Technology: Demonstrate typing text and adding clip art to illustrate the food chain
      - Technology: Demonstrate how to select and move slides in order to create a food chain

4. **Microsoft® Excel**

   1. Skip Counting by 5s and 10s
      - Academic: Identify number patterns for multiples of 5 and 10
      - Academic: Demonstrate skip counting in increments of 5 and 10 utilizing a hundreds chart
      - Technology: Demonstrate navigating between cells using the mouse
      - Technology: Demonstrate changing the cell fill color using the Fill drop-down menu

   2. Parts of 10
      - Academic: Identify and illustrate parts of 10 using a ten-frame
      - Technology: Demonstrate typing numbers in cells and navigating between worksheets
      - Technology: Demonstrate changing the cell fill color using the Fill drop-down menu to illustrate parts of 10

   3. Finding the Missing Part
      - Academic: Demonstrate counting on a hundreds chart
      - Academic: Identify the missing part of 10
      - Academic: Complete a part-part-whole table
      - Technology: Demonstrate typing numbers in cells and navigating between worksheets
      - Technology: Demonstrate changing the cell fill color using the Fill drop-down menu

   4. Graphing Data
      - Academic: Collect data in order to generate graphs and charts in Microsoft® Excel
      - Academic: Analyze graphs to identify and compare the amount in each category
      - Academic: Identify the similarities and differences between a bar graph and a pie chart
      - Technology: Demonstrate how to type in cells to add data
      - Technology: Analyze graphs to compare data

5. **Internet Safety**

   1. Cyber Community
      - Demonstrate an understanding of cyberspace as a community of real people
      - Demonstrate an understanding that children need to have the help of an adult when exploring the cyber community

2. Cyber Citizenship
    - Explain that bullying is intentionally hurting or being mean to someone
    - Identify the differences between offline and online bullying

3. Cybersecurity
    - Explore e-mail as a means of communication
    - Identify when an e-mail or communication on the Internet can make a person feel uncomfortable
    - Create a strategy for responding to communication that is inappropriate
    - Demonstrate safe and cooperative use of technology

4. Personal Safety, Part 1
    - Describe how computers can become infected with viruses
    - Discuss the concept of what a computer virus is, how a virus spreads, the damage a virus can cause, and virus prevention techniques
    - Demonstrate safe and cooperative use of technology

5. Personal Safety, Part 2
    - Explain the basic danger of revealing personal information online
    - Explain that there are strangers in the cyber community, just as there are strangers in the physical community
    - Apply learning by making informed choices about revealing information online
    - Demonstrate safe and cooperative use of technology

6. **Study Skills**

    1. Creating a Proper Work Environment
        - Describe the importance of having a special work environment
        - Identify ways to develop a work environment
        - Identify good study habits
        - Apply digital tools and resources to address a variety of tasks and problems
    2. Listening and Following Directions
        - Recognize the importance of understanding and following directions
        - Identify skills in listening and following directions
        - Apply digital tools and resources to illustrate skills in listening and following directions
    3. Using Visuals
        - Identify how maps offer ways to understand new information about places
        - Explain how maps demonstrate what is known about places
        - Communicate about technology using developmentally appropriate and accurate terminology
        - Apply digital tools and resources to address a variety of tasks and problems
        - Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and websites
    4. Organization
        - Learn the importance of managing your time and activities
        - List steps to prepare for daily study and activities
        - Communicate about technology using developmentally appropriate and accurate terminology
        - Independently apply digital tools and resources to address a variety of tasks and problems
        - Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and websites
    5. Online Learning

- Compare and contrast online learning with a bricks-and-mortar school
- Describe how an online student may use a computer
- Apply digital tools and resources to address a variety of tasks and problems
- Communicate about technology using developmentally appropriate and accurate terminology

6. Goal Setting
   - Explain what goals are
   - Create a personal goal and a learning goal
   - Discuss technology using developmentally appropriate and accurate terminology

Education Technology and Online Learning 2

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, students use appropriate technology tools and resources to complete projects, and solve problems. Students use software to draw, write, organize, and present information and data. Students learn listening and organizational skills and set attainable learning goals. Students become responsible users of technology as they learn about Internet safety and appropriate online behavior.

Course Outline

1. **Keyboarding**
    1. Keyboarding Numbers and Letters
        - Identify and type the letters A–Z on the keyboard
        - Identify and type the numbers 0–9 on the keyboard
    2. Keyboarding Rows
        - Identify the home row of the keyboard
        - Identify the rows above and below the home row
        - Demonstrate how to type letters above and below the home row
    3. Keyboarding Practice Animals
        - Identify and type the letters A–Z on the keyboard
        - Identify and demonstrate how to type words relating to four animals
    4. Keyboarding Review
        - Identify the home row keys
        - Apply proper touch typing skills to type the letters J, F, D, K, and the space bar
        - Demonstrate correct posture and finger position while typing
    5. Y and T
        - Apply proper touch typing skills to type the letters Y and T
        - Demonstrate proper touch typing posture and finger position while typing
    6. B and N
        - Apply proper touch typing skills to type the letters B and N
        - Demonstrate proper touch typing posture and finger position while typing
    7. U and R
        - Apply proper touch typing skills to type the letters U and R
        - Demonstrate proper touch typing posture and finger position while typing
    8. V and M

- Apply proper touch typing skills to type the letters V and M
- Demonstrate proper touch typing posture and finger position while typing

9. E and I
- Apply proper touch typing skills to type the letters E and I
- Demonstrate proper touch typing posture and finger position while typing

10. Review
- Apply proper touch typing skills to type simple words using the keys learned in Lessons 1–10
- Demonstrate proper touch typing posture and finger position while typing

2. **Microsoft® Word**

1. Words with Consonant Blends: -ng and -nk
   - Academic: Identify the correct sounds for -ng and -nk consonant blends
   - Academic: Demonstrate how to read words with -ng and -nk consonant blends
   - Academic: Relate knowledge of -ng and -nk consonant blends to identify other words with -ng and -nk consonant blends
   - Technology: Demonstrate how to insert and format tables in a document, including typing and changing the size of text, and change cell fill color using the Fill drop-down menu
   - Technology: Demonstrate how to highlight consonant blends using the Highlighter drop-down menu

2. Identifying Common and Proper Nouns
   - Academic: Identify common and proper nouns and recognize each in a sentence
   - Academic: Compose sentences using common and proper nouns
   - Technology: Demonstrate how to type words and sentences in a document
   - Technology: Demonstrate how to use the Shift key to type capital letters
   - Technology: Demonstrate how to type common and proper nouns into the correct column within a table

3. Rhyming Words
   - Academic: Identify word families to create rhyming words
   - Academic: Identify words that rhyme with one another
   - Technology: Demonstrate how to type words and sentences within a document
   - Technology: Demonstrate how to highlight word families using the Highlighter tool
   - Technology: Demonstrate how to create and insert WordArt to label a word family

4. Reading and Writing Poetry
   - Academic: Discuss and create a poem using rhyming words
   - Academic: Identify and describe rhyming words in a poem
   - Technology: Demonstrate how to type words and begin separate lines in a poem using the Enter key
   - Technology: Demonstrate how to properly use the Center Align button to align the poem in the center of a page

5. Writing an Acrostic Poem
   - Academic: Identify the structure of an acrostic poem
   - Academic: Create a named acrostic poem
   - Technology: Demonstrate how to select text using the select all keyboard shortcut Ctrl + A
   - Technology: Demonstrate how to format text using the Font Face and Font Color drop-down menus

6. Writing a Haiku
   - Academic: Identify a haiku poem and describe its structure
   - Academic: Compose a haiku poem

- Technology: Demonstrate how to center align text using the Center Align button
- Technology: Demonstrate how to format text, change font face, and change font size using the Font Size drop-down menu
- Technology: Demonstrate how to insert clip art using the Clip Art button in the Insert ribbon

7. Identifying Characters in Dialogue
   - Academic: Identify the different characters speaking within a story and a poem
   - Academic: Analyze character interactions and view points within a story dialogue
   - Technology: Identify different characters within a story dialogue, and color code them using the Highlighter tool
   - Technology: Demonstrate how to insert quotation marks when typing a sentence in a document

8. Compare and Contrast
   - Academic: Create, analyze, compare, and contrast still life artwork
   - Academic: Describe patterns or themes found in artwork
   - Technology: Demonstrate how to create a table to compare and contrast
   - Technology: Demonstrate how to format text within a table
   - Technology: Demonstrate inserting an image from the computer into a document using the Picture button

9. Writing a Book Report
   - Academic: Compose a book report
   - Academic: Paraphrase text and identify the main idea and supporting details
   - Technology: Demonstrate how to type words, sentences, and numbers to create a book report
   - Technology: Demonstrate how to use the Spelling and Grammar tool to make corrections

3. **Microsoft® PowerPoint**

   1. Sequencing Events
      - Academic: Identify and explain sequence words
      - Technology: Demonstrate how to use the Slide Sorter View to move slides within a presentation
      - Technology: Identify the main idea and create a title slide using the New Slide drop-down menu
      - Technology: Demonstrate how to incorporate appropriate clip art in a presentation to illustrate the main idea
      - Technology: Demonstrate how to add text to individual slides within a presentation

   2. Sequencing Events II
      - Academic: Identify sequencing words and explain the order of events
      - Technology: Demonstrate how to use the Slide Sorter View to sequence slides within a presentation
      - Technology: Create a new title slide and add text to individual slides within a presentation
      - Technology: Demonstrate how to incorporate appropriate clip art for a presentation
      - Technology: Apply a different font color using the Font color drop-down menu to identify sequencing words

4. **Microsoft® Excel**

   1. Identifying Compound Words
      - Academic: Identify and explain the two words that make up a compound word
      - Academic: Identify compound words
      - Technology: Demonstrate how to select and type in cells and navigate between worksheets
      - Technology: Apply borders to cells using the Borders drop-down menu in the Home ribbon

   2. Identifying Prefixes and Suffixes
      - Academic: Identify and understand the meaning of prefixes and suffixes

- Academic: Demonstrate how to break down words into root words, prefixes, and suffixes
- Technology: Apply and change the color of borders using the Borders drop-down menu in the Home ribbon
- Technology: Explain how to type in cells and demonstrate individual cell navigation

3. Place Value
  - Academic: Identify how many ones, tens, and hundreds are in a number
  - Academic: Demonstrate how to write a number in standard form
  - Technology: Explain how to type in cells and demonstrate individual cell navigation
  - Technology: Apply cell borders using the Borders drop-down menu
  - Technology: Format and apply a cell fill color using the Fill drop-down menu

4. Making 10 to Add 9
  - Academic: Demonstrate how to use ten-frames to help make groups of 10 in order to add 9
  - Academic: Solve addition facts to gain fluency and demonstrate an increased sense of number awareness and relationships
  - Technology: Demonstrate how use the Fill drop-down menu to change the cell fill color in order to practice addition facts and make groups of 10
  - Technology: Demonstrate how to type numbers in cells

5. Making 10 to Add 8
  - Academic: Demonstrate how to use ten-frames to help make groups of 10 in order to add 8
  - Academic: Solve addition facts to gain fluency and demonstrate an increased sense of number awareness and relationships
  - Technology: Demonstrate how to use the Fill drop-down menu to change the fill color of cells in order to practice addition facts and make groups of 10
  - Technology: Demonstrate how to type numbers within cells

6. Adding with Regrouping
  - Academic: Explain and use math vocabulary: addend and sum
  - Academic: Solve addition problems involving regrouping
  - Academic: Evaluate addition strategies, including drawing the addition problem and using virtual manipulatives
  - Technology: Demonstrate and evaluate how Microsoft® Excel can be helpful in checking answers
  - Technology: Demonstrate how to navigate individual cells in a workbook

7. Thinking Addition to 10 to Subtract
  - Academic: Demonstrate how to subtract using the concept of addition
  - Academic: Explain how addition and subtraction strategies work
  - Academic: Investigate fact families in order to understand the relationship between subtraction and addition
  - Technology: Demonstrate how to use the Fill drop-down menu to change the cell fill color
  - Technology: Demonstrate how to type numbers within cells

5. **Study Skills**

  1. Creating a Proper Work Environment
     - Identify characteristics of a study space
     - Evaluate an environment to determine what makes it a good study space

  2. Listening and Following Directions
     - Identify attributes of a good listener
     - Explain why it is important to have good listening skills

  3. Visualization

- Identify how timelines and pictures make new information easier to understand
- Explain how timelines and pictures provide a way to show what is known about events

4. Organization
   - Explain why a schedule is an important organizational tool for learning
   - Create a study schedule

5. Online Learning
   - Compare online learning with bricks-and-mortar schools
   - Analyze feelings about new aspects of online learning

6. Goal Setting
   - Identify the difference between short-term and long-term goals
   - Create one long-term goal and two short-term goals

6. **Internet Safety**

1. Cyber Citizenship: Part 1
   - Distinguish between the community and the cyber community
   - Demonstrate an understanding that children need to have the help of an adult when exploring the cyber community

2. Cyber Citizenship: Part 2
   - Describe cyberspace as a community of real people
   - Discuss how unkind communication in cyberspace is the same as unkind communication in the physical world
   - Identify appropriate online behavior as netiquette
   - Explain that children need to have the help of an adult when exploring the cyber community
   - Distinguish between bullying in the community and in cyberspace

3. Cybersecurity
   - Describe e-mail as a means for communication
   - Explain that computers can be damaged by e-mails containing computer viruses
   - Explain safe procedures for using e-mail

4. Personal Safety: Part 1
   - Explain the need to make responsible choices to ensure personal safety when using the Internet
   - Identify ways to ensure personal safety in cyberspace

5. Personal Safety: Part 2
   - Explain the need to make responsible choices to ensure personal safety when using the Internet
   - Identify ways to ensure personal safety in cyberspace

6. Acceptable Use Policy
   - Create usable and age-appropriate guidelines for safe and responsible technology use
   - Discuss consequences for unacceptable use
   - Develop procedures for responding to unsafe or inappropriate online situations

Educational Technology and Online Learning 3

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, students use appropriate technology tools and resources to complete projects, manage information, and solve problems. Students use software to write, organize, analyze, and present information and data. Students learn listening and organizational skills and set attainable learning goals. Students become responsible users of technology as they learn about Internet safety and appropriate online behavior.

Course Outline

1. **Keyboarding**

    1. Keyboarding Rows: Part 1
        - Demonstrate how to type the home row and the rows above and below the home row
        - Demonstrate proper touch typing posture and finger position while typing
        - Identify the home row of the keyboard
        - Identify the rows above and below the home row

    2. Keyboarding Rows: Part 2
        - Apply proper touch typing skills and finger position while typing
        - Demonstrate how to type the home row and the rows above and below the home row
        - Identify the home row of the keyboard
        - Identify the rows above and below the home row

    3. Letter C and the Comma Key
        - Apply proper touch typing skills and finger position to type the letter C and the comma key
        - Demonstrate how to type the home row and the rows above and below the home row
        - Identify the home row of the keyboard
        - Identify the rows above and below the home row

    4. Letters W and O
        - Apply proper touch typing skills and finger position to type the letters W and O
        - Demonstrate how to type the home row and the rows above and below the home row
        - Identify the home row of the keyboard
        - Identify the rows above and below the home row

    5. Letter X and the Period Key

- Identify the home row of the keyboard
- Identify the rows above and below the home row
- Demonstrate how to type the home row and the rows above and below the home row
- Apply proper touch typing skills and finger position to type the letter X and the period key

6. Letters Q and P
    - Identify the home row of the keyboard
    - Identify the rows above and below the home row
    - Demonstrate how to type the home row and the rows above and below the home row
    - Apply proper touch typing skills and finger position to type the letters Q and P

7. Letter Z and the Forward Slash Key
    - Identify the home row of the keyboard
    - Identify the rows above and below the home row
    - Demonstrate how to type the home row and the rows above and below the home row
    - Apply proper touch typing skills and finger position to type the letter Z and the forward slash key

8. Review
    - Identify the home row of the keyboard
    - Identify the rows above and below the home row
    - Demonstrate how to type the home row and the rows above and below the home row
    - Apply proper touch typing skills and finger position to type simple words

2. **Online/Internet Safety**

   1. Cyber Community
      - Demonstrate an understanding of rules to follow to stay safe when online
      - Distinguish between the physical community and the cyber community
      - Describe the concept of cyber citizenship
   2. Citizenship and Safety
      - Distinguish between appropriate and inappropriate websites
      - Demonstrate an understanding of rules to follow to stay safe when online
      - Explain the concept of cyber citizenship
   3. Cyberbullying
      - Compare and contrast bullying in the physical community to cyberbullying
      - Describe kindness and how it relates to Internet behavior
      - Demonstrate how to use appropriate resources if confronted with an online bully
      - Explain how netiquette relates to cyber citizenship
   4. Cybersecurity and E-mail Attachments
      - Describe how computers can be damaged by e-mails containing computer viruses
      - Demonstrate prevention techniques to avoid computer viruses
      - Explain safe procedures for using e-mail
   5. Intellectual Property: Part 1
      - Describe different types of media that are intellectual property, such as writings, music, videos, and computer games
      - Explain how property on the Internet can be owned just like physical property
      - Demonstrate an understanding of the copyright laws that protect intellectual property
   6. Intellectual Property: Part 2
      - Explain the meaning of the copyright symbol
      - Demonstrate use of the copyright symbol to indicates one's ownership of intellectual property
      - Create a project to demonstrate and share knowledge about use of the copyright symbol
   7. Personal Safety: Part 1
      - Demonstrate an understanding of the term identity

- Compare how an identity is formed offline to how it is formed online
- Demonstrate why a positive online identity is important
- Explain how a person who communicates online can demonstrate his or her identity
   8. Personal Safety: Part 2
- Explain the terms tag, post, share, blog, upload, download, and social network as they apply to online activities
- Describe how personal information can be made public when taking part in online activities that seem safe
- Demonstrate techniques to maintain personal information privacy while taking part in online activities
   9. Safe Interaction
- Demonstrate making responsible choices to be sure of personal safety when using the Internet
- Create a Microsoft® PowerPoint presentation that lists safety tips when using the Internet and appropriate websites for children

3. **Study Skills**

   1. Listening Skills
- Explain the importance of active listening
- Describe characteristics of an active listener
   2. Organization and Time Management
- Explain the importance of being organized and having a study schedule
- Create a study schedule
   3. Note Taking
- Use note-taking strategies to make sense of information
   4. Using Timelines
- Use visual organizers to improve writing and organize information
- Use a CE-created Timeline to analyze information provided
   5. Online Learning
- Compare online and bricks-and-mortar schools
- Describe the benefits and challenges of being an online learner
   6. Goal Setting
- Distinguish between short- and long-term goals
- Set short- and long-term goals for learning

4. **Microsoft® Word**

   1. Consonant Blends
- Academic: Demonstrate how to read and write words with the beginning consonant blends cr-, fr-, pl-, pr-, and sm-
- Technology: Use the Enter key to start a new line of text in a document
- Technology: Demonstrate how to insert a table in a document to sort and organize words
- Technology: Demonstrate how to highlight consonant blends using the Highlighter drop-down menu

   2. Contractions
- Academic: Demonstrate how to read and write contractions
- Academic: Evaluate and revise writing using the Spelling and Grammar tool
- Technology: Use the Enter key to start a new line of text in a document
- Technology: Demonstrate how to insert a table in a document to organize words
- Technology: Demonstrate how to format text by changing the font face, font size, and font style to bold, italics, or underline in order to identify contractions

   3. Reference Tools

- **Academic:** Use an online dictionary to define words
- **Technology:** Use the Research button to access the online dictionary
- **Technology:** Minimize and maximize a window to organize documents

4. Multiple-Meaning Words
   - **Academic:** Clarify the meaning of multiple-meaning words
   - **Academic:** Use the words that come before and after an unknown word in a sentence to understand its meaning
   - **Technology:** Use the Enter key to start a new line of text in a document
   - **Technology:** Demonstrate how to type sentences with multiple-meaning words within a document
   - **Technology:** Change the font color of clue words in a sentence that help you figure out the correct meaning of multiple meaning words

5. Connecting Adjectives to the Real World
   - **Academic:** Use adjectives in sentences to improve descriptive writing skills
   - **Technology:** Use the Enter key to start a new line of text in a document
   - **Technology:** Demonstrate how to type sentences with adjectives within a document
   - **Technology:** Demonstrate how to change the font face, font size, and font style in order to bold, italicize, or underline adjectives
   - **Technology:** Insert clip art in a document and write sentences with adjectives describing the picture

6. Adverbs
   - **Academic:** Use adverbs in sentences to improve writing skills
   - **Technology:** Demonstrate how to properly use the Center Align button to align a title in the center of a page
   - **Technology:** Demonstrate how to type words and sentences within a document and wrap text around a picture
   - **Technology:** Demonstrate how to change the font face, font size, and font style to bold, italicize, or underline adverbs
   - **Technology:** Insert clip art in a document and write sentences with adverbs describing the picture

7. Choose the Best Title - Main Idea
   - **Academic:** Create a title for a story based on the main idea
   - **Technology:** Type words and sentences within a document to explain how you chose a new title for the story
   - **Technology:** Demonstrate how to use the keyboard shortcuts Ctrl + C and Ctrl + V to copy and paste the best titles for stories from one document to another document quickly
   - **Technology:** Demonstrate how to create and insert WordArt for a title of a story

8. Pictures Supporting Stories
   - **Academic:** Explain how illustrations contribute to a story
   - **Technology:** Demonstrate how to type words and sentences within a document
   - **Technology:** Demonstrate how to change the font face, font size, and font style to bold, italics, or underline to draw attention to important ideas
   - **Technology:** Demonstrate how to properly use the Left, Right, or Center Align buttons to align text on a page

9. Characters Influencing a Story
   - **Academic:** Describe how a character's actions in a story contribute to the sequence of events
   - **Technology:** Demonstrate how to format text, change font face, and change font size to draw attention to important text

10. Compare and Contrast
    - Academic: Compare and contrast the plots of two stories written by the same author
    - Technology: Demonstrate how to format text using the Bold button in the Home Ribbon
    - Technology: Demonstrate how properly use the Center align button

11. Pollution
    - Academic: Research information on pollution to identify the harmful effects on the environment and how to reduce air, water, and land pollution
    - Academic: Organize information into an outline with headings and subtopics
    - Technology: Use the outline view to organize research on actions to reduce pollution

5. **Microsoft® PowerPoint**

   1. Ordering Numbers
      - Academic: Demonstrate how to order three-digit numbers in standard and expanded form
      - Technology: Demonstrate how to insert and format a text box within slides in a presentation in order to compare numbers
      - Technology: Use the Slide Sorter view to change the order of the slides to show your understanding of ordering numbers

   2. Adding Three-Digit Numbers
      - Academic: Demonstrate how to add three-digit numbers
      - Technology: Demonstrate how to use the Annotation tool in Slide Show view
      - Technology: Demonstrate how to save a final copy of the annotated presentation that shows how you solved the math problem

   3. Fractions
      - Academic: Identify the numerator and denominator of fractions
      - Academic: Utilize pictures in order to compare fractions
      - Technology: Demonstrate how to insert and add a table using the Table drop-down menu to organize information on fractions
      - Technology: Demonstrate knowledge of comparing fractions by using the Shape Fill drop-down menu to change the cell fill color within a table

   4. Quadrilaterals
      - Academic: Identify and illustrate examples of quadrilaterals, such as a rectangle, square, or rhombus
      - Technology: Demonstrate how to insert and format a text box
      - Technology: Demonstrate how to insert and format shapes

   5. Scientific Method
      - Academic: Explain and sequence the steps of the scientific method
      - Academic: Plan and conduct an experiment using the scientific method
      - Technology: Explain how to insert WordArt to illustrate concepts in a presentation
      - Technology: Demonstrate how to type text within a table to display collected information

   6. Natural Disasters
      - Academic: Describe different types of natural disasters and their impact on the environment and society
      - Academic: Create an action plan by researching information about a variety of natural disasters to determine societal and environmental impacts
      - Technology: Create a Microsoft® PowerPoint presentation that describes an action plan to respond to natural disasters
      - Technology: Demonstrate how to insert a new slide and add a text box to add information about natural disasters

- Technology: Demonstrate how to insert WordArt and clip art to illustrate concepts about natural disasters

6. **Microsoft® Excel**

   1. Place Value
      - Academic: Demonstrate how to compare three-digit numbers from least to greatest
      - Academic: Demonstrate how to write a number in standard and expanded form
      - Academic: Explain that a three-digit number represents hundreds, tens, and ones
      - Technology: Demonstrate how to type numbers in a cell and format the cells to appear in a table using the Borders drop-down menu
      - Technology: Demonstrate how to apply a cell fill color using the Fill drop-down menu to show which number is greater

   2. Multiplication and Repeated Addition
      - Academic Solve multiplication and addition problems
      - Academic: Identify the relationship between multiplication and repeated addition
      - Technology: Demonstrate how to use the AutoSum function to find the sum of an addition problem
      - Technology: Demonstrate how to create and type formulas in Microsoft® Excel to solve multiplication problems
      - Technology: Explain how to create a table and type data into cells

   3. Commutative Property
      - Academic: Demonstrate how to add three addends using the commutative property
      - Academic: Solve a word problem by adding three addends together
      - Technology: Demonstrate how to create and type a formula to solve an addition problem
      - Technology: Utilize the AutoSum and AutoFill features to add and apply an addition formula to other cells in the workbook

   4. How Many More, How Many Less
      - Academic: Apply subtraction concepts to solve one- and two-step problems to determine "how many more" or "how many less"
      - Academic: Apply knowledge of bar graphs to interpret data
      - Technology: Identify and label parts of a bar graph in order understand the data
      - Technology: Utilize the subtraction formula in Microsoft® Excel to solve problems

   5. Measuring Liquids: Capacity
      - Academic: Apply multiplication concepts in order to convert units of capacity
      - Academic: Identify units of capacity: gallons, quarts, pints, and cups
      - Technology: Demonstrate how to type and apply a multiplication formula to convert liquid measurements

   6. Area
      - Academic: Apply addition concepts to find the area of a rectangle by adding the square units
      - Academic: Demonstrate how to calculate the area of a rectangle by multiplying the length and width
      - Technology: Demonstrate how to type and apply a multiplication formula in a spreadsheet to calculate area of a rectangle
      - Technology: Add data to a table to organize length and width measurements

   7. Perimeter
      - Academic: Apply addition concepts to calculate the perimeter of a shape when given the length of sides

- Academic: Demonstrate how to find the length of an unknown side when given the perimeter of a shape
- Technology: Use Geoboard software to design shapes and calculate perimeter
- Technology: Demonstrate how to type and apply an addition formula in a Microsoft® Excel spreadsheet to calculate perimeter
- Technology: Add data to a table to organize the lengths of each side of a shape

8. Sorting Data
- Academic: Describe how to interpret data in a bar graph
- Technology: Demonstrate how to order numbers from least to greatest using the Sort button
- Technology: Demonstrate how to create a bar graph using provided data and label it accordingly

<u>**Educational Technology and Online Learning 4**</u>

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:
In this course, students use appropriate technology tools and resources to complete projects, manage information, and solve problems. Students use software to write, organize, analyze, and present information and data. Students learn listening and organizational skills and set attainable learning goals. Students become responsible users of technology as they learn about internet safety, appropriate online behavior, and effective search and website evaluation strategies.

<u>**Course Outline**</u>

1. **Keyboarding**

    1. Keyboarding Review
        - Apply proper touch typing techniques to enter words and phrases
        - Demonstrate correct finger positions while typing
        - Understand digital input, digital output, and processing

    2. Speed and Accuracy: Lesson 1
        - Develop speed and accuracy while copying provided text
        - Apply proper touch typing techniques to enter words, phrases, and numbers
        - Demonstrate correct finger positions while typing

    3. Speed and Accuracy: Lesson 2
        - Develop speed and accuracy while copying provided text
        - Apply proper touch typing techniques to enter words, phrases, and numbers
        - Demonstrate correct finger positions while typing

    4. Speed and Accuracy: Lesson 3
        - Develop speed and accuracy while copying provided text
        - Apply proper touch typing techniques to enter words, phrases, and numbers
        - Demonstrate correct finger positions while typing

    5. Speed and Accuracy: Lesson 4
        - Develop speed and accuracy while copying provided text
        - Apply proper touch typing techniques to enter words, phrases, and numbers
        - Demonstrate correct typing posture and finger positions while typing

    6. Speed and Accuracy: Lesson 5
        - Develop speed and accuracy while copying provided text

- Apply proper touch typing techniques to enter words, phrases, and numbers
- Demonstrate correct typing posture and finger positions while typing

7. Speed and Accuracy: Lesson 6
    - Develop speed and accuracy while copying provided text
    - Apply proper touch typing techniques to enter words, phrases, and numbers
    - Demonstrate correct typing posture and finger positions while typing

8. Speed and Accuracy: Lesson 7
    - Develop speed and accuracy while copying provided text
    - Apply proper touch typing techniques to enter words, phrases, and numbers
    - Demonstrate correct typing posture and finger positions while typing

9. Keyboarding Review 2
    - Develop speed and accuracy while copying provided text
    - Apply proper touch typing techniques to enter words, phrases, and numbers
    - Demonstrate correct typing posture and finger positions while typing

2. **Internet Safety**

    1. Netiquette in the Cyber Community
        - Describe cyberspace as a community of real people
        - Compare characteristics of communication in the physical world with communication in cyberspace
        - Demonstrate an understanding that unkind communication in cyberspace is the same as unkind communication in the physical world
        - Demonstrate how to respond appropriately if faced with unkind communication in cyberspace
        - Create a table comparing communication in the physical world with cyberspace
    2. Cyber Predator Awareness
        - Define and discuss the terms predator, prey, inappropriate, and anonymous as they relate to online communication
        - Identify and describe basic components of a predator's grooming process
        - Create examples of safe responses and/or actions for each step of the grooming process
    3. Cyberbullying
        - Identify general key attributes of kindness and being considerate online
        - Identify and describe the key attributes of bullying
        - Compare and contrast bullying in the physical community and the cyber community
        - Analyze the relationship between netiquette and cybercitizenship
        - Identify and utilize appropriate resources if confronted with an online bully
    4. Malicious Code in E-mail
        - Identify and describe the security risks associated with e-mail
        - Define and discuss the term malicious code and other vocabulary related to cybersecurity risks
    5. Spam, Scams, and Phishing
        - Describe the basic way phishing, spam, and scam e-mails solicit personal information
        - Explain age-appropriate ways to deal with phishing, spam, and scam e-mails
    6. Goldy Locks and IP
        - Explain the rights of intellectual property on the Internet and the rights copyright provide for creative material
        - Explain the potential consequences associated with plagiarism and other forms of intellectual property theft
        - Create a story to entertain and teach about copyright in Microsoft® Word
    7. Keeping it Personal
        - Discuss that posted personal information on the Internet is public

- Discuss why it can be unsafe to post personal information on the Internet
- Describe why it is necessary to inform an adult before filling out information online

8. Inappropriate Websites
   - Explain the concept of the Internet as an online community comparable to the physical community
   - Discuss the concept that there are inappropriate places online
   - Demonstrate an understanding of how to avoid or exit inappropriate places
   - Discuss family policy on inappropriate website access

9. Acceptable Use Policy
   - Demonstrate an understanding of acceptable use, identify the consequences of unacceptable use, and describe procedures for responding to unsafe or inappropriate online situation

3. **Study Skills**

   1. Listening Skills
      - Identify the importance and attributes of active listening
      - Create a goal for active listening
      - Generate a table stating goals for active listening in different settings

   2. Organization and Time Management
      - Understand the importance of being organized and having a study schedule
      - Create a study schedule that incorporates flexibility

   3. Note Taking and Summarizing
      - Utilize note taking strategies to learn, think about, and remember important information
      - Adapt a note taking template that can be adjusted for various assignments

   4. Using Graphic Organizers
      - Evaluate and validate information on the World Wide Web
      - Collect information in a graphic organizer

   5. Online Learning
      - Review the similarities and differences of online learning and bricks-and-mortar learning
      - Create a presentation that describes the synthesis of a new school combining the advantages of both online learning and bricks-and-mortar learning

   6. Goal Setting
      - Distinguish between short- and long-term goals
      - Develop short- and long-term academic goals
      - Generate a spreadsheet organizer to track progress toward accomplishing goals

4. **Microsoft® Word**

   1. There, Their, They're To, Too, Two
      - Academic: Compose and define a list of homophones
      - Technology: Develop a digital homophone book using homophones correctly in sentences
      - Technology: Demonstrate formatting the font size, font face, and font color using the Font Size, Font Face, and Font Color drop-down menus
      - Technology: Arrange and highlight text using the text alignment buttons and the Highlighter tool in the Home ribbon
      - Technology: Select and insert clip art to illustrate homophones

   2. Nouns and Pronouns
      - Academic: Identify and categorize nouns and pronouns
      - Academic: Compose a piece of writing using nouns and pronouns correctly in sentences
      - Technology: Demonstrate typing, and indent a paragraph using the Tab key, and Indentation buttons
      - Technology: Format and adjust line spacing within the Paragraph menu

- Technology: Apply an underline to nouns and pronouns using the Underline button

3. Synonyms
    - Academic: Select words with similar but not identical meanings using the Microsoft Word thesaurus
    - Academic: Identify synonyms for common words
    - Technology: Formulate a table with multiple rows and columns
    - Technology: Identify, select, and type synonyms in the correct cells of a table using the thesaurus in Microsoft Word
    - Technology: Demonstrate formatting text alignment using buttons in Home ribbon

4. Making Inferences
    - Academic: Analyze clues from text to make inferences
    - Technology: Insert SmartArt graphics into a document
    - Technology: Organize text clues and inferences in SmartArt graphics
    - Technology: Demonstrate the skill of dragging and dropping text boxes

5. Points of View
    - Academic: Generate two pieces of writing correctly implementing first-person and third-person point of view
    - Academic: Identify points of view within a text
    - Technology: Demonstrate formatting the font size and font face using the Font Size and Font Face drop-down menus
    - Technology: Demonstrate using the Spelling and Grammar tool to correct spelling errors in document

6. Vivid Language: Similes
    - Academic: Identify similes within poems
    - Academic: Interpret and create similes
    - Technology: Create and insert a table with multiple rows and columns
    - Technology: Demonstrate formatting a table by inserting new rows

7. Vivid Language: Metaphors
    - Academic: Analyze metaphors to understand the underlying meaning
    - Academic: Generate original metaphors
    - Academic: Differentiate between similes and metaphors
    - Technology: Illustrate metaphors using WordArt and clip art

8. Summarizing Poetry
    - Academic: Construct a summary of a poem
    - Technology: Demonstrate typing and indenting using the Tab key
    - Technology: Examine and correct spelling errors using the Spelling and Grammar tool

9. Folktales
    - Academic: Describe and create a folktale
    - Academic: Understand that all folktales have a central theme or message
    - Technology: Design a graphic organizer by inserting text boxes from the Insert ribbon
    - Technology: Demonstrate knowledge of Microsoft Word formatting: font color, font style, font size, Spelling and Grammar tool, and Tab key

5. **Microsoft® PowerPoint**

    1. Story Map
        - Academic: Understand story elements and identify them within a story
        - Technology: Formulate a presentation about story elements

- Technology: Demonstrate selecting and inserting clip art and action buttons from the Insert ribbon
- Technology: Apply a theme using the Design ribbon to enhance the presentation

2. Compare and Contrast
   - Academic: Compare and contrast concepts from text
   - Technology: Construct a presentation comparing and contrasting alternative forms of energy and animals
   - Technology: Implement and apply slide transitions using the Transition to This Slide drop-down menu in the Transitions ribbon
   - Technology: Demonstrate selecting and inserting clip art and action buttons in the Insert ribbon

3. Life Cycles
   - Academic: Analyze the life cycle of a plant or animal
   - Academic: Evaluate the ability to create a presentation using a rubric
   - Technology: Develop a presentation analyzing the life cycle of a plant or animal
   - Technology: Demonstrate the ability to apply slide transitions and slide designs to a presentation
   - Technology: Insert hyperlinks and clip art in a presentation to create an interactive life cycle

6. **Microsoft® Excel**

   1. Word Problems: Addition and Subtraction
      - Academic: Recognize key words to solve addition and subtraction word problems
      - Technology: Calculate sums and differences using a formula
      - Technology: Demonstrate formatting font color of mathematical key words using the Font Color drop-down menu in the Mini toolbar
      - Technology: Insert borders around the sums and differences from the Border drop-down menu in the Home ribbon

   2. Word Problems: Multiplication and Division
      - Academic: Recognize key words to solve multiplication and division word problems
      - Technology: Calculate products and quotients using a formula
      - Technology: Demonstrate formatting font color of mathematical key words using the Font Color drop-down menu in the Mini toolbar
      - Technology: Insert borders around the products and quotients from the Border drop-down menu in the Home ribbon

   3. Rounding
      - Academic: Identify and round numbers to the ones place
      - Technology: Insert and apply the ROUND function to round numbers to the nearest ones place
      - Technology: Apply the AutoSum feature to add multiple numbers together
      - Technology: Adjust the cell alignment using the Center Align button in the Home ribbon

   4. Graphing Expenses
      - Academic: Analyze net profits from a lemonade stand over a 5 day period
      - Technology: Organize data into cells of a workbook
      - Technology: Formulate a line graph based on lemonade net profits and cups sold

   5. Investigating Bar Graphs
      - Academic: Calculate the mean, median, and mode of a set of data
      - Technology: Construct a bar graph using the Bar drop-down menu in the Insert ribbon
      - Technology: Demonstrate formatting by inserting titles and labels for the bar graph

   6. Root Words from Science

- Academic: Identify and interpret the meaning of words with prefixes and suffixes
- Technology: Segregate and arrange word parts (prefixes, suffixes, and root/base words) into individual cells of a workbook
- Technology: Demonstrate formatting the font size, font face, and font color of word parts (prefixes, suffixes, and root/base words) using the Font Size, Font Face, and Font Color drop-down menus

<u>**Educational Technology and Online Learning 5**</u>

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:
In this course, students use appropriate technology tools and resources to complete projects, manage information, and solve problems. Students use software to write, organize, analyze, and present information and data. Students learn listening and organizational skills and set attainable learning goals. Students become responsible communicators and users of technology as they learn about intellectual property, Internet safety, and effective search and evaluation strategies.

<u>**Course Outline**</u>

1. **Keyboarding**

    1. Speed and Accuracy: Lesson 8
        - Demonstrate proper touch typing posture and finger position while typing
        - Apply proper touch typing techniques to type sentences from a text
        - Develop speed and accuracy while copying provided text

    2. Speed and Accuracy: Lesson 9
        - Demonstrate proper touch typing posture and finger position while typing sentences
        - Apply proper touch typing techniques to type text from a story
        - Develop speed and accuracy while copying provided text
    3. Speed and Accuracy: Lesson 10
        - Demonstrate proper touch typing posture and finger position while typing sentences from stories
        - Apply proper touch typing techniques to type sentences from stories
        - Develop speed and accuracy while copying provided text

    4. Speed and Accuracy: Lesson 11
        - Demonstrate proper touch typing posture and finger position while typing sentences from stories
        - Apply proper touch typing techniques to type sentences from stories
        - Develop speed and accuracy while copying provided text

    5. Speed and Accuracy: Lesson 12
        - Demonstrate proper touch typing posture and finger position while typing
        - Apply proper touch typing techniques to type sentences from stories and random text

- Develop speed and accuracy while copying provided text

6. Speed and Accuracy: Lesson 13
   - Demonstrate proper touch typing posture and finger position while typing
   - Apply proper touch typing techniques to type words and phrases
   - Develop speed and accuracy while copying provided text

7. Speed and Accuracy: Lesson 14
   - Demonstrate proper touch typing posture and finger position while typing
   - Apply proper touch typing techniques to type sentences from a story
   - Develop speed and accuracy while copying provided text

8. Keyboarding Review
   - Demonstrate proper touch typing posture and finger position while typing
   - Apply proper touch typing techniques to type numbers, words, and phrases
   - Develop speed and accuracy while copying a paragraph

2. **Internet Safety**

   1. Cybersecurity
      - Identify viruses, worms, Trojan horses, and spyware as programs that can make a computer work improperly
      - Summarize basic techniques to prevent viruses, worms, Trojan horses, and spyware infection
      - Discuss information with parents to check on personal computer security
   2. Digital Literacy
      - Define the term media literacy
      - Identify types of media
      - Explain the importance of media literacy
   3. Blogging
      - Explain security risks associated with blogging
      - Identify specific risky behaviors associated with blogging
      - Describe positive techniques for safe blogging
   4. Cyberbullying
      - Identify and describe elements of cyberbullying
      - Explain the moral in a contemporary fairy tale
   5. Text Messaging Safety
      - Describe text and instant messaging and their associated vocabulary
      - Explain the need to follow basic safety rules and netiquette when text or instant messaging
   6. Predator Identification
      - List safety rules for behavior toward strangers in the physical community that also apply to behavior toward strangers in cyberspace
      - Explain the importance of refusing inappropriate online relationships
      - Describe how to interact appropriately and safely online
   7. Intellectual Property, Fair Use, and Copyright I
      - Demonstrate an understanding that property on the Internet can be owned just like physical property
      - Relate the term intellectual property to something that is created in a person's mind
      - Understand different types of media as intellectual property: writings, music, videos, games, etc.
      - Explain that piracy is stealing from real people
   8. Intellectual Property, Fair Use, and Copyright II
      - Identify unauthorized uses of copyrighted materials as acts of piracy and plagiarism
      - Define fair use and copyright law
   9. Cyber Citizenship

- Explain safe and appropriate behavior in cyberspace
- Identify ways to be a good cyber citizen
- Plan the components of an educational story for a younger audience

3. **Study Skills**

    1. Listening Skills
        - Identify and apply the qualities of an active listener
        - Summarize how to use active listening strategies
        - Explain the importance of being a good listener by recording active listening strategies using the audio recording tool
    2. Organization and Time Management
        - Demonstrate how to use organizational strategies to track, plan, and manage a schedule
        - Create a weeklong calendar to organize tasks
    3. Note Taking
        - Identify different learning styles and different ways to take notes
        - Demonstrate how to take notes
        - Discuss the purpose of note taking
    4. Virtual Tours
        - Demonstrate the ability to complete an online virtual tour to learn about places without traveling to them
        - Evaluate the usefulness of a virtual tour in enhancing learning
    5. Online Learning
        - Describe online learning
        - Discuss the pros and cons of online learning
    6. Goal Setting
        - Distinguish between short- and long-term goals
        - Plan short- and long-term goals for a possible career
        - Create a short- and long-term career goals brochure to track progress toward reaching these goals

4. **Microsoft® Word**

    1. Fact Versus Opinion
        - Academic: Identify and distinguish the differences between facts and opinions in text
        - Technology: Demonstrate selecting text in a document using the mouse
        - Technology: Demonstrate using keyboard shortcuts, Ctrl+ C and Ctrl + V in order to copy and paste text in a document and table

    2. Greek Roots
        - Academic: Identify and define the Greek roots photo-, geo-, demo-, and -ology used in context
        - Academic: Examine words with Greek roots to compare meanings of words with common roots
        - Technology: Demonstrate how to type words and sentences and move to the next line using the Enter key
        - Technology: Incorporate and format a table with the correct number of rows and columns using the Table drop-down menu
        - Technology: Illustrate Greek roots in context using different colors within the Highlighter drop-down menu

    3. Subjects and Predicates
        - Academic: Identify subjects and predicates within existing sentences
        - Academic: Create original sentences containing both a simple subject and predicate
        - Technology: Insert a table with the correct number of columns and rows, adjust the table settings within the Insert Table window, and format text within a table

- Technology: Illustrate subjects and predicates in context using different highlighting colors

4. Verb Tenses
   - Academic: Identify the difference between past, present, and future tense
   - Academic: Modify inappropriate use of verb tense within existing sentences
   - Technology: Format the font color of text using the Font Color drop-down menu to identify incorrect verb tenses
   - Technology: Demonstrate aligning text using the alignment buttons in the Home ribbon

5. Editing a Friendly Letter
   - Academic: Identify and write the components of a friendly letter, such as heading, greeting, body, and closing
   - Technology: Generate changes in a document using Track Changes
   - Technology: Apply alignment and font formatting using menus and buttons in the Home ribbon
   - Technology: Revise a document using the Spelling and Grammar tool

6. Drafting an Outline
   - Academic: Identify the main idea within a text
   - Academic: Differentiate between the main idea and the supporting details within a text
   - Academic: Apply knowledge of text outlines to real-life applications
   - Technology: Construct an outline using Outline View in Microsoft® Word
   - Technology: Develop multiple levels within the outline using the Promote and Demote arrow buttons

7. Similes and Metaphors
   - Academic: Interpret figurative language and include it in a poem
   - Academic: Define and identify similes and metaphors
   - Technology: Generate and type a poem with multiple lines using the Enter key
   - Technology: Arrange a poem on the center of a page using the Center Align button
   - Technology: Apply bold and underline formatting to the title of a poem using the Bold and Italics buttons available in the Mini Toolbar

8. Poetry
   - Academic: Identify the speaker and analyze voice within poetry
   - Academic: Create original poetry
   - Technology: Arrange a poem on the center of a page using the Center Align button
   - Technology: Generate and type a poem with multiple lines using the Enter key

9. Coordinate Grids
   - Academic: Identify and label the axes of a coordinate grid
   - Academic: Identify and define ordered pairs on a coordinate grid
   - Technology: Demonstrate inserting a text box and formatting text within the textbox
   - Technology: Illustrate ordered pairs on a coordinate grid by inserting shapes using the Shapes drop-down menu

10. Number Prefixes
    - Academic: Identify number prefixes and define words that begin with number prefixes
    - Academic: Categorize words with similar meanings within a table
    - Technology: Demonstrate inserting shapes to illustrate number prefixes
    - Technology: Construct and insert a table and type within it

5. **Microsoft® PowerPoint**

   1. Antonyms and Synonyms
      - Academic: Identify and define antonyms and synonyms using a thesaurus

- Academic: Explain the difference between synonyms and antonyms
- Technology: Demonstrate inserting and typing synonyms and antonyms in new text boxes
- Technology: Demonstrate inserting a new slide using the New Slide drop-down menu
- Technology: Illustrate the definitions of synonyms and antonyms using clip art

2. Reflections, Translations, and Rotations
  - Academic: Describe how to reflect, translate, and rotate a shape
  - Academic: Create patterns with translations, reflections, and rotations using shapes
  - Technology: Apply animations and motion paths to shapes to simulate transformations

3. Sequence Ideas for Writing
  - Academic: Demonstrate knowledge of main idea and supporting details to sequence ideas during writing
  - Technology: Arrange the correct slide sequence using the Slide Sorter view
  - Technology: Create a themed presentation with various slide layouts, clip art, text and animations
  - Technology: Apply animated entrance effects to sequence text and clip art on a slide

4. Compare and Contrast Fables
  - Academic: Identify and define a fable
  - Academic: Compare and contrast the similarities and differences between fables
  - Academic: Relate similarities in the theme, topic, and main idea between various fables
  - Technology: Demonstrate how to insert and format SmartArt graphics to compare and contrast fables
  - Technology: Demonstrate how to insert clip art and shapes to illustrate the characteristics of a fable

5. How a Bill Becomes a Law
  - Academic: Explain the process used to make a bill a law
  - Academic: Identify and define key vocabulary used during the bill creation process
  - Technology: Design a presentation using various slide layouts, clip art, and images to explain the bill process

6. Food Chains
  - Academic: Construct and define organisms in a food chain
  - Academic: Examine the interrelationship between plants, animals, and fungi
  - Academic: Define an herbivore, omnivore, and carnivore
  - Technology: Demonstrate how to insert and format SmartArt to illustrate various stages of a food chain
  - Technology: Construct an interactive food chain by adding action buttons and hyperlinks to different slides within a presentation

6. **Microsoft® Excel**

1. Place Value
  - Academic: Identify place value of digits
  - Academic: Relate groups of 10 to 100 and 1,000
  - Technology: Navigate and type within cells
  - Technology: Insert shapes into a workbook to represent place values
  - Technology: Apply a fill color to shapes to help sort different place values

2. Identifying Patterns
  - Academic: Identify odd and even numbers in patterns
  - Technology: Apply a fill color to cells to illustrate odd and even number patterns
  - Technology: Insert an addition formula to build numbers and develop patterns

3. Comparing Decimals
   - Academic: Demonstrate how to compare decimals using the less than <, greater than >, and equal to = symbols
   - Academic: Compare decimals to the hundredths place
   - Technology: Apply a fill color to cells to illustrate decimals
   - Technology: Apply borders to cells to illustrate a hundredths grid

4. Multiplying by Powers of Ten
   - Academic: Explain movement of a decimal point when a number is multiplied by 10, 100, or 1,000
   - Academic: Apply powers of ten to multiplication problems
   - Technology: Demonstrate how to insert a multiplication formula to multiply a decimal by 10, 100, or 1,000
   - Technology: Navigate and type within cells

5. Area
   - Academic: Apply variables to replace numerals in mathematical equations
   - Academic: Calculate the area of squares and rectangles
   - Technology: Create uniform cells by applying a set column width
   - Technology: Illustrate a square and rectangle by applying borders to groups of cells
   - Technology: Compute the area of a square and rectangle by inserting a multiplication formula

6. Area of Irregular Shapes
   - Academic: Demonstrate how to compute the areas of irregular shapes
   - Academic: Apply formulas to find the area of irregular shapes
   - Technology: Apply borders to groups of cells to illustrate regular shapes within an irregular shape
   - Technology: Demonstrate how to insert a fill color to identify rectangles within irregular shapes

7. Converting Customary Units of Length
   - Academic: Identify the customary units of length: feet and miles
   - Academic: Demonstrate how to convert customary units of length using multiplication and division formulas
   - Technology: Insert multiplication and division formulas to convert feet to miles and miles to feet

8. Bodies of Water on Earth
   - Academic: Identify, collect, and categorize data on the major bodies of water on Earth
   - Technology: Identify and create a major type of graph (line, pie, or bar graph)
   - Technology: Generate graphs to illustrate variations in surface area

<u>**Educational Technology and Online Learning 6**</u>

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Students progress to more sophisticated work in this course, including the use of electronic media and software to apply academic concepts in the creation of meaningful organizers, projects, and presentations. Students locate, retrieve, and evaluate data in order to construct and analyze databases. Students produce presentations on Internet safety, online predators, and cyberbullying. At the end of the course, students become effective communicators and collaborators as they plan, evaluate and synthesize research emphasizing current issues with technology.

<u>**Course Outline**</u>

1. **Introduction**

    1. Keyboarding Rows
        - Apply proper keyboarding techniques to improve accuracy, speed, and overall efficiency in computer operation

    2. History of Technology
        - Examine how computer technology has evolved over time
        - Distinguish how changes in technology throughout history have impacted different aspects of the world

    3. Hardware, Components, and Operating Systems
        - Distinguish the difference between hardware and software, and input and output devices
        - Identify hardware, software, components and the operating system of a computer and other technology devices

    4. File Management and Organization
        - Identify different file extensions, and demonstrate proper naming conventions of files
        - Evaluate course folder structure to ensure that it is effective for the specified purpose
        - Create a course folder structure using subfolders to organize and manage files

    5. Troubleshooting Computer Issues
        - Develop and apply strategies for identifying and solving routine hardware and software problems

2. **Microsoft® Word**

1. Verbs: Past, Present, and Future
   - Academic: Use correct verb tense (past, present, and future) when writing or editing text
   - Technology: Distinguish correct and incorrect verb tense in sentences, and then demonstrate necessary corrections using the Track Changes feature
   - Technology: Select text in a variety of ways and utilize keyboard shortcuts to cut and paste verbs according to past, present, and future tense

2. Context Clues
   - Academic: Analyze context clues in order to determine the meaning of a word
   - Technology: Demonstrate highlighting and modifying text to identify the context clues of an unknown word using a macro
   - Technology: Examine sentences to determine which type of context clue is employed in the sentence and label the clue using heading styles available in the Home ribbon

3. Analyzing Literature
   - Academic: Analyze the effect of figurative language on the tone or meaning of a poem
   - Academic: Explore how the author's choice of words shapes the meaning of a poem
   - Technology: Insert and modify a quick table in order to compare and contrast poems
   - Technology: Add headings to a table and merge cells to allocate more space to analyze poetry

4. Greek Mythology
   - Academic: Identify and explain the purpose or social message of ancient myths
   - Technology: Publish a plan for an original myth, and enhance the document by inserting clip art with text wrapped around it and adding a title using WordArt
   - Technology: Determine the theme of a story and then format text using the Mini toolbar to identify what parts of the story support the theme

5. Personification
   - Academic: Define personification
   - Academic: Identify examples of personification
   - Academic: Describe the impact that personification has on the imagery in poetry
   - Technology: Develop a SmartArt graphic that uses images and text
   - Technology: Evaluate and incorporate clip art to illustrate the meaning of personified text

6. Drawing Inferences
   - Academic: Draw inferences about the main character in a text
   - Technology: Utilize the comment feature to answer questions requiring a literature analysis to draw conclusions and inferences
   - Technology: Modify text using the Font window to indicate the answers explicitly stated in the text

7. Technology for Searching
   - Academic: Conduct a scholarly search using Boolean operators
   - Academic: Locate information about Alexander the Great that supports a research topic
   - Technology: Conduct an Internet search about Alexander the Great using filters to narrow results in EBSCO
   - Technology: Modify a table to include a hyperlink to the site, proper citation, and brief notes about each resource

8. Writing an Outline: Alexander the Great
   - Academic: Develop an outline based on research
   - Technology: Generate an outline based on notes to plan an expository essay about Alexander the Great

9. Writing an Expository Essay

- Academic: Construct an expository essay which includes an introduction, thesis, body, and conclusion
- Technology: Utilize multimedia sources to insert images and captions
- Technology: Demonstrate inserting an endnote to cite sources
- Technology: Demonstrate correcting grammatical and punctuation errors using the Spelling and Grammar tool

3. **Microsoft® PowerPoint**

   1. Technology for Publishing
      - Academic: Develop the storyline for a personal narrative
      - Technology: Demonstrate using the Record Audio Tool to record a personal narrative story varying the tone of voice, pace, and volume of speech

   2. Analyzing Plots
      - Academic: Order the key events of a plot in the correct sequence
      - Academic: Describe the elements of plot and analyze how they impact the readability of a story
      - Technology: Use Slide Sorter View to put key events of a story in order to show how the plot of a story unfolds in a series of episodes
      - Technology: Insert text boxes to identify the elements of plot in a story
      - Technology: Insert a Title slide to add a title to the story

   3. Narrative Writing
      - Academic: Alter the character's decision at a crucial point in the story and analyze how that change will impact the plot resolution
      - Academic: Propose a new ending for a known story
      - Technology: Create a nonlinear presentation using the Action tool to create a story with alternate endings
      - Technology: Apply transitions to slides to make the presentation engaging to the audience

   4. Values Portrayed in Literature
      - Academic: Adopt the values portrayed in an old story and recreate and apply them in current setting
      - Technology: Apply slide timings to publish a short story
      - Technology: Hide and unhide slides to create a cohesive story when the presentation is published
      - Technology: Publish a short story created in Microsoft® PowerPoint as a movie

   5. Food Chains
      - Academic: Explain how the food chain works
      - Academic: Create a simple food chain
      - Academic: Formulate a hypothesis predicting what would happen if an organism was removed from the food chain
      - Technology: Demonstrate the food chain by inserting shapes and connecting provided images
      - Technology: Construct a complex nonlinear interactive presentation using action buttons to demonstrate the interactions between organisms in a food chain

4. **Microsoft® Excel**

   1. Ordering Positive and Negative Numbers
      - Academic: Sort integers from greatest to least and from least to greatest
      - Technology: Demonstrate keyboard shortcuts to copy and paste and cut and paste data in a spreadsheet
      - Technology: Sort integers from greatest to least and least to greatest using the Sort feature

2. Estimating by Rounding
    - Academic: Identify parts of an equation using mathematical terms
    - Academic: Round two-digit numbers involving three addends in an equation
    - Technology: Utilize the MROUND function to round two-digit numbers involving three addends in an equation
    - Technology: Employ the AutoSum feature to check mental addition of a list of numbers

3. Graphing Data
    - Academic: Select the type of graph that is most appropriate for the data to be displayed
    - Academic: Evaluate advantages and disadvantages of various types of graphs
    - Technology: Graph two data series in multiple formats in order to evaluate the graphs' advantages and disadvantages

4. Interpreting Histograms
    - Academic: Display provided numerical data in a histogram
    - Academic: Explain the difference between a bar graph and a histogram
    - Technology: Build a histogram using the Microsoft® Excel add-in with provided data

5. Creating a Database
    - Academic: Analyze a set of data to answer statistical questions
    - Technology: Build a database to analyze data and solve problems

6. Filtering a Database
    - Academic: Identify and describe patterns in provided data
    - Academic: Given specific database formats, determine filter criteria
    - Technology: Apply filters and use the Sort feature in a database to identify and describe patterns in data

7. Technology for Data Analysis
    - Academic: Collect and interpret data using filtering options and graphs in Microsoft® Excel
    - Technology: Build a database based on data collected in a survey
    - Technology: Analyze collected data using the Filter and Sort functions
    - Technology: Chart numeric data using appropriate graph

5. **Study Skills**

    1. Organization and Time Management
        - Create and follow a study schedule
        - Organize a work/study area
        - Describe benefits of developing good study skills

    2. Using Graphic Organizers
        - Use a process and organizer to evaluate and validate information from the World Wide Web

    3. Memory Aids
        - Devise ways to remember important facts and information

    4. Study Strategies
        - Explain the importance of good note taking as a test preparation strategy
        - Use one new note-taking strategy while completing homework

    5. Test-Taking Strategies
        - Identify test-taking strategies that you will use when taking the next test in each of your current courses

    6. Goal Setting
        - Describe the importance of goal setting in education

- Develop SMART long-term and short-term goals for middle school

7. Learning Through Games and Simulations
   - Utilize and evaluate educational interactive games and simulations in order to demonstrate understanding

6. **Internet Safety**

   1. Acceptable Use Policy
      - Explain the purpose of rules and define Acceptable Use Policy (AUP)
      - Evaluate an AUP and create an AUP for your learning environment

   2. Cybersecurity
      - Define spyware and virus
      - Describe security risks associated with downloading items online
      - Evaluate personal activity on the Internet with regard to putting your computer or information at risk

   3. Cyber Community
      - Compare social roles in the online community to social roles in the physical community
      - Identify features of inappropriate websites and how to avoid them
      - Discuss how cybercitizenship is a necessary component for online communities

   4. Text Messaging and Netiquette
      - Identify the safety risks associated with cell phones and texting
      - Define netiquette and describe how it can help you effectively communicate when texting

   5. Cyberbullying
      - Define cyberbullying and describe ways to prevent it
      - Analyze how student actions impact others
      - Describe how netiquette can be used to prevent cyberbullying

   6. Safeguarding Identity
      - Describe how to safely engage in online relationships
      - Explain risks of providing too much personal information in online profiles, forms, and forums

   7. Protecting Yourself from Online Predators
      - List safety rules for behavior toward strangers in the physical community that also apply to behavior toward strangers in cyberspace
      - Explain the importance of refusing inappropriate online relationships
      - Describe how to interact appropriately and safely online

   8. Digital Literacy I: Successful Searches
      - Compare different types of search engines
      - Write search engine queries that will get quality results and select the most appropriate search string results

   9. Digital Literacy II: Website Validity
      - Explain the importance of using sites that are valid and reliable
      - Evaluate online resources for validity and reliability

   10. Intellectual Property Basics
      - Distinguish between tangible property and intellectual property
      - Define copyright and identify copyrighted materials

   11. Plagiarism and Fair Use
      - Define plagiarism and identify how plagiarism occurs

- Explain the basic guidelines for fair use of intellectual property

7. **Digital Publishing**

1. Exploring a Topic
   - Research the impact of technology on the workplace or a career of choice using Boolean search strategies
   - Apply questioning and research skills to narrow down a topic for investigation

2. Investigating Design
   - Describe basic elements of design and how they apply to multimedia

3. Selecting an Application and Publishing Work
   - Analyze applications focusing on advantages and disadvantages of each
   - Evaluate an application's usefulness for various purposes
   - Select methods for publishing research
   - Create a multimedia presentation to reflect your research investigation

4. Collaborating Online
   - Utilize technology to share ideas and collaborate with peers
   - Evaluate others' works using provided criteria

5. Evaluating Your Product
   - Revise and edit a project based on provided criteria

Educational Technology and Online Learning 7

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Students progress to more sophisticated work in this course, including the use of electronic media and software to apply academic concepts in the creation of meaningful organizers, projects, and presentations. Students locate, retrieve, and evaluate data to construct and analyze databases. Students produce presentations on Internet safety, online predators, and cyber bullying. At the end of the course, students become effective communicators and collaborators as they plan, evaluate, and synthesize research emphasizing current issues with technology.

Course Outline

1. **Introduction**

    1. Keyboarding
        - Recognize the home row keys on the keyboard
        - Recognize the keys in rows above and below the home row
        - Utilize keys from the home row and the rows above and below the home row to type words, phrases, and sentences
        - Demonstrate appropriate posture and positioning for keyboarding

    2. History of Technology
        - Identify how changes in technology throughout history have impacted different aspects of the world

    3. Hardware, Components, and Operating Systems
        - Distinguish the difference between hardware and software, and input and output devices
        - Identify and define types of hardware, software, operating systems, and components of a computer and other technology devices

    4. File Management and Organization
        - Identify different file extensions, and demonstrate proper naming conventions of files
        - Practice saving a document as different files types in Microsoft® Word
        - Create a course folder structure using subfolders to organize and manage files
        - Organize files into appropriate folders and analyze a folder hierarchy

    5. Computer Troubleshooting
        - Apply troubleshooting techniques in preparation for minor computer problems that may occur

2. **Microsoft® Word**

   1. Fact vs. Opinion in Publications
      - Academic: Evaluate text to determine whether it is a fact or opinion
      - Academic: Provide support of ideas from information in the text that verifies it is fact or opinion
      - Technology: Apply an underline to words using the Underline button and the Underline Style drop-down menu available in the Font window
      - Technology: Create and insert SmartArt to organize facts and opinions

   2. Using a Thesaurus
      - Academic: Compare similar writings that use synonyms for overused words
      - Academic: Utilize different types of thesaurus sources to obtain synonyms and integrate them in previously written sentences
      - Technology: Utilize thesaurus.com and the Thesaurus feature in Microsoft® Word to search for synonyms
      - Technology: Demonstrate how to highlight text using the Highlighter drop-down menu in order to color code adjectives and adverbs
      - Technology: Apply edits to two documents using the View Side by Side feature
      - Technology: Construct and insert a table in a document with a specified number of columns and rows and format text within the table

   3. Idioms
      - Academic: Evaluate the use of figurative language in general with the characteristics of idioms
      - Academic: Implement idioms within personal writing and research the meaning of idioms
      - Technology: Create a document containing two columns and headings at the top of each column
      - Technology: Format and edit a SmartArt graphic in order explain an idiom
      - Technology: Insert a clip art image into a SmartArt graphic illustrating an idiom

   4. Organizing Writing
      - Academic: Analyze a story to discover the importance of order and organization in narrative writing
      - Academic: Evaluate different types of graphic organizers that can be used to organize different types of writing including timelines, personal narratives, and fictional story
      - Academic: Utilize different graphic organizers to help with organizing writing ideas
      - Technology: Utilize SmartArt to format and create a graphic organizer
      - Technology: Insert and format shapes in a document in order to construct a graphic organizer

   5. Reading Textual, Functional, and Recreational Text
      - Academic: Analyze different types of text and determine attributes associated with factual, textual, and recreational text
      - Academic: Identify characteristics of different types of text
      - Academic: Determine uses for each type of text in real-life settings
      - Technology: Utilize and format a table in a document to identify text characteristics
      - Technology: Format a checklist to use as a personal resource when writing

   6. Points of View
      - Academic: Establish point of view by writing from a literal visual point of view
      - Academic: Enhance writing by utilizing different points of view for different narratives
      - Academic: Analyze points of view and associate different characteristics with each type of view
      - Technology: Edit images embedded in a document and create captions using the Insert Caption button
      - Technology: Utilize the Highlighter tool to highlight words in captions

   7. History: Personal Narratives

- Academic: Distinguish between the attributes of spoken speech and written text
- Academic: Recognize both point of view and voice in writing
- Technology: Utilize, insert and format a SmartArt graphic to create a Venn diagram comparing written and spoken word
- Technology: Change orientation of the document from portrait to landscape

8. Writing a Personal Narrative
- Academic: Utilize prewriting organizers in order to write a personal narrative
- Academic: Incorporate figurative language into writing
- Technology: Develop and type a rough draft personal narrative in a Microsoft® Word document
- Technology: Insert and format text boxes to separate parts of the story

9. Revising and Editing Writing
- Academic: Evaluate the process of revising and editing to understand the meaning of each
- Academic: Analyze personal writing through the revision and editing process
- Technology: Use the revising and editing features in Microsoft® Word including the Spelling and Grammar tool and the Thesaurus

3. **Microsoft® PowerPoint**

1. Technology for Publishing
- Academic: Publish a final copy of a personal narrative
- Technology: Record a personal narrative using the Record Audio tool in Microsoft® PowerPoint
- Technology: Insert images and sound within the presentation

2. Using Context Clues
- Academic: Read and analyze historical text
- Academic: Identify unknown or unfamiliar words and use context clues to determine their meaning
- Technology: Utilize the Thesaurus feature to infer the meaning of the unfamiliar word
- Technology: Demonstrate adding additional slides to a presentation using the New Slide drop-down menu
- Technology: Create a presentation and apply a different font color to text to illustrate the context clues and define unfamiliar words

3. Graphing Probability
- Academic: Explore basic probability
- Academic: Observe frequencies of an event by collecting and tallying data
- Academic: Investigate relationships of the event by creating a table to analyze data
- Technology: Demonstrate inserting a graph or chart using the Microsoft® Excel charting function within Microsoft® PowerPoint

4. Graphing Probability Part 2
- Academic: Determine probability of events and analyze the relationships
- Academic: Analyze the probability of an event using the terms greater or lesser likelihood
- Technology: Demonstrate inserting a graph or chart using the Microsoft® Excel charting function within Microsoft® PowerPoint
- Technology: Adjust and format graphs in a presentation using the Design, Layout, and Format ribbons
- Technology: Use the Record tool to share information within the presentation

5. Technology for Searching
- Academic: Search, examine, and assess research articles to determine authenticity and sound reasoning
- Technology: Create a presentation to share information from research

- Technology: Modify a table and insert hyperlinks to maintain a record of reliable sources and websites

6. Technology for Inquiry
   - Academic: Conduct an Internet search for information and evaluate the text for authenticity
   - Academic: Organize resources from Internet research
   - Technology: Conduct a scholarly search using Boolean operators within the EBSCO and Grolier™ databases to find information about Earth's history
   - Technology: Create a bulleted list in Microsoft® PowerPoint

7. Technology for Communication Geologic Time Scale
   - Academic: Outline geological research and illustrate the time scale sequence logically
   - Technology: Insert and format SmartArt to organize and sequences events
   - Technology: Create a presentation to sequence events of the geological time scale

4. **Microsoft® Excel**

   1. Estimate by Rounding
      - Academic: Determine when it is appropriate to round decimal numbers up or down to the nearest whole number
      - Academic: Solve multi-step problems by rounding decimals
      - Technology: Round numbers with decimals to practice estimation using the ROUND function
      - Technology: Apply formulas to multiple cells in a workbook using the AutoFill feature

   2. Function Tables
      - Academic: Create input/output tables from expressions
      - Academic: Solve word problems and equations using an input/output table
      - Technology: Create an input/output table in Excel to show answers to equations
      - Technology: Insert and apply multiplication and addition formulas to an input/output table

   3. Real-World Data
      - Academic: Balance a checkbook within a provided resource
      - Technology: Insert formulas into an Excel workbook to determine the balance of the checkbook
      - Technology: Insert and apply the SUM function to add multiple cells together

   4. Finding the Mean and Range of Data
      - Academic: Organize data to enable easier comparison
      - Academic: Compute the range and mean for a list of numbers
      - Technology: Apply formulas in a workbook to find the mean and range of data

   5. Sorting and Filtering Data
      - Academic: Analyze data in a database to identify similarities and differences
      - Technology: Organize, sort and filter data in a database to identify trends
      - Technology: Define and identify fields, field names and records in a database

   6. Graphing Data
      - Academic: Evaluate different types of graphs and determine appropriate graphs for certain types of data
      - Technology: Graph two data series in multiple formats and evaluate the graphs' advantages and disadvantages

   7. Survey and Graphing Analysis
      - Academic: Evaluate a random sample for fair and unbiased questions
      - Academic: Compare and analyze collected data
      - Technology: Organize information into a data table in Excel
      - Technology: Create a graph from the data table in Excel to compare data

5. **Study Skills**

   1. Organization and Time Management
      - Identify characteristics of time management
      - Identify time management skills that need improving
      - Design a weekly schedule to improve time management skills

   2. Using Graphic Organizers: Timelines
      - Evaluate a timeline as a tool to support learning
      - Create a timeline

   3. Memory Aids
      - Identify key elements in creating memory tools, acronyms, and acrostics
      - Construct original acronyms and acrostics using information from current academic courses

   4. Study Strategies
      - Identify different study skills
      - Formulate a method of studying that works best for you

   5. Test-Taking Strategies
      - Distinguish between characteristics of objective questions and essay questions
      - Evaluate personal test-taking strategies
      - Utilize test-taking strategies

   6. Goal Setting
      - Express the characteristics of successful and well-thought-out goals
      - Apply study skills while developing short- and long-term goals

   7. Learning through Games and Simulations
      - Research examples of simulations and interactive games for education online
      - Analyze trends that occur when repeating simulations with different data
      - Predict outcomes when data in a simulation is changed

6. **Internet Safety**

   1. Acceptable Use Policy
      - Identify necessary components of an acceptable use policy (AUP)
      - Review the school's AUP
      - Develop AUP guidelines

   2. Cybersecurity
      - Identify key general attributes of the threats to the security of computers and information via the Internet, such as viruses, worms, and Trojan horses
      - Understand how to protect computers from viruses, worms, Trojan horses, and spyware
      - Understand basic prevention and maintenance that can be done to protect the computer, such as operating system updates, firewalls, spyware checks, virus protection, etc.

   3. Cyber Community
      - Describe different ways to communicate
      - Differentiate between appropriate and inappropriate websites
      - Describe different ways to handle inappropriate websites

   4. Social Networks
      - Identify media that is commonly shared online
      - Define the relevance of intellectual property rights to online sharing in an age appropriate way
      - Compare the relationship of intellectual property rights to linking on personal social networking pages

5. Cyberbullying
   - Identify bystanders who may be involved in a cyberbullying incident
   - Use a variety of resources to explore the characteristics and behaviors of bystanders and upstanders
   - Draw conclusions about the actions of various participants in bullying incidents

6. Safety in Online Gaming
   - Evaluate the concept of online gaming
   - Understand the safety and security risks associated with online gaming
   - Develop an action plan for informing others of how to play online safely

7. Safeguarding Identity
   - Evaluate the concept of identity theft
   - Critique the security risks associated with revealing private information online
   - Develop an action plan for dealing with identity theft that can be shared with parents

8. Online Shopping
   - Evaluate the safety risks associated with online shopping
   - Take preventative measures when shopping online to help ensure personal safety and computer security

9. Blogging
   - Evaluate the security risks associated with online journaling and blogging
   - Identify specific risky behaviors associated with online journaling
   - Determine positive techniques to blog online

10. Cyber Predators
    - Evaluate risks involved in engaging in online friendships
    - Discuss basic strategies for interacting online
    - Demonstrate understanding of risky online interaction through a selected project/activity

11. Safety in Online Relationships
    - Apply the concept of willing participation
    - Evaluate risk-taking in the context of a cyber predator case
    - Make conclusions about who is most at risk for potentially dangerous online relationships
    - Make conclusions about how to maintain safe and healthy online relationships

12. Digital Literacy
    - Compare how the Internet and media publications can be used in positive ways, as well as in negative or unethical ways
    - Create a code of conduct governing Internet use
    - Consider the consequences of various means of online publication

13. Understanding Intellectual Property
    - Make a distinction between tangible property and intellectual property
    - Define intellectual property that has been created in the mind before it is turned into a material item
    - Identify copyrighted materials as tangible works that are protected from being copied, distributed, performed, or changed without the creator's or owner's permission
    - Identify the impact made when intellectual property rights are not respected
    - Relate the concepts of intellectual property to reveal available online materials: music, videos, software, etc.

14. Music Copyright Basics
    - Apply copyright laws to online usage of music

- Determine legal alternatives when using copyrighted music for school assignments and/or personal use

15. Plagiarism and the World Wide Web
    - Define plagiarism
    - Identify how plagiarism occurs
    - Follow the basic guidelines for fair use of intellectual property

16. Peer-to-Peer Networks
    - Define and understand the concept of peer-to-peer networks
    - Identify the safety and security risks, as well as legal issues, surrounding peer-to-peer networks
    - Understand and correct misconceptions about the use of peer-to-peer networks

7. **Digital Publishing**

   1. Exploring a Topic
      - Utilize Boolean search strategies to research ethical implications of technology
      - Develop a research plan, and identify stakeholders involved
      - Apply questioning and research skills to narrow down a topic for investigation

   2. Investigating Design
      - Define the elements of design including line, shape, texture, color, value, and space
      - Understand the uses for line, shape, texture, color, value, and space in design
      - Apply the basic elements of design to edit work
      - Utilize the GNU Image Manipulation Program to edit images

   3. Creating a Multimedia Presentation
      - Create a multimedia presentation to communicate the ethical implications of technology and artificial intelligence

   4. Collaborating Online
      - Utilize technology to share ideas and collaborate with peers
      - Evaluate others' works using provided criteria

   5. Evaluating the Product
      - Self-evaluate a product in regard to audience, purpose, design, and content delivery

Educational Technology and Online Learning 8

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Students progress to more sophisticated work in this course, including the use of electronic media and software to apply academic concepts in the creation of meaningful organizers, projects, and presentations. Students locate, retrieve, and evaluate data in order to construct and analyze databases. Students produce presentations on Internet safety, online predators, and cyberbullying. At the end of the course, students become effective communicators and collaborators as they plan, evaluate, and synthesize research emphasizing current issues with technology.

Course Outline

1. **Introduction**

    1. Typing Skills
        - Utilize keys from the home row, and rows above and below the home row to type individual letters and words
        - Identify spelling errors with the opportunity to self-correct

    2. Hardware, Components, and Operating Systems
        - Compare and contrast input, output, processing, and data storage devices
        - Describe computer hardware, components, and system
        - Identify personal software programs
        - Create a course folder structure using subfolders to organize and manage files

    3. Computer Troubleshooting
        - Examine troubleshooting techniques related to everyday computer use
        - Recommend solutions to various computer problems
        - Identify appropriate resolutions to common computer problems

2. **Microsoft® Word**

    1. Verbs in the Active and Passive Voice
        - Academic: Apply both active and passive voice in writing
        - Academic: Construct a news article with proper paragraph alignment and indentation
        - Technology: Compose a typed news article using the Tab key to indent text or apply double spacing between paragraphs using the Enter key

    2. Verbs Expressing Mood

- Academic: Identify and analyze indicative, imperative, and subjunctive verb moods in context
- Technology: Demonstrate how to bold, italicize, and underline text using buttons and menus available in the Home ribbon
- Technology: Apply the same font face throughout a document

3. Characters, Setting, and Plot
- Academic: Identify parts of a story
- Academic: Outline and summarize the characters, setting, and plot of a story
- Technology: Organize the structure of a story within a document by inserting columns and column breaks to add headings

4. Thematic Poetry
- Academic: Illustrate the rhyme scheme of a favorite song
- Academic: Identify and explain the theme and rhyme scheme of poetry
- Technology: Demonstrate inserting a table to construct and display the rhyme scheme of poetry

5. Technology for Searching: Cyberbullying
- Academic: Locate articles in a database using specific search parameters
- Technology: Construct a search log to cite works by inserting a table and hyperlinks
- Technology: Apply font formatting to identify key information gained in research
- Technology: Conduct online database searches using Boolean operators

6. Technology for Publishing: Cyberbullying
- Academic: Design an informative or explanatory text about cyberbullying
- Academic: Identify important information to educate others about cyberbullying
- Technology: Utilize multimedia sources to insert images and captions
- Technology: Demonstrate inserting a footnote to cite sources
- Technology: Demonstrate correcting grammatical and punctuation errors using the Spelling and Grammar tool

3. **Microsoft® PowerPoint**

1. Natural Disasters
- Academic: Identify several types of natural disasters
- Academic: Conduct in-depth research into one natural disaster
- Technology: Utilize Microsoft® PowerPoint to create an informative presentation about a natural disaster
- Technology: Integrate Action buttons, images, and text boxes to create multidimensional slides in a presentation about a natural disaster

2. Today in History
- Academic: Outline historical events in chronological order
- Academic: Utilize visual aids to enhance presentations
- Technology: Create a historical timeline, utilizing transitions between slides in Microsoft® PowerPoint
- Technology: Incorporate animations into a timeline

3. Historical Points of View
- Academic: Explore the history of the women's suffrage movement in the United States of America
- Academic: Examine political cartoons to understand differences in opinion
- Technology: Create a Microsoft® PowerPoint presentation of the women's suffrage movement using the Photo Album feature
- Technology: Provide analysis of images from the women's suffrage era in a digital presentation

4. Progressive Era
   - Academic: Identify key issues and themes of the Progressive Era
   - Academic: Describe aspects of the Progressive Era utilizing a concept map
   - Technology: Create a concept map by inserting and formatting a SmartArt graphic in a Microsoft® PowerPoint presentation

5. Technology for Publishing: Progressive Era
   - Academic: Analyze and research reforms of the Progressive Era
   - Academic: Create a concept map based on research about a Progressive Era topic
   - Technology: Search for historical prints and photographs using the Library of Congress database
   - Technology: Construct a presentation about the Progressive Era incorporating slide transitions and animations

4. **Microsoft® Excel**

   1. Scatter Plots
      - Academic: Create a scatter plot in order to visualize relationships within data
      - Academic: Identify and name ordered pairs on a scatter plot using the x- and y-axes
      - Technology: Examine data organized in columns and rows in Microsoft Excel
      - Technology: Build a scatter plot diagram in Microsoft Excel using given coordinates
      - Technology: Interchange the x- and y-axes of a scatter plot in Microsoft Excel

   2. Scatter Plots: Comparing Variables
      - Academic: Create and analyze data in scatter plot diagrams
      - Academic: Investigate common trends within scatter plot diagrams
      - Technology: Analyze a scatter plot diagram
      - Technology: Utilize Microsoft® Excel to create a data table

   3. Scatter Plots: Trend Lines
      - Academic: Explore the relationship between a country's land area and population
      - Academic: Identify and describe reasons for outliers along a trend line
      - Technology: Create a digital scatter plot to analyze trends
      - Technology: Insert a trend line into a scatter plot to determine negative or positive correlation

   4. Creating a Database
      - Academic: Collect data in order to create a digital database
      - Technology: Construct a database in Microsoft® Excel by entering data into fields and records
      - Technology: Define and understand the purpose of fields (cells) and records (rows) in a database
      - Technology: Reorganize and analyze data in a database using the sorting and filtering options

   5. Creating a Pivot Table
      - Academic: Utilize an existing database to support further data analysis
      - Technology: Create and modify a pivot table to analyze data
      - Technology: Format data to display percentages and currency using the Format Cells window

   6. Frequencies
      - Academic: Calculate frequencies within a set of data
      - Academic: Interpret data trends using a histogram
      - Technology: Create a histogram using the column chart option in Microsoft® Excel

   7. Data Analysis
      - Academic: Create and conduct an original survey
      - Academic: Interpret survey data using tools in Microsoft® Excel
      - Technology: Create and analyze a scatter plot using original data
      - Technology: Enter original data into a worksheet in Microsoft Excel

5. **Study Strategies**

   1. Tools for Organization and Time Management
      - Identify time management skills
      - Create a planning tool to manage time
      - Identify time management areas of improvement

   2. Idea Organization Using Graphic Organizers
      - Evaluate the usefulness of a digital graphic organizer

   3. Idea Organization Using Memory Aids
      - Generate memory aids for academic concepts
      - Differentiate between various types of memory aids

   4. Learning Through Games and Simulations
      - Examine personal learning gain through an online science game
      - Assess the value of online games and simulations for learning

   5. Study Strategies
      - Identify current study habits
      - Construct a presentation on study strategies

   6. Test-Taking Strategies
      - Examine test-taking strategies for five types of tests
      - Prepare concise summaries of test-taking strategies

   7. Goal Setting
      - Identify objectives to reach educational or career goals
      - Devise a goal-planning presentation based on academic study skills

6. **Internet Safety**

   1. Acceptable Use Policy
      - Identify important features of an Acceptable Use Policy
      - Review the school's Acceptable Use Policy

   2. Proactive Protection Online
      - Identify the basic risks associated with Internet use
      - Illustrate knowledge of a chosen Internet security topic
      - Create a presentation conveying an Internet security topic
      - Develop an understanding that those met online are strangers

   3. Cybersafety and Photo Management
      - Identify appropriate behavior for photo management on the Internet
      - Recommend alternative actions for cybersafety scenarios

   4. Your Digital Footprint
      - Differentiate between active and passive digital footprints
      - Identify reasons why digital footprints matter
      - Create an informative brochure about digital footprints

   5. Cyberbullying
      - Gain a basic understanding of cyberbullying through reading and discussion
      - Summarize theme and key learning points from a story in a Microsoft® PowerPoint presentation
      - Discuss strategies for coping with an online bullying situation

   6. Computer and Internet Health Issues
      - Explore health issues that result from prolonged computer usage

- Identify strategies to maintain health and body while using digital technologies

7. Media Literacy
   - Define media literacy
   - Identify sources of bias in media
   - Create a media product to promote media literacy

8. The Power of Media
   - Identify media sources
   - Define and assess public service announcements (PSAs)
   - Understand the power the media have in changing perceptions and behavior
   - Utilize media to put a message out

9. Predator Awareness
   - Identify online behavior that is unsafe, demonstrating an understanding of how to avoid online predators
   - Understand the grooming process as it relates to online predators
   - Promote Internet usage related to predator awareness

10. Cyber Community Citizenship
    - Define communities in both the physical and virtual worlds
    - Evaluate website safety and appropriateness

11. Creation and Copyright
    - Categorize tangible and intellectual property
    - Develop an understanding of online piracy
    - Explain the importance of obeying copyright laws

12. Music Makers: Scripts
    - Recognize terminology related to copyrights in the music industry
    - Describe the effects of copyright laws on a group of people

13. Plagiarism
    - Define plagiarism and paraphrase
    - Illustrate ways to avoid plagiarism

14. Fair Use
    - Identify fair use and recommend actions for its application
    - Create a poster of tips for copyright rules and fair-use exceptions

15. Integrated Literacy
    - Review security concepts related to the online community
    - Plan and prepare the components of an educational story
    - Write a story relating online safety measures to a younger audience

7. **Digital Publishing**

1. Exploring a Topic
   - Investigate the impact that technology has had on education
   - Utilize Boolean search operators to conduct research

2. Investigating Design
   - Identify and define elements of design
   - Analyze how the design element was used to create a logo
   - Apply various design elements within a digital project

3. Creating a Movie

- Design an informative presentation using movie software to communicate the impact of technology on education

4. Collaborating Online
   - Evaluate and provide feedback on student work

5. Evaluating the Product
   - Conduct a self-assessment of a project based on the criteria presented in a rubric

Pearson

Freshman Success

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:
The Freshman Success course aids students in a successful transition to high school. The courses units include Resources, Integrity, High School 101, Strategies for Success, and College and Career Readiness.
The following are the course objectives:
- Get to know available high school resources and support system
- Realize the importance of conducting oneself with integrity
- Understand why it is important to graduate from high school
- Identify and practice some general strategies that will contribute to success
- Learn about next steps after high school
- Get started on the right foot

Course Outline

1. **Freshman Success Course Overview**

   1. Introduction
      - Get to know your high school resources and support system
      - Realize the importance of conducting yourself with integrity
      - Understand why it is important to graduate from high school
      - Identify and practice some general strategies that will contribute to your success
      - Learn about next steps after high school in just a few short years
      - Get started on the right foot

2. **Resources**
   1. You Are Not Alone
   2. About You
   3. Navigating Connexus®
   4. Getting Organized
   5. Tips and Tricks
   6. Social Opportunities

3. **Integrity**
   1. Academic Integrity
      - Describe academic dishonesty.
      - Identify examples of academic dishonesty.

- Develop strategies to protect your personal academic integrity.
    2. How to Avoid Plagiarism and Cheating
        - Learn ways to avoid plagiarism and cheating when you are completing your assignments and tests.
    3. Communications Etiquette
    4. Bullying Stops with Me
        - Identify different types of bullying.
        - Explain how to help if faced with a bullying situation, either as a victim or a bystander.
        - Understand how to build healthy relationships with others.
    5. Grade Check #1
        - Identify at least one action you have taken as a result of your reflection to bring up one or more of your grades.

4. **High School 101**
    1. Graduation Requirements
    2. Grade Point Average (GPA)
    3. High School Grade Book
        - Learn how to use your Grade Book.
    4. High School Transcript and Four-Year Plan
    5. State Testing

5. **Strategies for Success**
    1. Learning Preferences
        - Explore different kinds of learning preferences
    2. Note Taking
        - Learn various tips that will help make your note-taking more efficient and more effective.
    3. Research Tools
        - Learn to identify qualities of a credible source as well as learn search methods for finding sources.
    4. Time Management
        - Explore different strategies to help manage your time effectively.
    5. Study Habits
        - Identify a particular habit that you can improve upon
    6. Test-Taking Strategies
        - Learn, practice, and utilize some common test-taking strategies to improve your performance.
    7. Managing Stress
        - Review some of the topics covered in this course to help you manage your stress
    8. Goal Setting
    9. Growth Mindset
        - Learn what a growth mindset is, as opposed to a fixed one
    10. Math! We've Got This!
        - Explore different strategies to help manage your attitude towards math and improve your math study skills
    11. Grade Check # 2
        - Identify at least one action you have taken as a result of your reflection to bring up one or more of your grades.

6. **College and Career Readiness**
    1. Options After High School
    2. Interests, Abilities, and Values
        - Learn about yourself and what careers may be a good fit for you

3. College Majors and Job Market
4. College Entrance Exams
5. College Exploration
    - Choose 2–3 colleges that you are particularly interested in and do some research to learn more about them
6. Grade Check # 3
    - Identify at least one action you have taken as a result of your reflection to bring up one or more of your grades.

▤ Course **Syllabus**

What you will learn in this course

Health Sciences: The Whole Individual

Will we ever find a cure for cancer? What treatments are best for conditions like diabetes and asthma? How are illnesses like meningitis, tuberculosis, and the measles identified and diagnosed? Health sciences provide the answers to questions such as these. In this course, students will be introduced to the various disciplines within the health sciences, including toxicology, clinical medicine, and biotechnology. They will explore the importance of diagnostics and research in the identification and treatment of diseases. The course presents information and terminology for the health sciences and examines the contributions of different health science areas.

Unit 1: The World of Health Sciences

Since ancient times, people have tried to gain a better understanding of diseases and health. They have studied, experimented, and observed in an effort to learn what causes disease, what

treatments work best, and how best to promote health. Although the methods of doing so may differ today, we are still applying scientific methods to learn more about health and wellness. In this unit, we will learn more about the field of health science, including some of the history of health sciences and trends in the field.

What will you learn in this unit?

- Discuss the history of health sciences.
- Explain the different areas of the healthcare system.
- Examine different types of healthcare sites.
- Consider different payment options in the healthcare system.
- Discuss some of the trends affecting the health sciences.

UNIT 1 Assignments	
Assignment	**Type**
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Careers in Health Science

The health sciences include a wide range of career options. Many people are attracted to health science careers in order to help others and to prevent disease and illness. In this unit, we will learn more about some of the career options available in the field of health sciences. We will also consider some of the different levels of patient care in the field and some of the common characteristics shared by health science professionals.

What will you learn in this unit?

- Discuss the different levels of service in the healthcare field.
- Learn about some of the common characteristics shared by healthcare professionals.
- Examine different health science professions and their contributions to the field.
- Discuss some of the responsibilities within health science professions.

- Learn more about licensing, certification, and educational requirements in health science careers.

UNIT 2 Assignments	
Assignment	**Type**
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: The Life Span

Throughout our lives, we experience a number of changes physically, mentally, emotionally, and socially. These changes can have an impact on our overall health and wellness. In this unit, we will learn more about the different stages of the human life span and the development that occurs during each stage. In doing so, we will also learn more about health issues that may be related to people's development at each stage of the life span.

What will you learn in this unit?

- Define and discuss human development and the different aspects of development.
- Identify the different stages of the human life span.
- Examine some of the physical development and changes that occur during each stage of the life span.
- Discuss some of the cognitive development and changes that occur during each stage of the life span.
- Consider some of the health issues that may affect people at each stage of the life span.

UNIT 3 Assignments	
Assignment	**Type**

Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Technical Skills

Health science careers often require specialized knowledge and skills. These are important so that health science professionals can effectively help individuals care for their health. In this unit, we will learn more about some of these skills, including checking vital signs, converting measurements, and performing emergency CPR and other actions.

What will you learn in this unit?

- Identify vital signs and how vital signs are measured.
- Review the different systems of measurement that affect health science professions.
- Discuss the steps in performing CPR.
- Examine AEDs and how they are used.
- Discuss some common first aid practices.

UNIT 4 Assignments	
Assignment	**Type**
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Unit 5: Health and Wellness

Cancer, diabetes, HIV/AIDS, heart disease, stroke; our world sometimes seems like it is full of illness and disease. We spend billions of dollars each year in medical treatments and research into treating these diseases. However, we are not necessarily at the mercy of disease and illness. We can make choices in our lives that lower our risk of illness and disease and make us healthier. In this unit, we will learn more about the area of health and wellness. We'll discuss preventative medicine and examine some of the alternative and complementary practices that people use to stay healthier and treat conditions that they may encounter.

What will you learn in this unit?

- Examine the different dimensions of health.
- Define preventative medicine.
- Discuss aspects of preventative medicine.
- Examine some alternative medical systems.
- Consider some alternative and complementary medical practices.

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Health Science 1 Midterm Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first five units in this course (Note: You will be able to open this exam only one time.)

MIDTERM Assignments

Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 6: Leadership and Teamwork

For the health sciences to work effectively and efficiently, strong leadership and teamwork needs to be present. In this unit, we will learn more about these two areas, including discussing what makes a person a good leader and what characteristics are shared by effective teams. We'll also learn more about some of the theories and explanations for why certain people become leaders and the ways in which they lead others.

What will you learn in this unit?

- Discuss some theories of leadership and leadership styles.
- Identify some of the characteristics that leaders often have.
- Discuss the characteristics of effective healthcare teams.
- Examine steps in building an effective healthcare team.
- Consider some conflict styles and approaches to conflict resolution that people often use.

UNIT 6 Assignments

Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Health Communication

Communication is a vital aspect of the health sciences. By communicating, health science professionals exchange ideas, discuss treatments with patients, and give instructions to other healthcare professionals. In this unit, we will explore health communication and how to make

this communication more effective. We'll learn more about barriers to communication and techniques that healthcare professionals can use to improve communication with patients and other healthcare professionals.

What will you learn in this unit?

- Define communication and health communication.
- Discuss some of the characteristics of health communication.
- Examine barriers to effective communication.
- Learn about active listening techniques.
- Explore aspects of body language in healthcare settings.

UNIT 7 Assignments	
Assignment	**Type**
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Ethics and Legal Issues

The health science field often involves complex situations and decisions. It is also a field where simple mistakes can have devastating consequences. As such, the health sciences intersect with both legal and ethical issues on a regular basis. In this unit, we'll learn more about some of the legal responsibilities that healthcare professionals have and some of the ethical issues that exist in the health sciences today.

What will you learn in this unit?

- Define medical legal terms such as medical malpractice and negligence.
- Discuss the legal responsibilities of health science professionals.
- Identify laws and practices that protect patients in the healthcare system.
- Consider how medical ethics affect the health sciences.
- Explore the legal and ethical issues of medical confidentiality and end of life care.

UNIT 8 Assignments

Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Unit 9: Safety

What would you do if a fire started in a hospital? What if you were exposed to bloodborne pathogens? In this unit, we will learn about some of the common risks in the health sciences and how health science professionals can reduce their risks when dealing with these potential dangers. In particular, we will discuss common healthcare risks such as bloodborne pathogens, fires, falls and trips, injuries, infections, and stress.

What will you learn in this unit?

- Discuss bloodborne pathogens and how the risk of exposure can be reduced.
- Understand the actions that a healthcare professional should take if a fire breaks out in a setting with patients.
- Examine how ergonomics help to reduce the risk of pain and injuries for healthcare workers.
- Discuss how to reduce the risk of infections.
- Consider the effects of stress and how stress can be reduced for healthcare professionals.

UNIT 9 Assignments

Assignment	Type
Unit 9 Critical Thinking Questions	Homework
Unit 9 Lab	Homework

Unit 9 Discussion 1	Discussion
Unit 9 Discussion 2	Discussion
Unit 9 Quiz	Quiz

Unit 10: Informatics and Technology

Technology is having a great impact on the world today, including in the health sciences. In this unit, we will consider some of the ways that technology impacts health informatics. We will discuss some of the advantages and disadvantages of electronic health data and records and learn about some of the ways in which technology is changing health communication. We will also discuss the effects that intercultural communication can have on communication and informatics.

What will you learn in this unit?

- Define medical technology and informatics.
- Examine the advantages and disadvantages of electronic data records.
- Consider some of the ways that technology is affecting health communication and informatics.
- Discuss how to write an effective health e mail.
- Examine how intercultural differences can affect health communication.

UNIT 10 Assignments	
Assignment	**Type**
Unit 10 Critical Thinking Questions	Homework
Unit 10 Lab	Homework
Unit 10 Activity	Homework
Unit 10 Discussion 1	Discussion
Unit 10 Discussion 2	Discussion
Unit 10 Quiz	Quiz

Health Science 1 Final Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units six to ten in this course   the last five units. (Note: You will be able to open this exam only one time.)

FINAL Assignments	
Assignment	**Type**
Final Exam	Exam
Final Exam Discussion	Discussion

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units six to ten in this course   the last five units. (Note: You will be able to open this exam only one time.)

FINAL Assignments	
Assignment	**Type**
Final Exam	Exam
Final Exam Discussion	Discussion

📖 Course **Syllabus**

What you will learn in this course

Health Science 2: Patient Care & Medical Services

Challenging. Variable. Rewarding. These three words can be used to describe many careers in the health sciences. In this course, you will learn more about what it takes to be a successful health science professional, including how to communicate with patients. You'll explore the rights and responsibilities of both patients and health science professionals in patient care and learn more about how to promote wellness among patients and health care staffs. Finally, you'll learn more about safety in health science settings and the challenges and procedures of emergency care, infection control, and blood borne pathogens.

Health Science 2 Certification Project

Learning Objectives:

- Receive training in cardio pulmonary respiration (CPR)

- Receive training for using an automated external defibrillator (AED)
- Receive training in removing foreign body airway obstructions (FBOA)
- Receive training in basic first aid

CERTIFICATION PROJECT Assignments

Assignment	Type
Health Science 2 Certification Project	Homework

Unit 1: Healthcare Systems

Health services is one of the fastest growing industries in the United States, and this unit explores the ways in which these services are delivered. Health insurance is an important part of the industry, and there are several types to meet patients' needs. Taking care of patients is not just up to doctors; it requires a team of healthcare professionals to ensure patients' needs are met. For this team to be effective, the patient needs to work with the team and do their part to help the team deliver the most effective care. As with all industries, health science adapts with the times, including responding to new legislation, using technology to improve services, and responding to pressing health issues.

What will you learn in this unit?

- Identify the basic components of the health care delivery system, including public, private, government, and nonprofit sectors
- Discuss common methods of payment for health care services
- Describe the composition and functions of a health care team
- Explain factors that influence the current delivery system of health care
- Interpret the impact of emerging issues including technology, epidemiology, bioethics, and socioeconomics on health care delivery systems

UNIT 1 Assignments

Assignment	Type
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework

Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Communication in Healthcare

This unit explores the importance of communication skills in health science. One of the first steps is using the specific language of the medical profession. This shared language helps health care workers communicate with each other. Furthermore, many professionals will spend a lot of time communicating with patients. Understanding the basics of effective communication can help health care professionals get the information they need to best serve their patients. In addition, recognizing some of the reasons that communication breaks down lets health science professionals avoid some common pitfalls.

What will you learn in this unit?

- Correctly use appropriate medical terminology and abbreviations
- Explain the importance of patient/client education regarding health care
- Develop basic speaking and active listening skills
- Analyze elements of communication using a sender receiver model
- Distinguish between and report on subjective and objective information

UNIT 2 Assignments

Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Legal Responsibilities and Patients' Rights

This unit explores the various ways in which health care is regulated and the obligations these requirements create for the members of the healthcare team. The standard for patient care is defined at many levels, ranging from federal law to the rules of an individual healthcare facility. Healthcare professionals need to know all relevant laws and how to inform patients of their rights while undergoing medical treatment.

What will you learn in this unit?

- Discuss the legal framework of the health care occupations, including scope of practice legislation
- Recognize practices that could result in malpractice, liability, negligence, abandonment, false imprisonment, and fraud
- Identify standards of the Health Insurance Portability and Accountability Act (HIPAA)
- Explain the Patient's Bill of Rights
- Describe advance directives

UNIT 3 Assignments	
Assignment	**Type**
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Healthcare Workers' Responsibilities in the Workplace

This unit explores the laws designed to protect employees in health care, including their right to a safe workplace free of harassment. At the same time, employees in health care need to be particularly mindful of the professional ethics that define how they perform their duties. Those in health care will face a variety of ethical issues in the course of their work since life or death choices are part of the job. Legal and ethical obligations work together to provide guidelines for those in the field to effectively care for patients. These ethics also help shape employee

behavior, particularly in such sensitive areas as the handling of controlled substances, where accountability is key.

What will you learn in this unit?

- Explain the laws governing harassment, labor, and employment
- Differentiate between legal and ethical issues in health care
- Recognize and learn how to report illegal or unethical practices of health care workers
- Identify and compare personal, professional, and organizational ethics
- Distinguish among the five schedules of controlled substances

UNIT 4 Assignments	
Assignment	**Type**
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Unit 5: Wellness

This unit explores the principle of wellness and what it takes to be physically and mentally healthy. Regular screening and examinations are an essential part of the equation, as is attention to diet and exercise. These health habits make a difference over the course of a lifetime. Avoiding high risk behavior   such as smoking, consuming alcohol, and taking illegal drugs   also makes for a longer and healthier life. Managing stress, even in extreme circumstances, such as after the death of a loved one, is also an important skill. When individuals take these steps to maintain wellness, they are paving the way for a long and healthy life. In addition to traditional medical practice, for an increasing number of Americans, personal wellness depends on using alternative medicine to promote health and wellness.

What will you learn in this unit?

- Describe strategies for prevention of diseases, including health screenings and examinations

- Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body, and apply safety practices related to these and other high risk behaviors
- Explain the basic concepts of positive self image, wellness, and stress
- Develop a wellness and stress control plan that can be used in personal and professional life
- Recognize the steps in the grief process

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity 1	Homework
Unit 5 Activity 2	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Health Science 2 Midterm Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first five units in this course (Note: You will be able to open this exam only one time.)

MIDTERM Assignments

Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 6: Workplace Safety

This unit explores the many safety practices put into place by the Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control (CDC) to protect those working in health care on the job. Safety comes through proper training on managing common hazards in the workplace, such as working with chemicals and moving heavy objects or patients. Creating a safe environment is not just for employees; health care workers need to keep their own, their coworkers', and their patients' safety in mind as well. Making sure that they avoid common medical errors and follow recommended guideline for identifying patients help make patients safer while they are in medical facilities. Guidelines for moving patients also benefit employees and patients since they eliminate the chance of injury for both. In the event of an emergency, health care workers need to be able to take care of themselves and their patients, so knowing emergency procedures is also part of a successful career in the health sciences.

What will you learn in this unit?

- Recognize safe and unsafe working conditions and know how to report safety hazards
- Identify and describe methods in medical error reduction and prevention in various health care settings
- Follow Materials Data Safety sheets (MSDS) and comply with safety signs, symbols, and labels
- Demonstrate proper body mechanics and ergonomics
- Implement fire, safety, disaster, and evacuation procedures

UNIT 6 Assignments	
Assignment	**Type**
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Emergency Care and Infection Control

This unit explores the basic procedures for administering first aid and when it is appropriate to offer emergency treatment to a stranger in public. It also defines the body's vital signs and provides basic instructions for taking and recording them. Understanding the role of microbes

and how they move through the environment allows those in health care to limit their spread through sterilization processes, hand washing, and appropriate disposal of biohazardous materials. When these steps are taken, the environment is safer for everyone. When problems emerge in a health care setting, turning to root cause analysis offers valuable insight into the core issues creating the problems. Only when these are identified can productive solutions be put in place.

What will you learn in this unit?

- Describe legal parameters relating to the administration of emergency care
- Monitor and record vital signs
- Define principles of infection control, including standard and transmission based precautions
- Demonstrate knowledge of medical asepsis and practice procedures, such as hand washing and isolation
- Explain and apply the theory of root cause analysis

UNIT 7 Assignments	
Assignment	**Type**
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Technology in Healthcare and Medical Math

This unit explores the role of technology in health care, particularly the kinds of computers and medical devices that health care professionals use to perform the basic duties of their jobs. Computers are used for everything, from recording information to diagnosing medical problems, so those working in health care need to know how to use them effectively. One of the most common uses of technology is for communication, whether it's researchers sharing medical breakthroughs around the world or patients communicating more effectively with their doctors.

As valuable as technology is, those in health care still need to use their basic math skills. Understanding basic principles, like ratios or how to convert pounds to kilograms, ensures that medical professionals have the skills that they need to get the job done.

What will you learn in this unit?

- Describe technology applications in health care
- Measure time, temperature, distance, capacity, and mass/weight
- Evaluate data and draw conclusions
- Construct viable arguments and critique the reasoning of others
- Organize and communicate the results obtained by observation and experimentation

UNIT 8 Assignments	
Assignment	**Type**
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Unit 9: Blood-Borne Illnesses

This unit examines the most common blood borne illnesses, including HIV/AIDS, and hepatitis B and C. Understanding how these viruses are transmitted is one of the most important steps in preventing their spread. Specific behaviors encourage the spread of these diseases, and health care professionals are obligated to educate patients about what they need to do to reduce risk. In addition, specific processes must be followed when testing patients for blood borne illnesses. Because these diseases pose a risk to health care workers, they also need to know how to protect themselves and the actions to take should they be in danger of infection.

What will you learn in this unit?

- Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing

- Identify community resources and services available to individuals with diseases caused by blood borne pathogens
- Recognize at risk behaviors that promote the spread of diseases caused by blood borne pathogens, and the public health education necessary to combat the spread of these diseases
- Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following CDC guidelines
- Recognize emerging diseases and disorders

UNIT 9 Assignments	
Assignment	**Type**
Unit 9 Critical Thinking Questions	Homework
Unit 9 Lab	Homework
Unit 9 Activity	Homework
Unit 9 Discussion 1	Discussion
Unit 9 Discussion 2	Discussion
Unit 9 Quiz	Quiz

Unit 10: Getting a Job in the Healthcare Industry

This unit explores expectations of professional conduct in the health care industry, including personal qualities of health care workers and attention to personal presentation. It also emphasizes the importance of teamwork and the components of effective leadership. You will get an overview of the multiple career paths available in health care and learn the process of looking and applying for a job. This includes an overview of the education and credentialing requirements in health care and how to navigate the application process.

What will you learn in this unit?

- Demonstrate the personal traits or attitudes desirable in a member of the health care team
- Discuss levels of education; credentialing requirements, including licensure and certification; employment opportunities; workplace environments; and career growth potential
- Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, biotechnology research and development)
- Develop a job specific résumé

- Identify characteristics of effective teams

UNIT 10 Assignments	
Assignment	**Type**
Unit 10 Critical Thinking Questions	Homework
Unit 10 Lab	Homework
Unit 10 Activity 1	Homework
Unit 10 Activity 2	Homework
Unit 10 Discussion 1	Discussion
Unit 10 Discussion 2	Discussion
Unit 10 Quiz	Quiz

Health Science 2 Final Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units six to ten in this course   the last five units. (Note: You will be able to open this exam only one time.)

FINAL Assignments	
Assignment	**Type**
Final Exam	Exam
Final Exam Discussion	Discussion

📕 Course **Syllabus**

What you will learn in this course

Health Science: Public Health

What is public health? Who decides which diseases get funding and which do not? What are the reasons for health inequality? Study both infectious and non communicable diseases as well as learn how we conquer these on a community and global level through various methods, including proper hygiene, sanitation, and nutrition. Explore the role of worldwide current and future technologies and the ethics and governance of health on a global scale, and discover unique career opportunities you can pursue to make a difference.

🖊 Field Experience **Project (Optional)**

Some states requ re f e d exper ence and th s course nc udes a f e d exper ence project. Check w th your schoo s adm n strator about how to comp ete th s project. Recommended mater a s for the f e d exper ence appear be ow. Schoo s are respons b e for oversee ng and assess ng th s exper ence.

- ransportat on to and from fie d exper ence
- Proper att re for chosen fie d exper ence
- Notebook or c pboard w th oose eaf paper
- Aud o record ng app (opt ona)
- Land ne or ce phone to make phone ca s

Unit 1: What is Global Health?

Global Health: Those two words are large enough on their own, but together, they create a wide, almost impossible scope for a healthcare worker. How can one person ever hope to care for the entire world? Fortunately, it isn't up to individuals working alone; this task requires that national and regional healthcare systems work together for the improvement of everyone's health. It's easy enough now for people to pack up and travel across the planet; and diseases do the same thing. Only through coordination and cooperation can we hope to offer quality health care to everyone.

What will you learn in this unit?

- Describe an epidemiologist's contributions to public health
- Assess the world's health through data analysis
- Explain how the Sustainable Development Goals and global health are related
- Analyze a country's response to a disease outbreak and determine if their health system is sustainable

UNIT 1 Assignments	
Assignment	**Type**
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Activity
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Why So Unequal?

Different countries and regions have different burdens of disease, and even within the same country or neighborhood, the health of individual people varies widely. Why are there such great variances in personal health? What causes them? While some of these differences are influenced by biological distinctions, many are a byproduct of sociological systems humans have created. To understand why health, access to health care, and motivation for treatment varies across the globe, we have to look more closely at the systems that are creating these differences.

What will you learn in this unit?

- Explain how inequities arise when groups move from norms into institutionalized systems
- Analyze historical global healthcare models against the institutionalization of racism
- Describe how the social determinants of health care have as great an impact on personal health as biological determinants
- Give examples of inequity in the US healthcare system

UNIT 2 Assignments

Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Activity
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Who's in Charge?

Once countries accept that they are responsible for providing health care to their residents, they have to decide *how* they will provide it and *who* will pay for it. Healthcare systems are the result of these decisions, and they vary greatly from country to country. Everyone wants access to quality health care without great risk to their savings account, but some health system models are friendlier to the pocketbook than others. Comparing the different systems of countries gives a clear view of national priorities and helps us to appreciate their concerns.

What will you learn in this unit?

- List the actors in a healthcare system and describe their roles
- Describe the four healthcare system models, giving the advantages and priorities of each
- Analyze how differing priorities around the principles of healthcare systems can result in inequity
- Understand how the United States healthcare system compares to other countries

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Activity
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Location, Location, Location

Where you are matters to your health. Your location on this planet   from the country you live in, down to the nitty gritty of what part of your city you live in, to where you go to work or school, and how you travel to get there   all impact your health to a degree. While biological and social factors have stronger, more immediate, impacts on a person's health, we can't leave out an environmental analysis because, like it or not, we are one with our environment, in sickness and in health.

What will you learn in this unit?

- Give examples of environmental health concerns at the household, workplace, community/regional, and global levels
- Describe how environmental health concerns are magnified as you move up the scale from the household level to the global level
- Analyze your immediate environment for environmental health concerns
- Offer steps someone could take to protect themselves from common household or workplace environmental concerns

UNIT 4 Assignments

Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Activity
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Unit 5: The Big Killers: Infectious Diseases

Infectious diseases really play the bad guys in the global health scenario. They are caused by pathogens invading our space and making us sick. This means that they are completely avoidable, if we could only isolate ourselves from all possible infectious materials and organisms. The problem is that we are social people; we interact. And as we interact, we exchange all kinds of things, from the visible to the invisible. One would hope that if we could just put some really good laws and public service announcements in place, we could rid the world of infectious disease. Too bad global health isn't as easy as that.

What will you learn in this unit?

- Define and use epidemiological terms related to disease transmission
- Describe the different ways malaria, HIV/AIDS, and tuberculosis are transmitted
- Analyze the efficacy of various control methods used for infectious diseases
- Explain the challenges related to global eradication of malaria, HIV/AIDS, and tuberculosis

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Activity

Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: The Big Killers: Noncommunicable Diseases

There is a whole other category of diseases that are not passed from person to person. Noncommunicable diseases, such as heart disease, cancer, and diabetes, are often the delayed result of a number of preventable lifestyle choices. Though they used to be slow moving and would show up in late adulthood, noncommunicable diseases are taking over as the major causes of death worldwide and are affecting younger and younger people. To understand these trends, we have to look at how economic forces and other motivating factors have become obstacles to healthy, lower risk lifestyles.

What will you learn in this unit?

- Explain how noncommunicable diseases differ from infectious diseases in the way someone contracts the disease, and in their control and prevention options
- Describe how noncommunicable diseases are the result of personal lifestyle choices that are influenced by a number of societal factors
- List the steps for first aid treatment for heart attacks, seizures, diabetic reactions, and stroke
- Reason why mental health must be given the same status as physical health in a patient's prevention and treatment plan

UNIT 6 Assignments	
Assignment	**Type**
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity	Activity
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Health Science Public Health Midterm Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first six units in this course. (Note: You will be able to open this exam only one time.)

MIDTERM Assignments

Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 7: Fight Back: WASH

Are you itching to see what is being done about all these global health problems? A huge focus in global health is on providing universal access to clean water and safe sanitation. Through a combination of education, behavior modification, and infrastructure creation projects, households and communities experience a significant drop in infectious disease incidence. And when people are less sick, they have more energy to improve their lives, which is an all around win for households and societies in general.

What will you learn in this unit?

- Describe the challenges associated with changing people's behavior
- Analyze the success of WASH projects in different countries
- Explain how WASH projects scale up from the household to the global level
- Suggest a water or sanitation project that would work best in a community, given the environmental and cultural context

UNIT 7 Assignments

Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework

Unit 7 Activity	Activity
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Fight Back: Nutrition

No matter whether you live in a place with no farm stands nearby or right next to a giant supermarket, a primary human concern is finding something to eat. Worldwide, people are struggling with eating well. Some people cannot get access to foods that provide enough energy and nutrients to keep them strong and healthy, so they lose what little reserves their bodies have. Other people have plenty of food options and select foods that do not supply the right kind of energy and nutrients, so instead of gaining muscle and strength, they gain fat. Proper eating habits directly contribute to personal health; therefore, food quality, food access, and food systems are important considerations in global health care.

What will you learn in this unit?

- Explain the different categories and signs of malnutrition
- Differentiate between macronutrients and micronutrients, giving examples of the roles they play in physical health
- Give examples of how looking at food production from a food systems perspective puts an emphasis on sustainability
- Describe how a conflict or other emergency situation creates health challenges

UNIT 8 Assignments	
Assignment	**Type**
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Activity
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Unit 9: Fight Back: Maternal and Child Health

Women's bodies can do amazing things. They can become a home for a fetus to develop within during pregnancy. Afterward, like other mammals, women's milk becomes a food source for their young. Each step of an infant's developmental process up until they are weaned off breastmilk is directly influenced by the health of the mother. Even after weaning, young children are utterly dependent on their caretakers to ensure that they have the things they need to be healthy and strong. From a global health perspective, taking care of mothers and children at this vulnerable time of pregnancy and early childhood helps to ensure the overall survival and flourishing of humans.

What will you learn in this unit?

- Summarize how women's empowerment affects global health
- Give examples of specific moments in a woman's life where her empowerment will lead to better health outcomes for herself and her family
- Describe several national food fortification efforts, including their challenges and their outcomes
- Explain why cultural sensitivity is a key skill for a healthcare worker

UNIT 9 Assignments

Assignment	Type
Unit 9 Critical Thinking Questions	Homework
Unit 9 Lab 1	Homework
Unit 9 Lab 2	Homework
Unit 9 Activity	Activity
Unit 9 Discussion 1	Discussion
Unit 9 Discussion 2	Discussion
Unit 9 Quiz	Quiz

Unit 10: Global Health Innovation

Whether you're a chef, a mechanic, an Olympic athlete, or a pilot, having the proper tools makes your work a whole lot easier, not to mention safer. And better tools definitely yield better results. Health care is no different. Healthcare professionals need proper devices to diagnose and treat their

patients, not to mention research better methods of performing their services. Limit a healthcare professional's tools, and you lose lives. Technology can do a lot for improving global health.

What will you learn in this unit?

- Identify the uses for imaging devices common to high income countries' radiology departments
- List and define the five categories of global healthcare innovation
- Give an example of an innovation for each of the five categories
- Assess a global healthcare project to see if it is well rounded and culturally appropriate

UNIT 10 Assignments

Assignment	Type
Unit 10 Critical Thinking Questions	Homework
Unit 10 Lab	Homework
Unit 10 Activity	Activity
Unit 10 Discussion 1	Discussion
Unit 10 Discussion 2	Discussion
Unit 10 Quiz	Quiz

Unit 11: Trial and Error: Clinical Trials and Ethics

As a medical researcher and innovator, you create clinical trials to test your ideas. These studies might lead to new drugs, devices, or other therapeutics that improve people's lives. That's the positive side of research. But before a drug makes it onto the market, a lot of decisions are made about what disease to focus on and how to create and test the drug. These decisions are part of clinical trial planning and must follow certain guidelines to make sure everyone is being treated fairly and with respect.

What will you learn in this unit?

- Give examples of quantitative research methods and their benefits
- Describe which moral framework related to health care is the most similar to your own
- Explain why ethics must be a part of health care and research studies
- Judge whether a clinical trial was performed ethically or not

UNIT 11 Assignments

Assignment	Type
Unit 11 Critical Thinking Questions	Homework
Unit 11 Lab	Homework
Unit 11 Activity	Activity
Unit 11 Discussion 1	Discussion
Unit 11 Discussion 2	Discussion
Unit 11 Quiz	Quiz

Unit 12: Reaching Global Health

You've got the keys to the castle now! With the Sustainable Development Goals in your pocket, and all the case studies you've read from around the world, not to mention the developing list of careers contributing to different aspects of health care and the analytical framework to use when looking at health related interventions, you've got all that you need to take the next step and become a global health worker.

What will you learn in this unit?

- Give examples of content you've learned in this course that demonstrate each of the core competencies for global health
- Summarize what different healthcare professions contribute to global health and the SDGs
- Identify health related volunteer programs or fellowship opportunities that interest you
- Explain the personal steps you can take to be healthy

UNIT 12 Assignments

Assignment	Type
Unit 12 Critical Thinking Questions	Homework
Unit 12 Lab	Homework
Unit 12 Activity	Activity

Unit 12 Discussion 1	Discussion
Unit 12 Discussion 2	Discussion
Unit 12 Quiz	Quiz

Health Science Public Health Final Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units seven to twelve in this course   the last six units. (Note: You will be able to open this exam only one time.)

FINAL Assignments

Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

Pearson

<u>**Home Life**</u>

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

In this course, the student will choose from a selection of project-based activities designed to develop skills for daily living. Topics will include a variety of activities appropriate for all grade levels. Each project will include a portfolio assignment.

Home Life has been designed to allow families with multiple students to work together on a series of home-based projects. These include cooking, crafts, sewing, home maintenance, family outings, and genealogy.

Each project will be comprised of approximately four to six two-hour sessions that may be completed on a weekly basis or chunked together in a weekend or two. To receive credit, students must complete five, choosing the activities that best suit their family situation and interests.

This course will be graded by completion. Students must choose and complete at least five projects from a variety of topics to receive credit for this course. Students can submit more than five projects but they are only required to submit five. Projects will be submitted through the portfolio drop boxes at the end of each lesson. These projects are meant to be enjoyable activities that provide an opportunity for hands-on learning and valuable family time!

Course Outline:
1. **In the Kitchen**
    1. Chocolate Asphalt
    2. Pizza Pie
    3. Baking
    4. Culinary Creatures

2. **In the Garage**
    1. Home Maintenance
    2. Car Maintenance
    3. Bird House
    4. Building Bridges

3. **In the Store**
    1. Money Sense
    2. Building a Business: Lemonade Stand

4. **In the Garden**
    1. Herb Garden
    2. My Own Secret Garden
    3. What It Means to Be Green
    4. Orienteering
    5. Backyard Ecosystem
    6. Stargazing

5. **In the Family**

    1. Family Outing

    2. Genealogy

    3. The Name of the Game

    4. Making Music

    5. Camp Craft
        - Understand how to plan an overnight camping trip
        - Identify essential gear
        - Understand the concept of "Leave-No-Trace" camping
        - Identify potentially harmful plants, animals, and insects

    6. Interactive Art
        - Create original artwork
        - Analyze techniques by famous artists and translate the artists' techniques into original artwork
        - Recognize and create post-impressionist, abstract expressionist, and Fauvism inspired artwork

    7. Pet Care
        - Identify different types of pets, both common and uncommon
        - Summarize the responsibilities and costs involved in owning a pet
        - Apply good pet-care habits and practices to the care of your own pet
        - Create a photo journal displaying your pet-care knowledge and skills
        - Choose a pet that is right for you based upon your family's needs and ability to meet the pet's needs

    8. Photography
        - Explore the history of photography
        - Understand and employ techniques that produce appealing photographs

    9. Textiles and Clothing
        - Explain the history and purpose of textiles
        - Describe differences in fabric types
        - Compare how fashion changed during several eras
        - Design and implement patterns using multiple techniques
        - Create a finished product using textiles

Introduction to Computer Applications

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:
Students progress to more sophisticated work in this course, including the use of electronic media and software to apply academic concepts in the creation of meaningful organizers, projects, and presentations. Students locate, retrieve, and evaluate data in order to construct and analyze databases. Students produce presentations on Internet safety, online predators, and cyberbullying. At the end of the course, students become effective communicators and collaborators as they plan, evaluate, and synthesize research emphasizing current issues with technology.

Course Outline

1. **Introduction**

    1. Typing Skills
        - Utilize keys from the home row, and rows above and below the home row to type individual letters and words
        - Identify spelling errors with the opportunity to self-correct

    2. Hardware, Components, and Operating Systems
        - Compare and contrast input, output, processing, and data storage devices
        - Describe computer hardware, components, and system
        - Identify personal software programs
        - Create a course folder structure using subfolders to organize and manage files

    3. Computer Troubleshooting
        - Examine troubleshooting techniques related to everyday computer use
        - Recommend solutions to various computer problems
        - Identify appropriate resolutions to common computer problems

2. **Microsoft® Word**

    1. Verbs in the Active and Passive Voice
        - Academic: Apply both active and passive voice in writing
        - Academic: Construct a news article with proper paragraph alignment and indentation

- Technology: Compose a typed news article using the Tab key to indent text or apply double spacing between paragraphs using the Enter key
2. Verbs Expressing Mood
    - Academic: Identify and analyze indicative, imperative, and subjunctive verb moods in context
    - Technology: Demonstrate how to bold, italicize, and underline text using buttons and menus available in the Home ribbon
    - Technology: Apply the same font face throughout a document
3. Characters, Setting, and Plot
    - Academic: Identify parts of a story
    - Academic: Outline and summarize the characters, setting, and plot of a story
    - Technology: Organize the structure of a story within a document by inserting columns and column breaks to add headings
4. Thematic Poetry
    - Academic: Illustrate the rhyme scheme of a favorite song
    - Academic: Identify and explain the theme and rhyme scheme of poetry
    - Technology: Demonstrate inserting a table to construct and display the rhyme scheme of poetry
5. Technology for Searching: Cyberbullying
    - Academic: Locate articles in a database using specific search parameters
    - Technology: Construct a search log to cite works by inserting a table and hyperlinks
    - Technology: Apply font formatting to identify key information gained in research
    - Technology: Conduct online database searches using Boolean operators
6. Technology for Publishing: Cyberbullying
    - Academic: Design an informative or explanatory text about cyberbullying
    - Academic: Identify important information to educate others about cyberbullying
    - Technology: Utilize multimedia sources to insert images and captions
    - Technology: Demonstrate inserting a footnote to cite sources
    - Technology: Demonstrate correcting grammatical and punctuation errors using the Spelling and Grammar tool

3. **Microsoft® PowerPoint**

    1. Natural Disasters
        - Academic: Identify several types of natural disasters
        - Academic: Conduct in-depth research into one natural disaster
        - Technology: Utilize Microsoft® PowerPoint to create an informative presentation about a natural disaster
        - Technology: Integrate Action buttons, images, and text boxes to create multidimensional slides in a presentation about a natural disaster

    2. Today in History
        - Academic: Outline historical events in chronological order
        - Academic: Utilize visual aids to enhance presentations
        - Technology: Create a historical timeline, utilizing transitions between slides in Microsoft® PowerPoint
        - Technology: Incorporate animations into a timeline

3. Historical Points of View
   - Academic: Explore the history of the women's suffrage movement in the United States of America
   - Academic: Examine political cartoons to understand differences in opinion
   - Technology: Create a Microsoft® PowerPoint presentation of the women's suffrage movement using the Photo Album feature
   - Technology: Provide analysis of images from the women's suffrage era in a digital presentation

4. Progressive Era
   - Academic: Identify key issues and themes of the Progressive Era
   - Academic: Describe aspects of the Progressive Era utilizing a concept map
   - Technology: Create a concept map by inserting and formatting a SmartArt graphic in a Microsoft® PowerPoint presentation

5. Technology for Publishing: Progressive Era
   - Academic: Analyze and research reforms of the Progressive Era
   - Academic: Create a concept map based on research about a Progressive Era topic
   - Technology: Search for historical prints and photographs using the Library of Congress database
   - Technology: Construct a presentation about the Progressive Era incorporating slide transitions and animations

4. **Microsoft® Excel**

   1. Scatter Plots
      - Academic: Create a scatter plot in order to visualize relationships within data
      - Academic: Identify and name ordered pairs on a scatter plot using the x- and y-axes
      - Technology: Examine data organized in columns and rows in Microsoft Excel
      - Technology: Build a scatter plot diagram in Microsoft Excel using given coordinates
      - Technology: Interchange the x- and y-axes of a scatter plot in Microsoft Excel

   2. Scatter Plots: Comparing Variables
      - Academic: Create and analyze data in scatter plot diagrams
      - Academic: Investigate common trends within scatter plot diagrams
      - Technology: Analyze a scatter plot diagram
      - Technology: Utilize Microsoft® Excel to create a data table

   3. Scatter Plots: Trend Lines
      - Academic: Explore the relationship between a country's land area and population
      - Academic: Identify and describe reasons for outliers along a trend line
      - Technology: Create a digital scatter plot to analyze trends
      - Technology: Insert a trend line into a scatter plot to determine negative or positive correlation

   4. Creating a Database
      - Academic: Collect data in order to create a digital database
      - Technology: Construct a database in Microsoft® Excel by entering data into fields and records
      - Technology: Define and understand the purpose of fields (cells) and records (rows) in a database
      - Technology: Reorganize and analyze data in a database using the sorting and filtering options

   5. Creating a Pivot Table
      - Academic: Utilize an existing database to support further data analysis
      - Technology: Create and modify a pivot table to analyze data

- Technology: Format data to display percentages and currency using the Format Cells window
    6. Frequencies
        - Academic: Calculate frequencies within a set of data
        - Academic: Interpret data trends using a histogram
        - Technology: Create a histogram using the column chart option in Microsoft® Excel
    7. Data Analysis
        - Academic: Create and conduct an original survey
        - Academic: Interpret survey data using tools in Microsoft® Excel
        - Technology: Create and analyze a scatter plot using original data
        - Technology: Enter original data into a worksheet in Microsoft Excel

5. **Study Strategies**

    1. Tools for Organization and Time Management
        - Identify time management skills
        - Create a planning tool to manage time
        - Identify time management areas of improvement

    2. Idea Organization Using Graphic Organizers
        - Evaluate the usefulness of a digital graphic organizer
        - Analyze idea organization for a Google Earth tour by exploring the tool in terms of your hometown

    3. Idea Organization Using Memory Aids
        - Generate memory aids for academic concepts
        - Differentiate between various types of memory aids

    4. Learning Through Games and Simulations
        - Examine personal learning gain through an online science game
        - Assess the value of online games and simulations for learning

    5. Study Strategies
        - Identify current study habits
        - Construct a presentation on study strategies

    6. Test-Taking Strategies
        - Examine test-taking strategies for five types of tests
        - Prepare concise summaries of test-taking strategies

    7. Goal Setting
        - Identify objectives to reach educational or career goals
        - Devise a goal-planning presentation based on academic study skills

6. **Internet Safety**

    1. Acceptable Use Policy
        - Identify important features of an Acceptable Use Policy
        - Review the school's Acceptable Use Policy

    2. Proactive Protection Online
        - Identify the basic risks associated with Internet use

- Illustrate knowledge of a chosen Internet security topic
- Create a presentation conveying an Internet security topic
- Develop an understanding that those met online are strangers

3. Cybersafety and Photo Management
- Identify appropriate behavior for photo management on the Internet
- Recommend alternative actions for cybersafety scenarios

4. Your Digital Footprint
- Differentiate between active and passive digital footprints
- Identify reasons why digital footprints matter
- Create an informative brochure about digital footprints

5. Cyberbullying
- Gain a basic understanding of cyberbullying through reading and discussion
- Summarize theme and key learning points from a story in a Microsoft® PowerPoint presentation
- Discuss strategies for coping with an online bullying situation

6. Computer and Internet Health Issues
- Explore health issues that result from prolonged computer usage
- Identify strategies to maintain health and body while using digital technologies

7. Media Literacy
- Define media literacy
- Identify sources of bias in media
- Create a media product to promote media literacy

8. The Power of Media
- Identify media sources
- Define and assess public service announcements (PSAs)
- Understand the power the media have in changing perceptions and behavior
- Utilize media to put a message out

9. Predator Awareness
- Identify online behavior that is unsafe, demonstrating an understanding of how to avoid online predators
- Understand the grooming process as it relates to online predators
- Promote Internet usage related to predator awareness

10. Cyber Community Citizenship
- Define communities in both the physical and virtual worlds
- Evaluate website safety and appropriateness

11. Creation and Copyright
- Categorize tangible and intellectual property
- Develop an understanding of online piracy
- Explain the importance of obeying copyright laws

12. Music Makers: Scripts
- Recognize terminology related to copyrights in the music industry
- Describe the effects of copyright laws on a group of people

13. Plagiarism
- Define plagiarism and paraphrase
- Illustrate ways to avoid plagiarism

14. Fair Use
- Identify fair use and recommend actions for its application
- Create a poster of tips for copyright rules and fair-use exceptions

15. Integrated Literacy
- Review security concepts related to the online community
- Plan and prepare the components of an educational story
- Write a story relating online safety measures to a younger audience

7. **Digital Publishing**

1. Exploring a Topic
- Investigate the impact that technology has had on education
- Utilize Boolean search operators to conduct research

2. Investigating Design
- Identify and define elements of design
- Analyze how the design element was used to create a logo
- Apply various design elements within a digital project

3. Creating a Movie
- Design an informative presentation using movie software to communicate the impact of technology on education

4. Collaborating Online
- Evaluate and provide feedback on student work

5. Evaluating the Product
- Conduct a self-assessment of a project based on the criteria presented in a rubric

Introduction to Drawing

Course Instructional Time: 85 hours

Instructional Activities:

Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:
Learning to draw is like learning any new skill: it takes practice, practice, practice. Introduction to Drawing is a one-semester course for beginning and intermediate artists that provides training in the application of artistic processes and skills. In this course, you will learn the basics of line, contour, shading, texture, perspective, composition, and action drawing. You will examine artwork and demonstrate your newly learned skills by creating several original works of art and compiling a portfolio of your artwork.

Course Outline

1. **Materials and Techniques**
   - Identify the elements of art
   - Identify tools used for pencil drawing
   - Use a variety of pencil drawing techniques

2. **Training Your Eye**
   - Differentiate contour drawing and outline
   - Identify why careful observation so important when learning to draw
   - Identify the tools and processes can you use to draw more accurately
   - Compare and contrast the processes of drawing with and without a grid

3. **Line and Shape**
   - Identify the characteristics of line
   - Compare and contrast organic and geometric lines
   - Identify implied lines
   - Identify the characteristics of shape
   - Identify the ways in which artists use shapes to organize their drawings or paintings

4. **Shading and Texture**
   - Identify how value and shading affect drawing
   - Differentiate natural and artificial light
   - Differentiate actual and visual texture
   - Identify the methods of chiaroscuro and tenebrism

5. **Introduction to Drawing Midterm Exam**

- Review the concepts you learned up to this point in this course
- Take a test to assess your understanding of the course content

6. **Perspective**
   - Identify how linear perspective has on a drawing
   - Differentiate one- and two-point perspective
   - Identify atmospheric perspective
   - Identify the purpose of the vanishing point in linear perspective

7. **Proportion**
   - Identify how golden mean is applied in art and architecture
   - Identify the role proportion plays in the creation of artwork
   - Identify how the rule of 8 applies to the placement of features on the face
   - Identify where the proportions of the golden mean are found in nature

8. **Composition**
   - Differentiate the elements and principles of art
   - Identify how artists use the principles of art to communicate ideas in their artwork
   - Identify the purpose of thumbnail sketches in composition
   - Apply the principles of art to your drawing
   - Differentiate formal and informal compositions

9. **Drawing Gestures and Action**
   - Differentiate gesture and action drawing
   - Identify the types of line used in gesture and action drawing
   - Identify the goals of gesture and action drawing

10. **Art Evaluation and Careers**
    - Identify the four steps for evaluating a piece of artwork
    - Describe how the elements and principles of art are used in a piece of artwork
    - Interpret a piece of artwork to determine the author's purpose
    - Judge a piece of artwork based on its subject, content, and composition

11. **Introduction to Drawing Final Exam**
    - Review the concepts you learned in this course
    - Take a test to assess your understanding of the course content

Introduction to Graphic Design A/B

Course Instructional Time: 170 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:

Can people communicate without using words? Do different colors invoke different emotions? Can artists use various textures to communicate a range of ideas? Absolutely! Designed to develop an understanding and appreciation for design, the Introduction to Graphic Design A course teaches the student to interpret visual representations and to communicate his or her own ideas and information graphically. By raising the student's awareness of design, this intermediate-level course establishes a strong foundation in the basic principles of graphic design. This course, the first in a two-semester series, introduces the student to scenarios that can be solved by applying creative techniques that yield innovative and effective design solutions. Though the course is structured around computer-assisted graphic design, the student will examine other types of design as well. The student will also learn to use Inkscape, an image-editing program that is provided, and will create several design compositions using this program.

Understanding the history of any area of study is important to learning about and appreciating society today. In Introduction to Graphic Design B, the second course in a two-semester series, the student will be introduced to the history of design and how various design movements have contributed to the field of design. The student will get answers to questions such as "What role does design play in society?" and "How does the field of design relate to other facets of society?" Understanding where the field of design comes from will help the student to appreciate the aesthetics and purposes for design today. In addition, this course expands on foundational knowledge in the basic principles of graphic design. The student will learn to communicate visually through effective layout and interface design. The student will also be introduced to appropriate techniques for the evaluation of art and design. Though the course is structured around computer-assisted graphic design, the student will examine other types of design as well. The student will learn to use Inkscape, an image-editing program that is provided for him or her, and will create several design compositions using this program.

Course Outline

Introduction to Graphic Design A

1. **Image Editing Software**
    1. Inkscape Software

2. **What is Design?**
    1. A Definition of Design

        - Define design and differentiate design from art

- Identify the intentions of a visual design, and evaluate how well the design meets these intentions

Visual Literacy

- Define cognitive overload and explain how one might avoid it in the design process
- Describe the role design plays in problem solving
- Define visual literacy
- Explain how limitations on the design process might affect the final design

Design with a Purpose

- Explain how context comes into play in design
- Explain why it is important that designers prioritize their focus when working on a design
- List and describe the three main purposes of design

Career Opportunities in Graphic Design

- Define ergonomics and describe how important it is to the design process
- Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings
- Explain how the field of graphic design is beneficial to society

What is Design? Unit Test

Art Form and Media

Graphic Design Media

- Define artistic media

  - Differentiate between fine and applied arts
  - Describe how the use of technology in the field of graphic design has been significant
  - Describe the history of technologies that are used in graphic design
  - Recognize how design processes of the past have influenced the vocabulary of modern design

Technology and Safety in the Studio

- Determine ways to safely dispose of electronic waste
- Explore ways that technology can help the environment
- Recognize technology transfer
- Identify ways to ensure safety in the studio

Techniques

- Identify techniques that artists use that influence viewers' responses to a piece of artwork

Copyright

- Define copyright
- Describe in your own words the reasons behind copyright laws
- Identify examples of copyright infringement
- Identify the copyright status of a given work
- Name each Creative Commons license and describe what each license protects

Art Form and Media Unit Test

The Design Process

Designing for an Audience

- Define the audience of a given design project
- Explain what factors to consider during an audience analysis
- Identify the major factors that need to be addressed based on a given design project's audience

The Design Process

- Describe how attitude affects creativity

- List the steps in the design process

Phase 1: Using Your Imagination
- Describe the two phases of the design process
- Describe the creative strategies of brainstorming, reverse brainstorming, free association, connecting ideas, and perspectives
- Describe how brainstorming, reverse brainstorming, free association, connecting ideas, and perspectives can be effective creative strategies
- Use the creative strategies of brainstorming, reverse brainstorming, free association, connecting ideas, and perspectives

Phase 2: Being Practical
- List and describe the four steps of phase two of the design process

Designing with Technology
- Explain the purpose of a prototype
- Describe what a recursive process is and how it is beneficial in a design project
- Describe the need and/or purpose behind a given design project
- Describe the role constraints and trade-offs play in the design process
- List the steps of the design process

The Design Process Unit Test

Elements of Design

Line
- Describe the messages that various types of lines can relay
- Describe the purposes of lines in design
- List and define the basic elements of design
- Use one or more lines in a design to communicate a message

Shape
- Describe the purposes of shapes in design
- Differentiate shape and form
- Differentiate figure and ground and identify how positive and negative space can be used in design
- Explain the potential connotations of any given shape
- Use one or more shapes in a design to communicate a message

Space
- Describe ways in which white space affects a design
- Describe ways to create nonlinear perspective in a two-dimensional design
- Differentiate linear, nonlinear, two-point, and three-point perspective
- Identify the vanishing point, horizon, and point of view in a design that uses linear perspective
- Use space in a design to communicate a message

Color
- Define value
- Describe each type of color scheme that is used in design
- Differentiate warm and cool colors
- Explain the potential connotations of any given color
- Explain the purpose of the color wheel
- Identify the complementary and tertiary colors of any given color
- List the primary and secondary colors

Texture

- Define texture
- Differentiate tactile and visual texture
- Explain how texture is used in design
- Explain the various factors a designer must consider when using texture

Type

- Define stroke, stem, x-height, baseline, ascender, descender, serif, sans serif, counter, point size, and ligature
- Describe evocative typography
- Describe the most generally accepted guidelines for the use of font in a design
- Explain how the choice of typeface can affect a design
- Explain why leading, kerning , and alignment are important in the design of text
- List and describe the seven basic families of type

Elements of Design Portfolio
- Use the elements of design to create a design

Elements of Design Unit Test

Principles of Design

Balance

- Differentiate near symmetry and perfect symmetry
- Differentiate symmetrical, asymmetrical, and radial balance
- Differentiate vertical and horizontal symmetry
- Explain how focal point is important in design
- Explain how various types of symmetry can be used to create balance in a design
- List and define the basic principles of design
- Use balance effectively in a visual design

Rhythm

- Differentiate regular, flowing, and progressive rhythm
- Explain how repetition, alternating patterns, gradation, and discord can be used to create rhythm in a design
- Use rhythm effectively in a visual design

Contrast

- Describe the diminuendo effect
- Describe the purposes of contrast in design
- Describe various ways to create contrast in a design
- Use contrast effectively in a visual design

Dominance

- Describe misplaced dominance
- Describe the purposes of dominance in design
- Describe the three levels of dominance in design
- Differentiate positive and negative space
- Explain why visual hierarchy is important in design
- Use dominance effectively in a visual design

Harmony

- Describe how continuance can be created in a visual design
- Explain how alignment can affect how the viewer perceives a design
- Explain the principles of proximity and similarity
- Use harmony effectively in a visual design

Principles of Design Unit Test

Final Project and Exam

Flag Design Final Project
- Use symbolism to communicate an idea
- Combine elements and principles of design appropriately in a piece of artwork

Graphic Design A Final Exam

Introduction to Graphic Design B

1. **Image Editing Software**

    1. Inkscape Software

    2. Exploring Inkscape

2. **History of Graphic Design Part 1**

    1. Graphic Design Styles and Movements
        - Explain how design trends influenced later designers and thus their designs
        - Explain how historical events affected design styles during each movement
        - Explain why motifs are important
        - List the various design movements that occurred between 1850 and 2000

Victorian
- Explain how fashion, architecture, and packaging and marketing were influenced during the Victorian era
- Explain how the Victorian movement got its name
- Describe the characteristics of Victorian design
- Identify examples of Victorian design
- List some of the most famous Victorian designers

Arts and Crafts
- Explain the cultural shifts that led to the beginning of the Arts and Crafts movement
- Describe the characteristics of Arts and Crafts design
- List some of the most famous Arts and Crafts designers
- Identify examples of Arts and Crafts design

Art Nouveau
- Describe how the Art Nouveau movement got its name
- Describe the characteristics of Art Nouveau design
- Explain how Art Nouveau is a total style
- Identify examples of Art Nouveau design
- List some of the most famous Art Nouveau designers

Bauhaus
- Describe the decline of the Bauhaus movement
- Describe the characteristics of Bauhaus design
- Explain how the Bauhaus movement was influenced by the philosophy of the school after which it was named
- Identify examples of Bauhaus design
- List the most famous Bauhaus designers and their contributions to design

Art Deco
- Describe how the Art Deco movement got its name

- Describe the characteristics of Art Deco design
- Explain how Art Deco is a total style
- Identify examples of Art Deco design
- List some of the most famous Art Deco designers

Test: History of Graphic Design Part 1

History of Graphic Design Part 2

Doo-Wop
- Describe what events affected the Doo-Wop movement
- Describe the main characteristics of Doo-Wop design
- Describe which designers are best known from the Doo-Wop movement and why
- Identify examples of Doo-Wop design

International Typographic Style
- Describe the main characteristics of ITS
- Describe what led to the ITS movement
- Identify examples of ITS
- List which designers are best known from the ITS movement and why

Pop Art
- Describe the main characteristics of the Pop Art movement
- Explain what influenced and inspired the Pop Art movement
- Identify examples of Pop Art
- List which designers are best known for the Pop Art movement and why

Deconstructivism
- Describe the characteristics of Deconstructivism design
- Explain how the Deconstructivism movement got its start
- Identify examples of Deconstructivism
- List the most famous designers from the Deconstructivism movement

Digital Design
- Describe the typical characteristics of digital design
- Explain how the digital design movement got its start
- Explain what information graphics is and how it relates to digital design
- Identify examples of digital design
- List the most famous digital designers and information architects

Project: Historical Piece
- Create a design based upon an artistic movement

Test: History of Graphic Design Part 2

Layout

Layout
- Describe the importance of layout in design
- Describe the main purposes of a good layout
- Describe the purpose of a storyboard
- Explain why usability is important in design
- List the elements of a design that are typically described on a storyboard

Creating a Layout
- Describe how the audience of a design should be reflected in its layout
- Describe how the goal of a design should be reflected in its layout

- Describe how the topic of a design should be reflected in its layout

Balance, Hierarchy, and Consistency
- Describe the three levels of dominance
- Describe the various factors that affect a layout's balance
- Explain how dominance can be used to create hierarchy in a design
- Explain why consistency is important in the design of a layout
- List the steps for creating visual hierarchy

General Layout Guidelines
- Explain the Z-pattern and how it affects the design of a layout
- Explain the visual center of a layout
- Explain the rule of thirds
- Describe what factors to consider when laying out a design
- Identify the most appropriate alignment for a given image in a design

Type Layout
- Describe the factors to consider when choosing type attributes for a design
- Describe the importance of chunking
- Explain how designers use white space
- List and describe the various attributes of type
- Use the most appropriate spacing when designing type

Test: Layout

Designing for the Web

Interface Design
- Define interface and describe several examples
- Describe the various types of information, or navigation, structures and identify which navigation structure is most appropriate for a given situation
- Effectively communicate a message visually on-screen
- List and describe the seven considerations for web design
- List the most important usability factors to consider when designing for interaction

Navigation
- Describe the purpose of a site map
- Describe the purpose of breadcrumbs
- Explain how context affects the design of a navigation system
- Explain why it is so important to consider navigation in the design of an interface
- List and describe various navigation elements
- List and describe the five types of navigation
- List and describe various ways to mark a user's location on a website

Designing for the Web
- Differentiate between interface design considerations for online and local access applications
- List and describe the seven main factors to consider when designing for the web

Branding and Visual Identity

- Explain the importance of branding
- Identity elements of visual identity
- Analyze and evaluate the design of a website

Test: Designing for the Web

Final Project and Exam

Culminating Art Project

- Evaluate a piece of artwork from a gallery or museum using evaluation guidelines
- Evaluate your own artwork using evaluation guidelines

Graphic Design B Final Exam

📖 Course **Syllabus**

What you will learn in this course

Medical Terminology 1a: Introduction

Learning the language is essential for careers in health science. Join word parts to form medical terms, associations within body systems, and better communicate with colleagues and patients. Build your proficiency and confidence with this course and prepare yourself for a career in health sciences.

Unit 1: Word Elements: Where it all Begins

Medical terminology is a language unique to a specialized field. To better understand medical terms, you need to first get to know the origin of words, how to dissect them, and how to build them. Part of this dissection and building process involves learning word parts and how to put those pieces together. In this unit we will learn prefixes, suffixes, and combining forms. We will also learn about origins of words that cannot be broken down using traditional methods. Additionally, we'll explore how some of these terms are abbreviated and cases in which these

abbreviations are not acceptable practice. So, let's start putting the pieces of the puzzle together and learn more about this special language!

What will you learn in this unit?

- Describe the components making up a medical term and the process for defining a word using those components
- Explain uses for prefixes, suffixes, and combining forms
- Recognize commonly used prefixes, suffixes, and combining forms
- Identify common medical abbreviations as well as those on the Do Not Use List
- Describe the origin of an eponym and give examples of common eponyms

UNIT 1 Assignments	
Assignment	**Type**
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: The Building Blocks of the Body

The body is an amazing structure made up of many cells, tissues, organs, and systems. We can break down the way the body is built from the tiniest structure up to entire body systems. Taken as a whole, we then learn about body movement and organization of body structures. By studying the cavities, regions, and quadrants of body organization, we are able to locate organs and other body structures and, by using this organizational system, health care providers are better able to pinpoint conditions and accurately communicate with patients. Ready to become an expert in navigating and identifying these structures? Let's get started!

What will you learn in this unit?

- Describe the building blocks of the body and how they are organized, from cell to system

- Define anatomic position and terms related to a change in that position
- Explain terms related to body movement and communicate body planes as related to anatomic position
- Explain the division of the body into cavities
- Describe the regions and quadrants of the abdomen and identify organs found in the different cavities, regions, and quadrants

UNIT 2 Assignments

Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Move It: Understanding Body Movement

With so many body parts, we need to be able to describe exactly how each part moves. Medical terms relating to movement allow us to do just that! By exploring the world of body movement, we find different types of movement and different types of joints that make this happen. As part of this world, we'll learn abbreviations used commonly in medical documentation relating to these body parts and their movements. In addition, we'll discover the many career possibilities related to the movement of body parts. Ready? Let's get moving!

What will you learn in this unit?

- Define medical terms related to body movement
- Explain movements using medical terminology
- Describe types of joints found in the body
- Identify commonly used abbreviations related to movement
- Understand occupations related to body movements

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Breathing Easy: The Respiratory System

Breathing is an essential part of health and body function. The organs of the respiratory system make up a complex tree like structure that helps us breathe without even thinking about it. To be an effective healthcare provider we must be familiar with the medical terminology that refers to the diseases, conditions, treatments, and tests of this system. We also need to be able to write and translate abbreviations and terms when documenting about this system. Let's take a deep breath and explore this airy world!

What will you learn in this unit?

- Identify and describe the functions of the organs in the respiratory system
- Recognize prefixes, suffixes, and combining forms related to the respiratory system
- Describe diseases and conditions of the respiratory system
- Explain common treatments and tests used when evaluating conditions of the respiratory system
- Write and translate abbreviations used in medical documentation for respiratory conditions

UNIT 4 Assignments

Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework

Unit 4 Activity	Homework
Unit 4 Discussion 1	Discussion
Unit 4 Discussion 2	Discussion
Unit 4 Quiz	Quiz

Medical Terminology 1a Midterm Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

MIDTERM Assignments

Assignment	Type
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Going with the Flow: The Cardiovascular System

We feel our heart beat all the time, but what's the reason and what's it really doing? We'll now explore the cardiovascular system with its organs and find our answers! As we investigate the workings of this system, we'll learn the medical terms and word parts that describe different areas. As with any part of the body, things can go wrong. Our journey will take us through some of the conditions and diseases of this system, along with tools, tests, and treatments used in this world. Let's get our blood pumping!

What will you learn in this unit?

- Describe the organs of the cardiovascular system and their functions
- Recognize and use the prefixes, suffixes, and combining forms related to the cardiovascular system
- Identify common diseases and conditions of the cardiovascular system
- Explain tools, procedures, and tests used in diagnosing and treating the cardiovascular system
- Use and decode abbreviations commonly used when referring to the cardiovascular system

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Keep Calm and Explore the Nervous System

With so many organs, tissues, and cells in the body, something must be in control! That's where the nervous system comes into play. To be an effective healthcare team member, we need to learn the functions of the nervous system, the disorders associated with it, and ways to fix it. We also need to study the language, its word parts, and ways to abbreviate it. So, who's in control here? Let's find out on our journey through the nervous system!

What will you learn in this unit?

- Identify the organs of the nervous system and describe their functions
- Recognize and use prefixes, suffixes, and combining forms related to the nervous system
- Describe conditions, disorders, and diseases of the nervous system
- Explain tests, procedures, and treatments used for nervous system conditions
- Translate and use abbreviations in medical documentation related to the nervous system

UNIT 6 Assignments

Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework
Unit 6 Activity	Homework

Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Skin, It's Got You Covered!

When you look at someone, what is the main thing you see? Skin is probably not your first answer, but if you really think about it, that's probably the best answer. That's because skin is the body's largest organ. There's more to this world than meets the eye though. Let's explore this complex world of tiny accessory organs and see just how much work this underrated system actually does.

What will you learn in this unit?

- Identify organs in the integumentary system and their functions
- Translate medical terms associated with the integumentary system using prefixes, suffixes, and combining forms
- Describe common diseases and conditions associated with the integumentary system
- Explain tests, procedures, and treatments used for conditions of the integumentary system
- Use abbreviations associated with the integumentary system

UNIT 7 Assignments	
Assignment	**Type**
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion
Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Hold Me Up: Musculoskeletal System

What allows us to stand? What protects our vital organs? How do we move? As we journey through the musculoskeletal system, we'll find the answers to these questions and so much more. Our exploration will help us identify terms, conditions, tests, and treatments for this system. We'll also work on our skills at decoding abbreviations for this system. Get ready to play detective and find out what's really holding us up!

What will you learn in this unit?

- Describe the organs of the musculoskeletal system and explain their functions
- Recognize prefixes, suffixes, and combining forms used in relation to the musculoskeletal system
- Explain common conditions and diseases of the musculoskeletal system
- Identify common tests and treatments for conditions and diseases involving the musculoskeletal system
- Translate abbreviations and other medical documentation using terms related to the musculoskeletal system

UNIT 8 Assignments	
Assignment	**Type**
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion
Unit 8 Quiz	Quiz

Medical Terminology 1a Final Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course   the last four units. (Note: You will be able to open this exam only one time.)

FINAL Assignments

Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

Medical Terminology 1b: Discovering Word Foundations

Discover the medical terminology associated with even more body systems to increase your ability to master prefixes, suffixes, and roots. Connect this language to real world patients and clinical settings through practical applications and specific scenarios. Launch your health knowledge with detailed medical terms.

Unit 1: Waste Away! The Urinary System

As the body takes in the materials that it needs, there has to be a way to get rid of the materials it doesn't need. When we explore the urinary system, we'll find out how this happens. We'll also look at the word parts, terms, and abbreviations that are commonly used to relay information about this system. As with any complicated system, things can go wrong, so we'll discuss diseases that affect the urinary system and ways to treat them. Come along as we keep what's good and waste the rest!

What will you learn in this unit?

- Describe the organs of the urinary system and how each functions
- Identify commonly used prefixes, suffixes, and word parts of the urinary system
- Define common conditions and diseases that affect the urinary system
- Explain tests and procedures used in treating urinary system conditions
- Translate medical documentation using abbreviations and medical terminology of the urinary system

UNIT 1 Assignments	
Assignment	**Type**
Unit 1 Critical Thinking Questions	Homework
Unit 1 Lab	Homework
Unit 1 Activity	Homework
Unit 1 Discussion 1	Discussion
Unit 1 Discussion 2	Discussion
Unit 1 Quiz	Quiz

Unit 2: Creating the Future: The Reproductive System

What makes a male different from a female? As we explore the reproductive system, we'll learn about the many organs that make these two very different! We'll improve our translation skills as we look at word parts and abbreviations related to this system. We will also explore the diseases and conditions related to this system and the many ways to treat them. The world of medical terminology is a big one, let's put together another piece of the puzzle!

What will you learn in this unit?

- Describe organs of the reproductive system and their functions
- Identify prefixes, suffixes, and combining forms related to the reproductive system
- Define common diseases and conditions that affect the reproductive system
- Explain tests, treatments, and procedures used to treat conditions affecting the reproductive system
- Translate medical terms and abbreviations related to the reproductive system

UNIT 2 Assignments

Assignment	Type
Unit 2 Critical Thinking Questions	Homework
Unit 2 Lab	Homework
Unit 2 Activity	Homework
Unit 2 Discussion 1	Discussion
Unit 2 Discussion 2	Discussion
Unit 2 Quiz	Quiz

Unit 3: Carry It, Clean It, Fight It: Blood, Lymph, and Immune Systems

What does blood do other than fill the vessels? What's it made of? How does the body defend itself against invaders? The answers to these questions lie in the exploration of the blood, lymphatic, and immune systems. These systems are so connected we explore them together! During our exploration, we'll discover diseases and conditions as well as treatments and tests for these systems. We'll also add another piece to our medical terminology puzzle as we learn word parts, terms, and abbreviations. Let's see how the body transports, cleans, and defends!

What will you learn in this unit?

- Describe the parts and organs of the blood, lymphatic, and immune systems
- Identify prefixes, suffixes, and combining forms related to the blood, lymphatic, and immune systems
- Define conditions and treatments that affect the blood, lymphatic, and immune systems
- Explain the tests, treatments, and procedures related to the blood, lymphatic, and immune systems
- Translate medical documents using medical terminology and abbreviations related to the blood, lymphatic, and immune systems

UNIT 3 Assignments

Assignment	Type
Unit 3 Critical Thinking Questions	Homework
Unit 3 Lab	Homework
Unit 3 Activity	Homework
Unit 3 Discussion 1	Discussion
Unit 3 Discussion 2	Discussion
Unit 3 Quiz	Quiz

Unit 4: Superpowers? No, Special Senses!

The abilities to see and to hear are remarkable characteristics that allow us to perceive the world differently. These special senses are a lot like superpowers in that they allow us to analyze our surroundings in many ways. As we dig deeper into these senses, we'll see the conditions and treatments as well as the terminology used to refer to the eyes and ears. As we add this piece of the medical terminology puzzle, we'll see what kind of powers we really have!

What will you learn in this unit?

- Describe the organs and parts that make up the special senses
- Recognize prefixes, suffixes, and combining forms used to make medical terms related to the special senses
- Identify conditions and diseases that impact the special senses
- Explain the tests, procedures, and treatments used in diagnosis and treatment of conditions of the special senses
- Transcribe, translate, and abbreviate medical terminology related to the special senses

UNIT 4 Assignments

Assignment	Type
Unit 4 Critical Thinking Questions	Homework
Unit 4 Lab	Homework
Unit 4 Activity	Homework
Unit 4 Discussion 1	Discussion

| Unit 4 Discussion 2 | Discussion |
| Unit 4 Quiz | Quiz |

Medical Terminology 1b Midterm Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

MIDTERM Assignments	
Assignment	**Type**
Midterm Exam	Exam
Midterm Discussion	Discussion

Unit 5: Take What's Needed, Let the Rest Go: The Digestive System

For humans, food is one of the essential elements needed to survive, but what does the body do with that food once we take it in? We'll now find out by tracking the course of food through the digestive system to discover the organs and the parts of those organs that make them work properly. We'll see the many word parts and abbreviations that are used to describe this system, as well as its conditions, diseases, tests, and treatments. This journey takes many twists and turns, let's start the adventure!

What will you learn in this unit?

- Describe the organs and functions of the digestive system
- Recognize the prefixes, suffixes, and combining forms used to describe terms related to the digestive system
- Identify conditions and diseases that impact the digestive system
- Explain tests, procedures, and treatments used for the diagnosis and treatment of digestive system disorders
- Translate and abbreviate documentation related to the digestive system

UNIT 5 Assignments

Assignment	Type
Unit 5 Critical Thinking Questions	Homework
Unit 5 Lab	Homework
Unit 5 Activity	Homework
Unit 5 Discussion 1	Discussion
Unit 5 Discussion 2	Discussion
Unit 5 Quiz	Quiz

Unit 6: Taking Control! The Endocrine System

Have you ever wondered what controls the processes in the body? What makes one thing speed up but later slow down? The answer to these questions is found in the study of the endocrine system. As we explore this complicated world, we'll investigate the conditions and diseases that occur when things go wrong. We'll also discover the tools, tests, and treatments to fix those conditions. Before we finish our exploration, we'll become familiar with the medical language and abbreviations unique to the endocrine system. Let's find out how the body takes control!

What will you learn in this unit?

- Describe the organs of the endocrine system, including their functions
- Recognize and use prefixes, suffixes, and combining forms related to the endocrine system
- Define common diseases and conditions of the endocrine system
- Explain the tools, tests, and treatments used for diseases and conditions of the endocrine system
- Translate medical terms and abbreviations related to the endocrine system

UNIT 6 Assignments

Assignment	Type
Unit 6 Critical Thinking Questions	Homework
Unit 6 Lab	Homework

Unit 6 Activity	Homework
Unit 6 Discussion 1	Discussion
Unit 6 Discussion 2	Discussion
Unit 6 Quiz	Quiz

Unit 7: Providing the Foundation: Medical Specialties

As we've seen, the body is made of multiple, complex body systems that require vast knowledge to diagnose and treat. To provide the services needed for the diagnosis and treatments of many conditions, medical specialties rise to the occasion! We'll now explore the prefixes, suffixes, combining forms, and abbreviations that create the medical terminology for these areas. We'll also identify the tests, procedures, and treatments provided by each area. Let's discover the areas that give support and provide a firm foundation for the medical world!

What will you learn in this unit?

- Describe the functions of specialty areas like pharmacology, psychiatry, oncology, genetics, radiology, and pathology
- Recognize prefixes, suffixes, and combining forms used in pharmacology, psychiatry, oncology, genetics, radiology, and pathology
- Identify conditions and diseases diagnosed and treated by pharmacology, psychiatry, oncology, genetics, radiology, and pathology
- Explain tools, procedures, and treatments used by pharmacology, psychiatry, oncology, genetics, radiology, and pathology
- Translate medical documents that include medical terminology and abbreviations used by pharmacology, psychiatry, oncology, genetics, radiology, and pathology

UNIT 7 Assignments

Assignment	Type
Unit 7 Critical Thinking Questions	Homework
Unit 7 Lab	Homework
Unit 7 Activity	Homework
Unit 7 Discussion 1	Discussion

Unit 7 Discussion 2	Discussion
Unit 7 Quiz	Quiz

Unit 8: Putting It Together: A Healthcare Perspective

As we've seen throughout our explorations of the various body systems, each has its own set of conditions, tests, treatments, and medical language. When working in the medical world, those systems aren't always separate. In many cases, patients have complex issues that cross boundaries and require knowledge of all body systems. Let's now follow a few patients and see things from a healthcare perspective!

What will you learn in this unit?

- Identify medical terminology of the respiratory, cardiovascular, integumentary, digestive, urinary, reproductive, musculoskeletal, blood, immune, nervous, and special senses systems
- Break down medical terms of the respiratory, cardiovascular, integumentary, digestive, urinary, reproductive, musculoskeletal, blood, immune, nervous, and special senses systems into parts using your knowledge of prefixes, suffixes, and combining forms
- Translate medical documents of the respiratory, cardiovascular, integumentary, digestive, urinary, reproductive, musculoskeletal, blood, immune, nervous, and special senses systems using knowledge of abbreviations and medical terminology
- Recognize organs of the respiratory, cardiovascular, integumentary, digestive, urinary, reproductive, musculoskeletal, blood, immune, nervous, and special senses systems
- Understand tools, treatments, and tests used for diseases and disorders of the respiratory, cardiovascular, integumentary, digestive, urinary, reproductive, musculoskeletal, blood, immune, nervous, and special senses systems

UNIT 8 Assignments

Assignment	Type
Unit 8 Critical Thinking Questions	Homework
Unit 8 Lab	Homework
Unit 8 Activity	Homework
Unit 8 Discussion 1	Discussion
Unit 8 Discussion 2	Discussion

Medical Terminology 1b Final Exam

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course   the last four units. (Note: You will be able to open this exam only one time.)

FINAL Assignments

Assignment	Type
Final Exam	Exam
Final Exam Discussion	Discussion

Pearson

<u>Senior Success</u>

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:
Seniors will explore post-secondary options including colleges, careers, and more. Students will be exposed to tools and resources designed to best prepare them for life after high school. Through completion of this course, students will gain exposure to information about financial aid, the college application process, résumé writing and graduation information, as well as the opportunity to reflect on their high school career.

Course Outline:

1. **Getting Started**
   This unit will introduce you to the course so you can take advantage of the many resources available to you as you begin your senior year.
       1. Introduction to the Course
       2. Message Board Scavenger Hunt

2. **Life After High School**
   This unit will help you consider your options after you graduate from high school.
       1. Options After High School
       2. Sharing and Individualizing Your Plans
       3. My Educational Records

3. **College Exploration**
   In case college is an option for you when you graduate, this unit will prepare you for college exploration.
       1. College Entrance Exams
       2. Finding the Right College
       3. College Applications
       4. Visiting a College
       5. Mid-Semester Check

4. **Senior Tasks**
   There are many tasks you will have to complete before graduating. This unit will outline these so that your transition out of high school will be a smooth one.
       1. Graduation

5. **Financial Considerations**
   Part of your consideration about college should be the cost of attending. This unit will guide you in making an informed decision.
       1. Financial Aid

       2.   FAFSA and Scholarships

6. Career Exploration

You may consider pursuing a career when you graduate from high school. This unit will help you explore careers that align to your interests.

       1.   Choosing a Career
       2.   Additional Career Considerations
       3.   Writing a Résumé

7. **Final Tasks**

As you finish this course and your senior year, this unit will allow you to reflect on your current progress in your courses and what you may need to do in order to finish out the year with the best possible grades.

       1.   End-of-Semester Check

Sports Management

Course Instructional Time: 85 hours

Instructional Activities:
Throughout the course, students will have regular instructional contact with their teachers and with other students through a combination of phone calls, WebMail messages, synchronous learning sessions, message boards, discussion boards, teacher virtual office hours, face-to-face interaction, and the daily review of assignments via the electronic grade book.

Course Summary:
This course will introduce you to the fast-growing field of sports management. You will explore topics such as sports marketing, branding, ticket sales, public relations, broadcasting, and breaking into the business of sports management. This course will also discuss the role of sports in society and the importance of an ethical approach to sports management.

Course Outline

1. **Introduction to Sports Management**

    1. What Is Sports Management?
       - Identify minor league affiliations
       - Identify sports leagues with opportunities for sports management
       - Describe the importance of sports management

    2. Organization of Professional Teams
       - Identify typical jobs in a professional team's business office
       - Describe the chain of command within sports franchises
       - Describe the role of ownership in sports franchises

    3. Revenue Streams for Sports Teams
       - Understand revenue streams for sports franchises
       - Understand the role and importance of sponsors
       - Create a revenue plan for a professional franchise and venue

    4. Event and Facility Management
       - Learn the role of municipal governments in facility management
       - Identify the relationship between sports franchises and facility management
       - Define and discuss special events and their impact on facility management

2. **Sports Marketing and Sales**

    1. Brand Management
       - Understand the importance of establishing and maintaining a brand
       - Explain the importance of brand loyalty and the impact it has on marketing strategy in sports
       - Develop marketing strategies that positively impact a brand

    2. Marketing Campaigns
       - Describe and create marketing campaigns
       - Define what makes a successful marketing campaign and list its components
       - Explain the relationship between marketing campaigns and other elements of sports marketing

3. Ticketing
   - Describe the ticketing process
   - Recognize different kinds of ticketing options
   - Identify the role ticketing plays in the revenue stream of a sports team

4. Sponsorships in Sports
   - Describe the role sponsorships play in the revenue of a sports team
   - Recognize the process for securing sponsorships
   - Create a sponsorship portfolio for your minor league baseball team

3. **Media and Public Relations**

   1. Sports Management and the Media
      - Describe the relationship between sports and the media
      - Understand the various ways teams communicate with the media

   2. Public Relations
      - Identify best practices for public relations in the sports industry
      - Recognize the importance of public relations in the sports industry
      - Compare and contrast media and public relations

   3. Sports Broadcasting
      - Recognize the relationship between professional sports teams and sports broadcasters
      - Identify the relationship between sponsorship and the media

   4. New Media and Sports Management
      - Identify the role of new media in professional sports
      - Explain the pros and cons of new media in sports management

4. **Ethics in Sports Management**

   1. The Impact of Sports on Society
      - Understand and analyze the cultural and economic roles of sports in modern society

   2. Professional Sports in the Local Community
      - Explain the relationship between sports teams and local communities
      - Describe ways sports teams contribute to communities
      - Describe how members of sports teams become effective leaders in communities

   3. Sports Law
      - Explain the relationship sports law has with sports management
      - Identify areas of sports management where legality most comes into play
      - Recognize the role the federal government has played in sports law

   4. Philosophy of Sports
      - Describe why sports philosophy is important to sports management
      - Explain the relationship between values and sport
      - Recognize how competition affects sports philosophy

   5. Ethical Principles For Sports Managers
      - Describe business ethics in sports
      - Evaluate different mission statements throughout sports
      - Develop a sample mission statement for a sports team

6. Case Studies in Sports Management Ethics
   - Identify ethical issues that sports managers confront
   - Recognize the appropriate methods for managing ethical issues

5. **Careers in the Sports Industry**

   1. Career Paths in Sports Management
      - Identify ways to break into the sports industry
      - Discuss careers in sports management

   2. Breaking into the Industry
      - Identify ways to prepare yourself for a job in sports

   3. The Job Search in the Sports Industry
      - Create a resume
      - Explain your qualifications during a mock interview

   4. Sports Management Final Portfolio
      - Create a portfolio about a minor baseball team that includes a revenue plan as well as brand management and public relations strategies

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Mathematics	Algebra 1 (Honors)	Algebra 1: On Level	9780133500400	Yes	Textbook
Mathematics	Algebra 1 (Honors)	eText Algebra 1: On Level	IT9780133500400	Yes	Online Text/eBook
Mathematics	Algebra 1 (Honors) - TEACHER	Algebra 1: On Level TE	9780133500455	No	Textbook
Mathematics	Algebra 1 (Honors) - TEACHER	Algebra 1: On Level TE Volume 1	9780133697025	No	Textbook
Mathematics	Algebra 1 (Honors) - TEACHER	Algebra 1: On Level TE Volume 2	9780133697049	No	Textbook
Mathematics	Algebra 1 (Standard)	Algebra 1: On Level	9780133500400	Yes	Textbook
Mathematics	Algebra 1 (Standard)	eText Algebra 1: On Level	IT9780133500400	Yes	Online Text/eBook
Mathematics	Algebra 1 (Standard) - TEACHER	Algebra 1: On Level TE	9780133500455	No	Textbook
Mathematics	Algebra 1 (Standard) - TEACHER	Algebra 1: On Level TE Volume 1	9780133697025	No	Textbook
Mathematics	Algebra 1 (Standard) - TEACHER	Algebra 1: On Level TE Volume 2	9780133697049	No	Textbook
Mathematics	Algebra 1, Part 1	Algebra 1: On Level	9780133500400	Yes	Textbook
Mathematics	Algebra 1, Part 1	eText Algebra 1: On Level	IT9780133500400	Yes	Online Text/eBook
Mathematics	Algebra 1, Part 1 - TEACHER	Algebra 1: On Level TE	9780133500455	No	Textbook
Mathematics	Algebra 1, Part 1 - TEACHER	Algebra 1: On Level TE Volume 1	9780133697025	No	Textbook
Mathematics	Algebra 1, Part 1 - TEACHER	Algebra 1: On Level TE Volume 2	9780133697049	No	Textbook
Mathematics	Algebra 1, Part 2	Algebra 1: On Level	9780133500400	Yes	Textbook
Mathematics	Algebra 1, Part 2	eText Algebra 1: On Level	IT9780133500400	Yes	Online Text/eBook
Mathematics	Algebra 1, Part 2 - TEACHER	Algebra 1: On Level TE	9780133500455	No	Textbook
Mathematics	Algebra 1, Part 2 - TEACHER	Algebra 1: On Level TE Volume 1	9780133697025	No	Textbook
Mathematics	Algebra 1, Part 2 - TEACHER	Algebra 1: On Level TE Volume 2	9780133697049	No	Textbook
Mathematics	Algebra 2 (Honors)	Algebra 2	9780133500431	Yes	Textbook
Mathematics	Algebra 2 (Honors)	eText Algebra 2	IT9780133500431	Yes	Online Text/eBook
Mathematics	Algebra 2 (Honors) - TEACHER	Algebra 2 TE	9780133500479	No	Textbook
Mathematics	Algebra 2 (Honors) - TEACHER	Algebra 2 TE Volume 1	9780133697056	No	Textbook
Mathematics	Algebra 2 (Honors) - TEACHER	Algebra 2 TE Volume 2	9780133697063	No	Textbook
Mathematics	Algebra 2 (Standard)	Algebra 2	9780133500431	Yes	Textbook
Mathematics	Algebra 2 (Standard)	eText Algebra 2	IT9780133500431	Yes	Online Text/eBook
Mathematics	Algebra 2 (Standard) - TEACHER	Algebra 2 TE	9780133500479	No	Textbook
Mathematics	Algebra 2 (Standard) - TEACHER	Algebra 2 TE Volume 1	9780133697056	No	Textbook
Mathematics	Algebra 2 (Standard) - TEACHER	Algebra 2 TE Volume 2	9780133697063	No	Textbook
Mathematics	Algebra Readiness (Pre-Algebra)	Mathematics: Course 3	9780133196696	Yes	Textbook
Mathematics	Algebra Readiness (Pre-Algebra)	eText Mathematics: Course 3	IT9780133196696	Yes	Online Text/eBook
Mathematics	Algebra Readiness (Pre-Algebra) - TEACHER	Mathematics: Course 3 TE	9780133196726	No	Textbook
Social Studies	American Government (Honors)	Magruder's American Government	9780133306996	Yes	Textbook
Social Studies	American Government (Honors)	eText Magruder's American Government	IT9780133306996	Yes	Online Text/eBook
Social Studies	American Government (Honors) - TEACHER	eText Magruder's American Government TE	IT9780133307108	No	Online Text/eBook

APPENDIX A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Social Studies	**American Government (Standard)**	Magruder's American Government	9780133306996	Yes	Textbook
Social Studies	**American Government (Standard)**	eText Magruder's American Government	IT9780133306996	Yes	Online Text/eBook
Social Studies	**American Government (Standard) - TEACHER**	eText Magruder's American Government TE	IT9780133307108	No	Online Text/eBook
Advanced Placement	**AP Biology**	Campbell Biology, 11e AP Edition	9780134433691	Yes	Textbook
Advanced Placement	**AP Biology**	eText Campbell Biology, 11e AP Edition	IT9780134433691	Yes	Online Text/eBook
Advanced Placement	**AP Calculus AB**	Calculus: Graphical, Numerical, Algebraic 5th Edition, AP Edition	9780133311617	Yes	Textbook
Advanced Placement	**AP Calculus AB**	eText Calculus: Graphical, Numerical, Algebraic 5th Edition, AP Edition	IT9780133311617	Yes	Online Text/eBook
Advanced Placement	**AP English Language and Comp**	The Great Gatsby	9780743273565	Yes	Novel
Advanced Placement	**AP English Language and Comp**	Into the Wild	9780385486804	Yes	Novel
Advanced Placement	**AP English Language and Comp**	A Raisin in the Sun	9780679755333	Yes	Novel
Advanced Placement	**AP English Language and Comp**	The Way to Rainy Mountain	9780826361219	Yes	Novel
Advanced Placement	**AP English Literature and Comp**	eText Jane Eyre	ITLA1205WEB	Yes	Online Text/eBook
Advanced Placement	**AP English Literature and Comp**	eText King Lear	IT9781412171526	Yes	Online Text/eBook
Advanced Placement	**AP English Literature and Comp**	eText Invisible Man	IT9780307743992	Yes	Online Text/eBook
Advanced Placement	**AP English Literature and Comp**	eText English Renaissance Poetry	IT9781590179789	Yes	Online Text/eBook
Advanced Placement	**AP English Literature and Comp**	eText English Romantic Poetry	IT9780486112602	Yes	Online Text/eBook
Advanced Placement	**AP Environmental Science**	Environment: The Science Behind the Stories, 7th Edition	9780136451471	Yes	Textbook
Advanced Placement	**AP Human Geography**	The Cultural Landscape An Introduction to Human Geography	9780134270197	Yes	Textbook
Advanced Placement	**AP Human Geography**	eText The Cultural Landscape An Introduction to Human Geography	IT9780134270197	Yes	Online Text/eBook
Advanced Placement	**AP Macroeconomics**	Macroeconomics for Today, 10th ed. Irvin B. Tucker	0	Yes	

APPENDIX A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Advanced Placement	**AP Macroeconomics**	Macroeconomics for Today, 10th ed. Irvin B. Tucker	9781337613057	Yes	Textbook
Advanced Placement	**AP Microeconomics**	Microeconomics for Today, 10th ed. Irvin B. Tucker	0	Yes	
Advanced Placement	**AP Microeconomics**	Microeconomics for Today, 10th ed. Irvin B. Tucker	9781337613064	Yes	Textbook
Advanced Placement	**AP Psychology**	Psychology, 13th ed. David G. Myers	0	Yes	
Advanced Placement	**AP Psychology**	Psychology	9781319132101	Yes	Textbook
Advanced Placement	**AP Statistics**	Barron's AP Statistics	0	Yes	
Advanced Placement	**AP Statistics**	AP Statistics Premium	9781506258928	Yes	Textbook
Advanced Placement	**AP Statistics**	Introduction to Probability & Statistics	0	Yes	
Advanced Placement	**AP Statistics**	Introduction to Probability & Statistics	9781337554428	Yes	Textbook
Advanced Placement	**AP United States Government and Politics**	Government in America: People, Politics, and Policy AP, 17e	9780134586571	Yes	Textbook
Advanced Placement	**AP United States Government and Politics**	eText Government in America: People, Politics, and Policy AP, 17e	IT9780134586571	Yes	Online Text/eBook
Advanced Placement	**AP United States History**	By The People: A History of the United States AP, 2e	9780134672106	Yes	Textbook
Advanced Placement	**AP United States History**	eText By The People: A History of the United States AP, 2e	IT9780134672106	Yes	Online Text/eBook
Art	**Art 1**	Art 1-2 Kit	HU1200KIT	Yes	Kit
Art	**Art 1**	Drawing pad (24 sheet)	HU1304SUP	Yes	Supplies
Art	**Art 1**	Paintbrushes (5)	HU1302SUP	Yes	Supplies
Art	**Art 1**	Colored pencils (12)	HU1300SUP	Yes	Supplies
Art	**Art 1**	Paint, tempera (6 colors)	HU1305SUP	Yes	Supplies
Art	**Art 1**	Art set (21 piece)	HU1301SUP	Yes	Supplies
Art	**Art 1**	Construction paper	HU1303SUP	Yes	Supplies
Art	**Art 2**	Art 1-2 Kit	HU1200KIT	Yes	Kit
Art	**Art 2**	Drawing pad (24 sheet)	HU1304SUP	Yes	Supplies
Art	**Art 2**	Paintbrushes (5)	HU1302SUP	Yes	Supplies
Art	**Art 2**	Colored pencils (12)	HU1300SUP	Yes	Supplies

APPENDIX A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Art	Art 2	Construction paper	HU1303SUP	Yes	Supplies
Art	Art 2	Paint, tempera (6 colors)	HU1305SUP	Yes	Supplies
Art	Art 2	Art set (21 piece)	HU1301SUP	Yes	Supplies
Art	Art 3	Art 3-5 Kit	HU1201KIT	Yes	Kit
Art	Art 3	Drawing pad (24 sheet)	HU1304SUP	Yes	Supplies
Art	Art 3	Art set (67 piece)	HU1306SUP	Yes	Supplies
Art	Art 3	Paintbrushes (6)	HU1307SUP	Yes	Supplies
Art	Art 4	Art 3-5 Kit	HU1201KIT	Yes	Kit
Art	Art 4	Drawing pad (24 sheet)	HU1304SUP	Yes	Supplies
Art	Art 4	Paintbrushes (6)	HU1307SUP	Yes	Supplies
Art	Art 4	Art set (67 piece)	HU1306SUP	Yes	Supplies
Art	Art 5	Art 3-5 Kit	HU1201KIT	Yes	Kit
Art	Art 5	Paintbrushes (6)	HU1307SUP	Yes	Supplies
Art	Art 5	Drawing pad (24 sheet)	HU1304SUP	Yes	Supplies
Art	Art 5	Art set (67 piece)	HU1306SUP	Yes	Supplies
Art	Art 6	MS Art Kit	HU1500KIT	Yes	Kit
Art	Art 6	Sketchpad, white paper (40 sheet)	HU1500SUP	Yes	Supplies
Art	Art 6	Pastels, oil (12 colors)	HU1309SUP	Yes	Supplies
Art	Art 6	Paint, acrylic (6 colors, 3/4 oz)	HU1501SUP	Yes	Supplies
Art	Art 6	Paintbrushes, acrylic (3)	HU1502SUP	Yes	Supplies
Art	Art 6	Eraser, kneaded	HU1503SUP	Yes	Supplies
Art	Art 6	Drawing pencils (3)	HU1504SUP	Yes	Supplies
Art	Art 6	Scott Foresman Art 6 TE	9780328080458	Yes	Embedded Content
Art	Art 7	MS Art Kit	HU1500KIT	Yes	Kit
Art	Art 7	Sketchpad, white paper (40 sheet)	HU1500SUP	Yes	Supplies
Art	Art 7	Pastels, oil (12 colors)	HU1309SUP	Yes	Supplies
Art	Art 7	Paint, acrylic (6 colors, 3/4 oz)	HU1501SUP	Yes	Supplies
Art	Art 7	Paintbrushes, acrylic (3)	HU1502SUP	Yes	Supplies
Art	Art 7	Eraser, kneaded	HU1503SUP	Yes	Supplies
Art	Art 7	Drawing pencils (3)	HU1504SUP	Yes	Supplies
Art	Art 7	Scott Foresman Art 7 TE	9780328080465	Yes	Embedded Content
Art	Art 8	MS Art Kit	HU1500KIT	Yes	Kit
Art	Art 8	Sketchpad, white paper (40 sheet)	HU1500SUP	Yes	Supplies
Art	Art 8	Pastels, oil (12 colors)	HU1309SUP	Yes	Supplies
Art	Art 8	Paint, acrylic (6 colors, 3/4 oz)	HU1501SUP	Yes	Supplies
Art	Art 8	Paintbrushes, acrylic (3)	HU1502SUP	Yes	Supplies
Art	Art 8	Eraser, kneaded	HU1503SUP	Yes	Supplies

APPENDIX A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Art	Art 8	Drawing pencils (3)	HU1504SUP	Yes	Supplies
Art	Art 8	Scott Foresman Art 8 TE	9780328080472	Yes	Embedded Content
Art	Art K	Kindergarten Art Kit	HU1300KIT	Yes	Kit
Art	Art K	Construction paper (96 sheet)	GI1300SUP	Yes	Supplies
Art	Art K	Paint, watercolor (8 colors)	GI1204SUP	Yes	Supplies
Electives	Calculus	eText Calculus: Graphical, Numerical, Algebraic 5th Edition, AP Edition	IT9780133311617	Yes	Online Text/eBook
Electives	Driver's Education	Drive Right 2010 TE	9780133612752	Yes	Embedded Content
Language Arts	English 9 (Honors)	eText Pathways: Literature for Readers and Writers	CAONLINE61	Yes	Online Text/eBook
Language Arts	English 9 (Honors)	eText The Essential Guide to Language, Writing, & Literature	CAONLINE62	Yes	Online Text/eBook
Language Arts	English 9 (Honors)	eText The Red Badge of Courage	CAONLINE63	Yes	Online Text/eBook
Language Arts	English 9 (Honors)	eText Romeo and Juliet	CAONLINE64	Yes	Online Text/eBook
Language Arts	English 9 (Honors)	eText Writing with Power Grade 9	IT9781615636303	Yes	Online Text/eBook
Language Arts	English 9 (Honors) - TEACHER	eText Writing with Power Grade 9 TE	IT9781615636310	No	Online Text/eBook
Language Arts	English 9 (Standard)	eText The Call of the Wild	CAONLINE60	Yes	Online Text/eBook
Language Arts	English 9 (Standard)	eText Pathways: Literature for Readers and Writers	CAONLINE61	Yes	Online Text/eBook
Language Arts	English 9 (Standard)	eText The Essential Guide to Language, Writing, & Literature	CAONLINE62	Yes	Online Text/eBook
Language Arts	English 9 (Standard)	eText Romeo and Juliet	CAONLINE64	Yes	Online Text/eBook
Language Arts	English 9 (Standard)	eText Writing with Power Grade 9	IT9781615636303	Yes	Online Text/eBook
Language Arts	English 9 (Standard) - TEACHER	eText Writing with Power Grade 9 TE	IT9781615636310	No	Online Text/eBook
Language Arts	English 10 (Honors)	eText Reading the World	IT9780756993030	Yes	Online Text/eBook
Language Arts	English 10 (Honors)	eText The Adventures of Huckleberry Finn	IT9780486280615	Yes	Online Text/eBook
Language Arts	English 10 (Honors)	eText The Importance of Being Earnest	IT9780380012770	Yes	Online Text/eBook
Language Arts	English 10 (Honors)	eText Writing with Power Grade 10	IT9781615636327	Yes	Online Text/eBook
Language Arts	English 10 (Honors) - TEACHER	eText Writing with Power Grade 10 TE	IT9781615636334	No	Online Text/eBook
Language Arts	English 10 (Standard)	eText Reading the World	IT9780756993030	Yes	Online Text/eBook
Language Arts	English 10 (Standard)	eText The Adventures of Huckleberry Finn	IT9780486280615	Yes	Online Text/eBook
Language Arts	English 10 (Standard)	eText The Importance of Being Earnest	IT9780380012770	Yes	Online Text/eBook
Language Arts	English 10 (Standard)	eText Writing with Power Grade 10	IT9781615636327	Yes	Online Text/eBook
Language Arts	English 10 (Standard) - TEACHER	eText Writing with Power Grade 10 TE	IT9781615636334	No	Online Text/eBook
Language Arts	English 11 (Honors)	The Great Gatsby	9780743273565	Yes	Novel
Language Arts	English 11 (Honors)	The Night Thoreau Spent in Jail	9780809012237	Yes	Novel
Language Arts	English 11 (Honors)	eText American Short Stories	IT9780756993023	Yes	Online Text/eBook
Language Arts	English 11 (Honors)	eText A Multicultural Reader: Collection Two	IT9780756974619	Yes	Online Text/eBook
Language Arts	English 11 (Honors)	eText Writing with Power Grade 11	IT9781615636341	Yes	Online Text/eBook

APPENDIX A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Language Arts	English 11 (Honors) - TEACHER	eText Writing with Power Grade 11 TE	IT9781615636358	No	Online Text/eBook
Language Arts	English 11 (Standard)	The Great Gatsby	9780743273565	Yes	Novel
Language Arts	English 11 (Standard)	The Night Thoreau Spent in Jail	9780809012237	Yes	Novel
Language Arts	English 11 (Standard)	eText American Short Stories	IT9780756993023	Yes	Online Text/eBook
Language Arts	English 11 (Standard)	eText A Multicultural Reader: Collection Two	IT9780756974619	Yes	Online Text/eBook
Language Arts	English 11 (Standard)	eText Writing with Power Grade 11	IT9781615636341	Yes	Online Text/eBook
Language Arts	English 11 (Standard) - TEACHER	eText Writing with Power Grade 11 TE	IT9781615636358	No	Online Text/eBook
Language Arts	English 12 (Honors)	eText British Literature: Traditions and Change	IT9780756993382	Yes	Online Text/eBook
Language Arts	English 12 (Honors)	eText Frankenstein	IT9780451527714	Yes	Online Text/eBook
Language Arts	English 12 (Honors)	eText Writing with Power Grade 12	IT9781615636365	Yes	Online Text/eBook
Language Arts	English 12 (Honors) - TEACHER	eText Writing with Power Grade 12 TE	IT9781615636372	No	Online Text/eBook
Language Arts	English 12 (Standard)	eText British Literature: Traditions and Change	IT9780756993382	Yes	Online Text/eBook
Language Arts	English 12 (Standard)	eText Frankenstein	IT9780451527714	Yes	Online Text/eBook
Language Arts	English 12 (Standard)	eText Writing with Power Grade 12	IT9781615636365	Yes	Online Text/eBook
Language Arts	English 12 (Standard) - TEACHER	eText Writing with Power Grade 12 TE	IT9781615636372	No	Online Text/eBook
Electives	GDP: Health, Fitness, and Nutrition	eText Health	IT9780133270303	Yes	Online Text/eBook
Mathematics	Geometry (Honors)	Geometry: On Level	9780133500417	Yes	Textbook
Mathematics	Geometry (Honors)	eText Geometry: On Level	IT9780133706215	Yes	Online Text/eBook
Mathematics	Geometry (Honors) - TEACHER	Geometry: On Level TE	9780133500462	No	Textbook
Mathematics	Geometry (Honors) - TEACHER	Geometry: On Level TE Volume 1	9780133697070	No	Textbook
Mathematics	Geometry (Honors) - TEACHER	Geometry: On Level TE Volume 2	9780133697087	No	Textbook
Mathematics	Geometry (Standard)	Geometry: On Level	9780133500417	Yes	Textbook
Mathematics	Geometry (Standard)	eText Geometry: On Level	IT9780133706215	Yes	Online Text/eBook
Mathematics	Geometry (Standard) - TEACHER	Geometry: On Level TE	9780133500462	No	Textbook
Mathematics	Geometry (Standard) - TEACHER	Geometry: On Level TE Volume 1	9780133697070	No	Textbook
Mathematics	Geometry (Standard) - TEACHER	Geometry: On Level TE Volume 2	9780133697087	No	Textbook
Language Arts	Accelerated Language Arts 3	Leveled Readers 3	LABTRLR321	Yes	Textbook
Language Arts	Accelerated Language Arts 3	Handwriting	LAWKBHAND21	Yes	Workbook
Language Arts	Accelerated Language Arts 4	Leveled Readers 4	LABTRLR421	Yes	Textbook
Language Arts	Accelerated Language Arts 4	Handwriting	LAWKBHAND21	Yes	Workbook
Language Arts	Accelerated Language Arts 5	Leveled Readers 5	LABTRLR521	Yes	Textbook
Language Arts	Accelerated Language Arts 5	Handwriting	LAWKBHAND21	Yes	Workbook

APPENDIX A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Language Arts	Accelerated Literature Study 2	Junior Great Books Grade 2 Student eText	IT9781939014085	Yes	Online Text/eBook
Language Arts	Accelerated Literature Study 2	Junior Great Books Grade 2 Reader's Journal eText	IT9781939014405	Yes	Online Text/eBook
Language Arts	Accelerated Literature Study 2 - TEACHER	Junior Great Books Grade 2 Teacher's Edition eText	IT9781939014047	No	Online Text/eBook
Mathematics	Accelerated Math 3	enVision Math 2.0 Grade 4, Volume 1	9780328887118	Yes	Workbook
Mathematics	Accelerated Math 3	enVision Math 2.0 Grade 4, Volume 2	9780328887170	Yes	Workbook
Mathematics	Accelerated Math 3	eText enVision Math 2.0 Grade 4, Volume 1	IT9780328887118	Yes	Online Text/eBook
Mathematics	Accelerated Math 3	eText enVision Math 2.0 Grade 4, Volume 2	IT9780328887170	Yes	Online Text/eBook
Mathematics	Accelerated Math 3	eText enVision Math 2.0 Grade 3, Volume 1	IT9780328887101	Yes	Online Text/eBook
Mathematics	Accelerated Math 3	eText enVision Math 2.0 Grade 3, Volume 2	IT9780328887163	Yes	Online Text/eBook
Mathematics	Accelerated Math 3 - TEACHER	enVision Math 2.0 Package Grade 4 TE	9780328893430	No	Package
Mathematics	Accelerated Math 3 - TEACHER	enVision Math 2.0 Grade 4, Volume 1 TE	9780328887234	No	Textbook
Mathematics	Accelerated Math 3 - TEACHER	enVision Math 2.0 Grade 4, Volume 2 TE	9780328887293	No	Textbook
Mathematics	Accelerated Math 3 - TEACHER	Program Overview Grade 4 TE	978032888961X	No	Textbook
Health and PE	Health and Physical Education 6	Secondary Yoga DVDs (2)	PE1200DSC	Yes	CD/DVD
Health and PE	Health and Physical Education 6	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Health and PE	Health and Physical Education 6	Pearson Health TE	9780133275117	Yes	Embedded Content
Health and PE	Health and Physical Education 6 - TEACHER	Pearson Health TE	9780133275117	No	Embedded Content
Health and PE	Health and Physical Education 7	Secondary Yoga DVDs (2)	PE1200DSC	Yes	CD/DVD
Health and PE	Health and Physical Education 7	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Health and PE	Health and Physical Education 7	Pearson Health TE	9780133275117	Yes	Embedded Content
Health and PE	Health and Physical Education 7 - TEACHER	Pearson Health TE	9780133275117	No	Embedded Content
Health and PE	Health and Physical Education 8	Secondary Yoga DVDs (2)	PE1200DSC	Yes	CD/DVD
Health and PE	Health and Physical Education 8	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Health and PE	Health and Physical Education 8	Pearson Health TE	9780133275117	Yes	Embedded Content
Health and PE	Health and Physical Education 8 - TEACHER	Pearson Health TE	9780133275117	No	Embedded Content
Electives	HS Spanish I	Realidades I TE	9780133199512	Yes	Embedded Content
Electives	HS Spanish II	Realidades II TE	9780133199529	Yes	Embedded Content
Language Arts	Language Arts 1	Student Comprehensive Package - Grade 1	9780021401680	Yes	Package

APPENDIX A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Language Arts	Language Arts 1	Reading Writing Workshop: Volume 1, Grade 1	9780076770632	Yes	Textbook
Language Arts	Language Arts 1	Reading Writing Workshop: Volume 2, Grade 1	9780076800070	Yes	Textbook
Language Arts	Language Arts 1	Reading Writing Workshop: Volume 3, Grade 1	9780076797646	Yes	Textbook
Language Arts	Language Arts 1	Reading Writing Workshop: Volume 4, Grade 1	9780076771134	Yes	Textbook
Language Arts	Language Arts 1	Literature Anthology: Volume 1, Grade 1	9780021389193	Yes	Textbook
Language Arts	Language Arts 1	Literature Anthology: Volume 2, Grade 1	9780021390182	Yes	Textbook
Language Arts	Language Arts 1	Literature Anthology: Volume 3, Grade 1	9780021445264	Yes	Textbook
Language Arts	Language Arts 1	Literature Anthology: Volume 4, Grade 1	9780021369089	Yes	Textbook
Language Arts	Language Arts 1	Close Reading Companion Grade 1	9780021305216	Yes	Workbook
Language Arts	Language Arts 1	Your Turn Practice Book Grade 1	9780076787128	Yes	Workbook
Language Arts	Language Arts 1	Grammar Practice Reproducibles Grade 1	9781309034347	Yes	Workbook
Language Arts	Language Arts 1	Phonics/Spelling Reproducibles Grade 1	9781309034330	Yes	Workbook
Language Arts	Language Arts 1	Manuscript Handwriting Grade 1	9781309105610	Yes	Workbook
Language Arts	Language Arts 1	eText Reading Writing Workshop: Volume 1, Grade 1	IT9780076770632	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Reading Writing Workshop: Volume 2, Grade 1	IT9780076800070	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Reading Writing Workshop: Volume 3, Grade 1	IT9780076797646	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Reading Writing Workshop: Volume 4, Grade 1	IT9780076771134	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Literature Anthology: Volume 1, Grade 1	IT9780021389193	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Literature Anthology: Volume 2, Grade 1	IT9780021390182	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Literature Anthology: Volume 3, Grade 1	IT9780021445264	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Literature Anthology: Volume 4, Grade 1	IT9780021369089	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Close Reading Companion Grade 1	IT9780021305216	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText G1 Handwriting Manuscript Workbook	IT9781309105160	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Your Turn Practice Book Grade 1	IT9780076787128	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Grammar Practice Reproducibles Grade 1	IT9781309034347	Yes	Online Text/eBook
Language Arts	Language Arts 1	eText Phonics/Spelling Reproducibles Grade 1	IT9781309034330	Yes	Online Text/eBook
Language Arts	Language Arts 1 - TEACHER	Reading Wonders Teacher Edition Package Grade 1	9780021378043	No	Package
Language Arts	Language Arts 1 - TEACHER	Teacher's Edition - Volume 1, Grade 1	9780076804900	No	Textbook
Language Arts	Language Arts 1 - TEACHER	Teacher's Edition - Volume 2, Grade 1	9780076766246	No	Textbook
Language Arts	Language Arts 1 - TEACHER	Teacher's Edition - Volume 3, Grade 1	9780076786626	No	Textbook

APPENDIX A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Language Arts	Language Arts 1 - TEACHER	Teacher's Edition - Volume 4, Grade 1	9780076772391	No	Textbook
Language Arts	Language Arts 1 - TEACHER	Teacher's Edition - Volume 5, Grade 1	9780076800308	No	Textbook
Language Arts	Language Arts 1 - TEACHER	Teacher's Edition - Volume 6, Grade 1	9780076798346	No	Textbook
Language Arts	Language Arts 1 - TEACHER	eText Reading Wonders Teacher Edition Package Grade 1	IT9780021378043	No	Online Text/eBook
Language Arts	Language Arts 2	Student Comprehensive Package - Grade 2	9780021401697	Yes	Package
Language Arts	Language Arts 2	Reading Writing Workshop Grade 2	9780076783205	Yes	Textbook
Language Arts	Language Arts 2	Literature Anthology Grade 2	9780021340989	Yes	Textbook
Language Arts	Language Arts 2	Close Reading Companion Grade 2	9780021305995	Yes	Workbook
Language Arts	Language Arts 2	Your Turn Practice Book Grade 2	9780076807215	Yes	Workbook
Language Arts	Language Arts 2	Grammar Practice Reproducibles Grade 2	9781309034354	Yes	Workbook
Language Arts	Language Arts 2	Phonics/Spelling Reproducibles Grade 2	9781309034316	Yes	Workbook
Language Arts	Language Arts 2	Handwriting Cursive Workbook Grade 2	9781309105184	Yes	Workbook
Language Arts	Language Arts 2	eText Reading Writing Workshop Grade 2	IT9780076783205	Yes	Online Text/eBook
Language Arts	Language Arts 2	eText Literature Anthology Grade 2	IT9780021340989	Yes	Online Text/eBook
Language Arts	Language Arts 2	eText Close Reading Companion Grade 2	IT9780021305995	Yes	Online Text/eBook
Language Arts	Language Arts 2	eText G2 Handwriting Cursive Workbook	IT9781309105184	Yes	Online Text/eBook
Language Arts	Language Arts 2	eText Your Turn Practice Book Grade 2	IT9780076807215	Yes	Online Text/eBook
Language Arts	Language Arts 2	eText Grammar Practice Reproducibles Grade 2	IT9781309034354	Yes	Online Text/eBook
Language Arts	Language Arts 2	eText Phonics/Spelling Reproducibles Grade 2	IT9781309034316	Yes	Online Text/eBook
Language Arts	Language Arts 2 - TEACHER	Reading Wonders Teacher Edition Package Grade 2	9780021377398	No	Package
Language Arts	Language Arts 2 - TEACHER	Teacher's Edition - Volume 1, Grade 2	9780076803880	No	Textbook
Language Arts	Language Arts 2 - TEACHER	Teacher's Edition - Volume 2, Grade 2	9780076786640	No	Textbook
Language Arts	Language Arts 2 - TEACHER	Teacher's Edition - Volume 3, Grade 2	9780076766215	No	Textbook
Language Arts	Language Arts 2 - TEACHER	Teacher's Edition - Volume 4, Grade 2	9780076768042	No	Textbook
Language Arts	Language Arts 2 - TEACHER	Teacher's Edition - Volume 5, Grade 2	9780076796779	No	Textbook
Language Arts	Language Arts 2 - TEACHER	Teacher's Edition - Volume 6, Grade 2	9780076770823	No	Textbook
Language Arts	Language Arts 2 - TEACHER	eText Reading Wonders Teacher Edition Package Grade 2	IT9780021377398	No	Online Text/eBook
Language Arts	Language Arts 3	Leveled Readers 3	LABTRLR322	Yes	Paperback Textbook
Language Arts	Language Arts 3	Handwriting	LAWKBHAND22	Yes	Paperback Textbook
Language Arts	Language Arts 4	Leveled Readers 4	LABTRLR422	Yes	Paperback Textbook
Language Arts	Language Arts 4	Handwriting	LAWKBHAND22	Yes	Paperback Textbook
Language Arts	Language Arts 5	Leveled Readers 5	LABTRLR522	Yes	Paperback Textbook
Language Arts	Language Arts 5	Handwriting	LAWKBHAND22	Yes	Paperback Textbook
Language Arts	Language Arts K	Emergent Reader, K	LABTRLRK22	Yes	

APPENDIX A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Language Arts	**Language Arts K**	Workbook, K	LAWKBK22	Yes	
Mathematics	**Math 1**	enVision Math 2.0 Grade 1, Volume 1	9780328887088	Yes	Workbook
Mathematics	**Math 1**	enVision Math 2.0 Grade 1, Volume 2	9780328887149	Yes	Workbook
Mathematics	**Math 1**	eText enVision Math 2.0 Grade 1, Volume 1	IT9780328887088	Yes	Online Text/eBook
Mathematics	**Math 1**	eText enVision Math 2.0 Grade 1, Volume 2	IT9780328887149	Yes	Online Text/eBook
Mathematics	**Math 1 - TEACHER**	enVision Math 2.0 Package Grade 1 TE	9780328893409	No	Package
Mathematics	**Math 1 - TEACHER**	enVision Math 2.0 Grade 1, Volume 1 TE	978032888720X	No	Textbook
Mathematics	**Math 1 - TEACHER**	enVision Math 2.0 Grade 1, Volume 2 TE	9780328887269	No	Textbook
Mathematics	**Math 1 - TEACHER**	Program Overview Grade 1 TE	978032888958X	No	Textbook
Mathematics	**Math 2**	enVision Math 2.0 Grade 2, Volume 1	9780328887095	Yes	Workbook
Mathematics	**Math 2**	enVision Math 2.0 Grade 2, Volume 2	9780328887156	Yes	Workbook
Mathematics	**Math 2**	eText enVision Math 2.0 Grade 2, Volume 1	IT9780328887095	Yes	Online Text/eBook
Mathematics	**Math 2**	eText enVision Math 2.0 Grade 2, Volume 2	IT9780328887156	Yes	Online Text/eBook
Mathematics	**Math 2 - TEACHER**	enVision Math 2.0 Package Grade 2 TE	9780328893416	No	Package
Mathematics	**Math 2 - TEACHER**	enVision Math 2.0 Grade 2, Volume 1 TE	9780328887218	No	Textbook
Mathematics	**Math 2 - TEACHER**	enVision Math 2.0 Grade 2, Volume 2 TE	9780328887277	No	Textbook
Mathematics	**Math 2 - TEACHER**	Program Overview Grade 2 TE	9780328889598	No	Textbook
Mathematics	**Math 3**	enVision Math 2.0 Grade 3, Volume 1	9780328887101	Yes	Workbook
Mathematics	**Math 3**	enVision Math 2.0 Grade 3, Volume 2	9780328887163	Yes	Workbook
Mathematics	**Math 3**	eText enVision Math 2.0 Grade 3, Volume 1	IT9780328887101	Yes	Online Text/eBook
Mathematics	**Math 3**	eText enVision Math 2.0 Grade 3, Volume 2	IT9780328887163	Yes	Online Text/eBook
Mathematics	**Math 3 - TEACHER**	enVision Math 2.0 Package Grade 3 TE	9780328893423	No	Package
Mathematics	**Math 3 - TEACHER**	enVision Math 2.0 Grade 3, Volume 1 TE	9780328887226	No	Textbook
Mathematics	**Math 3 - TEACHER**	enVision Math 2.0 Grade 3, Volume 2 TE	9780328887285	No	Textbook
Mathematics	**Math 3 - TEACHER**	Program Overview Grade 3 TE	9780328889601	No	Textbook
Mathematics	**Math 4**	enVision Math 2.0 Grade 4, Volume 1	9780328887118	Yes	Workbook
Mathematics	**Math 4**	enVision Math 2.0 Grade 4, Volume 2	9780328887170	Yes	Workbook
Mathematics	**Math 4**	eText enVision Math 2.0 Grade 4, Volume 1	IT9780328887118	Yes	Online Text/eBook
Mathematics	**Math 4**	eText enVision Math 2.0 Grade 4, Volume 2	IT9780328887170	Yes	Online Text/eBook
Mathematics	**Math 4 - TEACHER**	enVision Math 2.0 Package Grade 4 TE	9780328893430	No	Package
Mathematics	**Math 4 - TEACHER**	enVision Math 2.0 Grade 4, Volume 1 TE	9780328887234	No	Textbook
Mathematics	**Math 4 - TEACHER**	enVision Math 2.0 Grade 4, Volume 2 TE	9780328887293	No	Textbook
Mathematics	**Math 4 - TEACHER**	Program Overview Grade 4 TE	978032888961X	No	Textbook
Mathematics	**Math 5**	enVision Math 2.0 Grade 5, Volume 1	9780328887125	Yes	Workbook
Mathematics	**Math 5**	enVision Math 2.0 Grade 5, Volume 2	9780328887187	Yes	Workbook
Mathematics	**Math 5**	eText enVision Math 2.0 Grade 5, Volume 1	IT9780328887125	Yes	Online Text/eBook
Mathematics	**Math 5**	eText enVision Math 2.0 Grade 5, Volume 2	IT9780328887187	Yes	Online Text/eBook

APPENDIX A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Mathematics	Math 5 - TEACHER	enVision Math 2.0 Package Grade 5 TE	9780328893447	No	Package
Mathematics	Math 5 - TEACHER	enVision Math 2.0 Grade 5, Volume 1 TE	9780328887242	No	Textbook
Mathematics	Math 5 - TEACHER	enVision Math 2.0 Grade 5, Volume 2 TE	9780328887307	No	Textbook
Mathematics	Math 5 - TEACHER	Program Overview Grade 5 TE	9780328889628	No	Textbook
Mathematics	Math 6	Mathematics: Course 1	9780133196672	Yes	Textbook
Mathematics	Math 6	eText Mathematics: Course 1	IT9780133196672	Yes	Online Text/eBook
Mathematics	Math 6 - TEACHER	Mathematics: Course 1 TE	9780133196702	No	Textbook
Mathematics	Math 7	Mathematics: Course 2	9780133196689	Yes	Textbook
Mathematics	Math 7	eText Mathematics: Course 2	IT9780133196689	Yes	Online Text/eBook
Mathematics	Math 7 - TEACHER	Mathematics: Course 2 TE	9780133196719	No	Textbook
Mathematics	Math K	enVisionMATH Grade K Individual Student Manipulatives Kit	9780328348572	Yes	Kit
Mathematics	Math K	Counters, 2-color (20)	N/A	Yes	Supplies
Mathematics	Math K	Clock face (1)	N/A	Yes	Supplies
Mathematics	Math K	Number cubes, blank with 50 labels (2)	N/A	Yes	Supplies
Mathematics	Math K	Game spinner, blank (1)	N/A	Yes	Supplies
Mathematics	Math K	Coins (44)	N/A	Yes	Supplies
Mathematics	Math K	Connecting snap cubes (20)	N/A	Yes	Supplies
Mathematics	Math K	Tiles, color (20)	N/A	Yes	Supplies
Mathematics	Math K	Pattern blocks (1/2 cm)	N/A	Yes	Supplies
Mathematics	Math K	Attribute blocks (30)	N/A	Yes	Supplies
Mathematics	Math K	Partial eText enVisionMATH Grade K	MA1300DGT	Yes	Online Text/eBook
Mathematics	Math K	enVisionMATH Grade K	9780328795970	Yes	Textbook
Mathematics	Math K - TEACHER	enVisionMATH Grade K TE	9780328679096	No	Textbook
Physical Education	Physical Education 1	Jump rope	GI1208SUP	Yes	Supplies
Physical Education	Physical Education 1	Elementary Yoga DVDs (2)	CAPEDVD090001	Yes	CD/DVD
Physical Education	Physical Education 1	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Physical Education	Physical Education 2	Jump rope	GI1208SUP	Yes	Supplies
Physical Education	Physical Education 2	Elementary Yoga DVDs (2)	CAPEDVD090001	Yes	CD/DVD
Physical Education	Physical Education 2	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Physical Education	Physical Education 3	Jump rope	GI1208SUP	Yes	Supplies

APPENDIX A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Physical Education	Physical Education 3	Elementary Yoga DVDs (2)	CAPEDVD090001	Yes	CD/DVD
Physical Education	Physical Education 3	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Physical Education	Physical Education 4	Jump rope	GI1208SUP	Yes	Supplies
Physical Education	Physical Education 4	Elementary Yoga DVDs (2)	CAPEDVD090001	Yes	CD/DVD
Physical Education	Physical Education 4	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Physical Education	Physical Education 5	Jump rope	GI1208SUP	Yes	Supplies
Physical Education	Physical Education 5	Elementary Yoga DVDs (2)	CAPEDVD090001	Yes	CD/DVD
Physical Education	Physical Education 5	eText The President's Challenge Get Fit Handbook	ITCAPE090002	Yes	Online Text/eBook
Physical Education	Physical Education (High School)	Secondary Yoga DVDs (2)	PE1200DSC	Yes	CD/DVD
Mathematics	Pre-Algebra	Mathematics: Course 3	9780133196696	Yes	Textbook
Mathematics	Pre-Algebra	eText Mathematics: Course 3	IT9780133196696	Yes	Online Text/eBook
Mathematics	Pre-Algebra - TEACHER	Mathematics: Course 3 TE	9780133196726	No	Textbook
Science	Science 1	Science: A Closer Look Grade 1	9780022841348	Yes	Textbook
Science	Science 1	eText Science: A Closer Look Grade 1	CAONLINE049	Yes	Online Text/eBook
Science	Science 1	Science: A Closer Look Grade 1 Reading and Writing Workbook	9780022840716	Yes	Workbook
Science	Science 1	Science 1 Kit	SC1201KIT	Yes	Kit
Science	Science 1	Dropper	SC1314SUP	Yes	Supplies
Science	Science 1	Safety goggles	SC1306SUP	Yes	Supplies
Science	Science 1	Magnets, bar (2)	SC1315SUP	Yes	Supplies
Science	Science 1	Hand lens	SC1300SUP	Yes	Supplies
Science	Science 1	Thermometers (2)	SC1313SUP	Yes	Supplies
Science	Science 1	Modeling clay	SC1302SUP	Yes	Supplies
Science	Science 1 - TEACHER	Science: A Closer Look Grade 1.1 TE	9780022841980	No	Textbook
Science	Science 1 - TEACHER	Science: A Closer Look Grade 1.2 TE	9780022841997	No	Textbook
Science	Science 1 - TEACHER	Science: A Closer Look Grade 1.3 TE	9780022842017	No	Textbook
Science	Science 2	Science: A Closer Look Grade 2	9780022841355	Yes	Textbook
Science	Science 2	eText Science: A Closer Look Grade 2	CAONLINE050	Yes	Online Text/eBook

APPENDIX A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Science	Science 2	Science: A Closer Look Grade 2 Reading and Writing Workbook	9780022840723	Yes	Workbook
Science	Science 2	Science 2 Kit	SC1202KIT	Yes	Kit
Science	Science 2	Hand lens	SC1300SUP	Yes	Supplies
Science	Science 2	Modeling clay	SC1302SUP	Yes	Supplies
Science	Science 2	Magnets, bar (2)	SC1315SUP	Yes	Supplies
Science	Science 2	Safety goggles	SC1306SUP	Yes	Supplies
Science	Science 2	Thermometers (3)	SC1307SUP	Yes	Supplies
Science	Science 2 - TEACHER	Science: A Closer Look Grade 2.1 TE	9780022842024	No	Textbook
Science	Science 2 - TEACHER	Science: A Closer Look Grade 2.2 TE	9780022842031	No	Textbook
Science	Science 2 - TEACHER	Science: A Closer Look Grade 2.3 TE	9780022842048	No	Textbook
Science	Science K	Kindergarten Science Kit	SC1300KIT	Yes	Kit
Science	Science K	Hand lens	SC1300SUP	Yes	Supplies
Science	Science K	Magnets, bar (2)	SC1315SUP	Yes	Supplies
Science	Science K	Modeling clay	SC1302SUP	Yes	Supplies
Science	Science K	eText interactive Science Grade K	IT9780328520954	Yes	Online Text/eBook
Social Studies	Social Studies 1	eText MyWorld, Grade 1: Making Our Way	IT9780328639168	Yes	Online Text/eBook
Social Studies	Social Studies 1	MyWorld, Grade 1: Making Our Way	9780328639168	Yes	Workbook
Social Studies	Social Studies 1 - TEACHER	eText MyWorld, Grade 1: Making Our Way TE	IT9780328639670	No	Online Text/eBook
Social Studies	Social Studies 2	eText MyWorld, Grade 2: We Do Our Part	IT9780328639274	Yes	Online Text/eBook
Social Studies	Social Studies 2	MyWorld, Grade 2: We Do Our Part	9780328639274	Yes	Workbook
Social Studies	Social Studies 2 - TEACHER	eText MyWorld, Grade 2: We Do Our Part TE	IT9780328639687	No	Online Text/eBook
Social Studies	Social Studies 6 & 7	MyWorld Interactive: National World History	9780328960101	Yes	Textbook
Social Studies	Social Studies 6 & 7	eText MyWorld Interactive: National World History	IT9780328960101	Yes	Online Text/eBook
Social Studies	Social Studies 6 & 7	eText MyWorld Interactive: World Geography	IT9780328960262	Yes	Online Text/eBook
Social Studies	Social Studies 6 & 7	American History	9780133307016	Yes	Textbook
Social Studies	Social Studies 6 & 7	eText American History	IT9780133307016	Yes	Online Text/eBook
Social Studies	Social Studies 6 & 7 - TEACHER	eText MyWorld Interactive: National World History TE	IT9780328960118	No	Online Text/eBook
Social Studies	Social Studies 6 & 7 - TEACHER	eText MyWorld Interactive: World Geography TE	IT9780328960279	No	Online Text/eBook
Social Studies	Social Studies 8	American History	9780133307016	Yes	Textbook
Social Studies	Social Studies 8	eText American History	IT9780133307016	Yes	Online Text/eBook
Social Studies	Social Studies 8 - TEACHER	eText American History TE	IT9780133307139	No	Online Text/eBook
Social Studies	Social Studies K	eText myWorld Social Studies Grade K: Here We Are	IT9780328640966	Yes	Online Text/eBook
Social Studies	World History (Honors)	eText World History	IT9780133307023	Yes	Online Text/eBook
Social Studies	World History (Honors)	World History	9780133307023	Yes	Textbook

APPENDIX A.4 LIST OF MATERIALS

Subject Area	Course Name	Resource Name	ISBN	Student Edition Available	Student Edition Type
Social Studies	**World History (Honors) - TEACHER**	eText World History TE	IT9780133307146	No	Online Text/eBook
Social Studies	**World History (Standard)**	eText World History	IT9780133307023	Yes	Online Text/eBook
Social Studies	**World History (Standard)**	World History	9780133307023	Yes	Textbook
Social Studies	**World History (Standard) - TEACHER**	eText World History TE	IT9780133307146	No	Online Text/eBook

APPENDIX A

CURRICULUM

A.5 ALIGNMENT DOCUMENTS

APPENDIX A

CURRICULUM

A.5 ALIGNMENT DOCUMENTS

a. ENGLISH LANGUAGE ARTS K - 12

This document is part of Appendix A: Curriculum.

It includes alignment documents for each Language Arts core class for students in Kindergarten through Grade 12.

- Language Arts K
- Language Arts 1
- Language Arts 2
- Language Arts 3
- Language Arts 4
- Language Arts 5
- Language Arts 6

- Language Arts 7
- Language Arts 8
- English 9
- English 10
- English 11
- English 12

Language Arts K

Pennsylvania Core Standards (2014)	Language Arts K A/B	
English Language Arts: Kindergarten	**Unit Name**	**Lesson Name**
1.1 Foundational Skills		
Book Handling		
CC.1.1.K.A Utilize book handing skills.	No Place Like Home	• No Place Like Home: Speak/Listen Incorporate and assign an activity to utilize book handling skills.
Print Concepts		
CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.		
• Follow words left to right, top to bottom, and page by page	Fun For Everyone	• Fun For Everyone: Genre • Fun For Everyone: Comprehension
• Recognize that spoken words are represented in written language by specific sequences of letters.	Fun For Everyone	• Fun For Everyone: Speak/Listen
• Understand that words are separated by spaces in print.	No Place Like Home	• No Place Like Home: Genre
• Recognize and name all uppercase and lowercase letters of the alphabet.	Different Kinds of Families	• Different Kinds of Families: Genre • Different Kinds of Families: Comprehension • Different Kinds of Families: Speak/Listen • Different Kinds of Families: Fluency
	Outside in Any Weather	• Outside in Any Weather: Genre • Outside in Any Weather: Comprehension • Outside in Any Weather: Speak/Listen • Outside in Any Weather: Fluency
	Fun For Everyone	• Fun For Everyone: Genre • Fun For Everyone: Comprehension • Fun For Everyone: Speak/Listen • Fun For Everyone: Fluency
Phonological Awareness		
CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
• Recognize and produce rhyming words.	Different Kinds of Families	• Different Kinds of Families: Genre • Different Kinds of Families: Comprehension • Different Kinds of Families: Speak/Listen
	Outside in Any Weather	• Outside in Any Weather: Genre
	Ways We Help	• Ways We Help: Genre • Ways We Help: Speak/Listen • Ways We Help: Fluency

Pennsylvania Core Standards (2014)	Language Arts K A/B	
English Language Arts: Kindergarten	Unit Name	Lesson Name
• Count, pronounce, blend, and segment syllables in spoken words.	No Place Like Home	• No Place Like Home: Speak/Listen
	Friends Are Kind	• Friends Are Kind: Genre
	What a Friend Needs	• What a Friend Needs: Genre
	Animals Learn and Grow	• Animals Learn and Grow: Genre
		• Animals Learn and Grow: Comprehension
	Animals Working Together	• Animals Working Together: Fluency
	On Our Own	• On Our Own: Fluency
	Where the Wind Blows	• Where the Wind Blows: Genre
	Snowy Days	• Snowy Days: Genre
• Blend and segment onsets and rimes of single-syllable spoken words.	Outside in Any Weather	• Outside in Any Weather: Comprehension
• Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.	Outside in Any Weather	• Outside in Any Weather: Genre
		• Outside in Any Weather: Comprehension
	No Place Like Home	• No Place Like Home: Comprehension
		• No Place Like Home: Fluency
	What a Surprise!	• What a Surprise!: Comprehension
		• What a Surprise!: Speak/Listen
	Friends Help Each Other	• Friends Help Each Other: Comprehension
		• Friends Help Each Other: Speak/Listen
	Friends Are Kind	• Friends Are Kind: Comprehension
		• Friends Are Kind: Fluency
	What a Friend Needs	• What a Friend Needs: Comprehension
Phonics and Word Recognition		
CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.		
• Demonstrate basic knowledge of one-to-one letter-sound correspondence.	No Place Like Home	•No Place Like Home: Speak/Listen
		•No Place Like Home: Synthesize
	What a Surprise!	• What a Surprise!: Comprehension
		• What a Surprise!: Speak/Listen
		• What a Surprise!: Fluency
	Friends Are Kind	• Friends Are Kind: Comprehension
		• Friends Are Kind: Speak/Listen
		• Friends Are Kind: Fluency
		• Friends Are Kind: Synthesize
	Animals Learn and Grow	• Animals Learn and Grow: Comprehension
		• Animals Learn and Grow: Speak/Listen
		• Animals Learn and Grow: Fluency
		• Animals Learn and Grow: Synthesize
	Ways Animals Are Different	• Ways Animals Are Different: Genre

Pennsylvania Core Standards (2014)	Language Arts K A/B	
English Language Arts: Kindergarten	**Unit Name**	**Lesson Name**
• Associate the long and short sounds with common spellings for the five major vowels.	Friends Help Each Other	• Friends Help Each Other: Speak/Listen
		• Friends Help Each Other: Fluency
	What a Friend Needs	• What a Friend Needs: Comprehension
		• What a Friend Needs: Speak/Listen
		• What a Friend Needs: Synthesize
	Ways Animals Are Different	• Ways Animals Are Different: Comprehension
		• Ways Animals Are Different: Speak/Listen
		• Ways Animals Are Different: Fluency
		• Ways Animals Are Different: Synthesize
	Animals Working Together	• Animals Working Together: Comprehension
		• Animals Working Together: Speak/Listen
		• Animals Working Together: Fluency
		• Animals Working Together: Synthesize
	Feeling Happy	• Feeling Happy: Genre
		• Feeling Happy: Comprehension
		• Feeling Happy: Speak/Listen
		• Feeling Happy: Fluency
	Feeling Scared	• Feeling Scared: Genre
		• Feeling Scared: Comprehension
		• Feeling Scared: Speak/Listen
		• Feeling Scared: Fluency
		• Feeling Scared: Synthesize
	On Our Own	• On Our Own: Comprehension
	Small Helpers	• Small Helpers: Comprehension
		• Small Helpers: Speak/Listen
	Ways We Help	• Ways We Help: Comprehension
	Where the Wind Blows	• Where the Wind Blows: Comprehension
		• Where the Wind Blows: Speak/Listen
	Ready for the Rain	• Ready for the Rain: Comprehension
		• Ready for the Rain: Speak/Listen
		• Ready for the Rain: Fluency
	Snowy Days	• Snowy Days: Comprehension
		• Snowy Days: Speak/Listen
	All About Fog	• All About Fog: Comprehension
		• All About Fog: Speak/Listen
		• All About Fog: Fluency
	Good Food for You	• Good Food for You: Comprehension
		• Good Food for You: Speak/Listen
	A World of Healthy Food	• A World of Healthy Food: Comprehension
		• A World of Healthy Food: Speak/Listen
	Many Ways to Eat a Food	• Many Ways to Eat a Food: Comprehension
		• Many Ways to Eat a Food: Speak/Listen

Pennsylvania Core Standards (2014)	Language Arts K A/B	
English Language Arts: Kindergarten	Unit Name	Lesson Name
	Different Kinds of Families	• Different Kinds of Families: Synthesize
	Fun For Everyone	• Fun For Everyone: Comprehension
		• Fun For Everyone: Synthesize
	No Place Like Home	• No Place Like Home: Speak/Listen
		• No Place Like Home: Fluency
		• No Place Like Home: Synthesize
	What a Surprise!	• What a Surprise!: Synthesize
	Friends Help Each Other	• Friends Help Each Other: Write
	Friends Are Kind	• Friends Are Kind: Fluency
		• Friends Are Kind: Synthesize
• Read grade-level high-frequency sight words with automaticity.	Animals Learn and Grow	• Animals Learn and Grow: Synthesize
	Ways Animals Are Different	• Ways Animals Are Different: Synthesize
	Animal Parents and Babies	• Animal Parents and Babies: Synthesize
	Animals Working Together	• Animals Working Together: Synthesize
	Feeling Angry	• Feeling Angry: Synthesize
	Feeling Happy	• Feeling Happy: Write
	Feeling Sad	• Feeling Sad: Synthesize
	Feeling Scared	• Feeling Scared: Synthesize
	We Learn About the World	• We Learn About the World: Fluency
		• We Learn About the World: Synthesize
	Now I Can Do It	• Now I Can Do It: Synthesize
	Help Can Be a Surprise	• Help Can Be a Surprise: Synthesize
	Snowy Days	• Snowy Days: Fluency
• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Now I Can Do It	• Now I Can Do It: Genre
	Say Goodbye to Fear!	• Say Goodbye to Fear!: Genre
Fluency		
CC.1.1.K.E Read emergent-reader text with purpose and understanding.	Animal Parents and Babies	• Animal Parents and Babies: Synthesize
	Feeling Sad	• Feeling Sad: Fluency
	Help Can Be a Surprise	• Help Can Be a Surprise: Synthesize
1.2 Reading Informational Text		
Key Ideas and Details **Main Idea**		
CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	Animals Learn and Grow	• Animals Learn and Grow: Synthesize
	Ways Animals Are Different	• Ways Animals Are Different: Fluency
		• Ways Animals Are Different: Synthesize
	Feeling Happy	• Feeling Happy: Synthesize
	Snowy Days	• Snowy Days: Speak/Listen
	All About Fog	• All About Fog: Speak/Listen
		• All About Fog: Fluency
Key Ideas and Details **Text Analysis**		
CC.1.2.K.B With prompting and support, answer questions about key details in a text.	Animals Learn and Grow	• Animals Learn and Grow: Comprehension
		• Animals Learn and Grow: Speak/Listen
	Ways Animals Are Different	• Ways Animals Are Different: Comprehension
	Animal Parents and Babies	• Animal Parents and Babies: Comprehension
	Animals Working Together	• Animals Working Together: Comprehension

Pennsylvania Core Standards (2014) English Language Arts: Kindergarten	Language Arts K A/B	
	Unit Name	Lesson Name
Key Ideas and Details **Text Analysis**		
CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.	Ways Animals Are Different	• Ways Animals Are Different: Synthesize
	Animal Parents and Babies	• Animal Parents and Babies: Speak/Listen • Animal Parents and Babies: Fluency • Animal Parents and Babies: Synthesize
	Ready for the Rain	• Ready for the Rain: Speak/Listen
Craft and Structure **Point of View**		
Intentionally Blank		
Craft and Structure **Text Structure**		
CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	Feeling Angry	• Feeling Angry: Speak/Listen
Craft and Structure **Vocabulary**		
CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.	Animals Working Together	• Animals Working Together: Speak/Listen • Animals Working Together: Fluency
Integration of Knowledge and Ideas **Diverse Media**		
CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear.	Ways Animals Are Different	• Ways Animals Are Different: Genre • Ways Animals Are Different: Comprehension
	Animals Working Together	• Animals Working Together: Genre
Integration of Knowledge and Ideas **Evaluating Arguments**		
CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.	Feeling Scared	• Feeling Scared: Fluency
Integration of Knowledge and Ideas **Analysis Across Texts**		
CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	Ready for the Rain	• Ready for the Rain: Fluency • Ready for the Rain: Synthesize
Vocabulary Acquisition and Use		
CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Incorporate and assign an activity to use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	
Vocabulary Acquisition and Use		
CC.1.2.K.K Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.	Many Ways to Eat a Food	• Many Ways to Eat a Food: Comprehension • Many Ways to Eat a Food: Fluency
	Good Food for You	• Good Food for You: Genre • Good Food for You: Speak/Listen
Range of Reading		
CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.	Where the Wind Blows	• Where the Wind Blows: Speak/Listen

Pennsylvania Core Standards (2014)	Language Arts K A/B	
English Language Arts: Kindergarten	**Unit Name**	**Lesson Name**
1.3 Reading Literature		
Key Ideas and Details **Theme**		
CC.1.3.K.A With prompting and support, retell familiar stories including key details.	Friends Are Kind	• Friends Are Kind: Synthesize
	Say Goodbye to Fear!	• Say Goodbye to Fear!: Synthesize
	Help Can Be Anywhere	• Help Can Be Anywhere: Write
	Small Helpers	• Small Helpers: Synthesize
Key Ideas and Details **Text Analysis**		
CC.1.3.K.B Answer questions about key details in a text.	Different Kinds of Families	• Different Kinds of Families: Comprehension
	Outside in Any Weather	• Outside in Any Weather: Genre
		• Outside in Any Weather: Comprehension
		• Outside in Any Weather: Fluency
		• Outside in Any Weather: Synthesize
	Fun For Everyone	• Fun For Everyone: Genre
		• Fun For Everyone: Comprehension
	No Place Like Home	• No Place Like Home: Genre
		• No Place Like Home: Comprehension
	What a Surprise!	• What a Surprise!: Comprehension
		• What a Surprise!: Fluency
	Friends Help Each Other	• Friends Help Each Other: Comprehension
Key Ideas and Details **Literary Elements**		
CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.	Different Kinds of Families	• Different Kinds of Families: Fluency
		• Different Kinds of Families: Synthesize
	Outside in Any Weather	• Outside in Any Weather: Speak/Listen
	Fun For Everyone	• Fun For Everyone: Comprehension
	Small Helpers	• Small Helpers: Genre
Craft and Structure **Point of View**		
CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.	Different Kinds of Families	• Different Kinds of Families: Genre
	Outside in Any Weather	• Outside in Any Weather: Genre
	Fun For Everyone	• Fun For Everyone: Genre
	No Place Like Home	• No Place Like Home: Fluency
	What a Surprise!	• What a Surprise!: Genre
	Friends Help Each Other	• Friends Help Each Other: Genre
Craft and Structure **Text Structure**		
CC.1.3.K.E Recognize common types of text.	Help Can Be Anywhere	• Help Can Be Anywhere: Speak/Listen
	Small Helpers	• Small Helpers: Speak/Listen
	Ways We Help	• Ways We Help: Comprehension

Pennsylvania Core Standards (2014)	Language Arts K A/B	
English Language Arts: Kindergarten	Unit Name	Lesson Name
Craft and Structure		
Vocabulary		
CC.1.3.K.F Ask and answer questions about unknown words in a text.	Fun For Everyone	• Fun For Everyone: Speak/Listen • Fun For Everyone: Fluency
Integration of Knowledge and Ideas		
Sources of Information		
CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).	Ways Animals Are Different	•Ways Animals Are Different: Comprehension
Integration of Knowledge and Ideas		
Text Analysis		
CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.	Help Can Be a Surprise	• Help Can Be a Surprise: Speak/Listen • Help Can Be a Surprise: Fluency Extend the lessons to compare and contrast the adventures of characters in familiar stories.
Vocabulary Acquisition and Use		
Strategies		
CC.1.3.K.I Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.	Feeling Happy	• Feeling Happy: Genre • Feeling Happy: Speak/Listen
	Many Ways to Eat a Food	• Many Ways to Eat a Food: Genre • Many Ways to Eat a Food: Comprehension • Many Ways to Eat a Food: Fluency
	Ways We Help	• Ways We Help: Genre • Ways We Help: Speak/Listen
	Good Food for You	• Good Food for You: Genre • Good Food for You: Speak/Listen
	A World of Healthy Food	• A World of Healthy Food: Genre • A World of Healthy Food: Speak/Listen
Vocabulary Acquisition and Use		
CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Incorporate and assign an activity to use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	
Range of Reading		
CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.	What a Surprise!	• What a Surprise!: Synthesize
1.4 Writing		
Informative/ Explanatory		
CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.	Feeling Happy	• Feeling Happy: Genre • Feeling Happy: Comprehension • Feeling Happy: Speak/Listen • Feeling Happy: Fluency • Feeling Happy: Write
	Good Food for You	• Good Food for You: Fluency • Good Food for You: Synthesize
	A World of Healthy Food	• A World of Healthy Food: Genre

| Pennsylvania Core Standards (2014) | Language Arts K A/B | |
English Language Arts: Kindergarten	Unit Name	Lesson Name
Informative/Explanatory **Focus**		
CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.	Feeling Happy	• Feeling Happy: Genre • Feeling Happy: Comprehension • Feeling Happy: Fluency • Feeling Happy: Write
Informative/Explanatory **Content**		
CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	Feeling Happy	• Feeling Happy: Genre • Feeling Happy: Comprehension • Feeling Happy: Fluency • Feeling Happy: Write
Informative/Explanatory **Organization**		
CC.1.4.K.D Make logical connections between drawing and dictation/writing.	Feeling Happy	• Feeling Happy: Genre • Feeling Happy: Comprehension • Feeling Happy: Fluency • Feeling Happy: Write
	Feeling Sad	• Feeling Sad: Synthesize
Informative/Explanatory **Style**		
CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.	Feeling Sad	• Feeling Sad: Synthesize • Feeling Sad: Fluency
Informative/Explanatory **Conventions of Language**		
CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize first word in sentence and pronoun I.	Animals Learn and Grow	• Animals Learn and Grow: Comprehension • Animals Learn and Grow: Speak/Listen
	Snowy Days	• Snowy Days: Speak/Listen
• Recognize and use end punctuation.	Animals Learn and Grow	• Animals Learn and Grow: Comprehension
	Ready for the Rain	• Ready for the Rain: Fluency
• Spell simple words phonetically.	Chefs Cook	• Chefs Cook: Comprehension • Chefs Cook: Speak/Listen • Chefs Cook: Fluency • Chefs Cook: Synthesize
Opinion/Argumentative		
CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	What a Friend Needs	• What a Friend Needs: Speak/Listen • What a Friend Needs: Fluency
	Help Can Be a Surprise	• Help Can Be a Surprise: Synthesize
	Help Can Be Anywhere	• Help Can Be Anywhere: Genre • Help Can Be Anywhere: Comprehension • Help Can Be Anywhere: Speak/Listen

| Pennsylvania Core Standards (2014) | Language Arts K A/B | |
English Language Arts: Kindergarten	Unit Name	Lesson Name
Opinion/Argumentative **Focus**		
CC.1.4.K.H Form an opinion by choosing between two given topics.	Feeling Scared	• Feeling Scared: Comprehension
	Help Can Be Anywhere	• Help Can Be Anywhere: Genre • Help Can Be Anywhere: Comprehension Extend the lessons to form an opinion by choosing between two given topics.
Opinion/Argumentative **Content**		
CC.1.4.K.I Support the opinion with reasons.	Help Can Be Anywhere	• Help Can Be Anywhere: Speak/Listen
Opinion/Argumentative **Organization**		
CC.1.4.K.J Make logical connections between drawing and writing.	Help Can Be Anywhere	• Help Can Be Anywhere: Comprehension
Opinion/Argumentative **Style**		
Intentionally Blank		
Opinion/Argumentative **Conventions of Language**		
CC.1.4.K.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize first word in sentence and pronoun I.	Animals Learn and Grow	• Animals Learn and Grow: Comprehension • Animals Learn and Grow: Speak/Listen Extend the lessons to cover an opinion/argumentative text.
• Recognize and use end punctuation.	Help Can Be Anywhere	• Help Can Be Anywhere: Genre • Help Can Be Anywhere: Speak/Listen • Help Can Be Anywhere: Fluency Extend the lessons to cover an opinion/argumentative text.
	Snowy Days	• Snowy Days: Speak/Listen
	Ready for the Rain	• Ready for the Rain: Fluency
• Spell simple words phonetically.	Chefs Cook	• Chefs Cook: Comprehension • Chefs Cook: Speak/Listen • Chefs Cook: Fluency • Chefs Cook: Synthesize Extend the lessons to cover an opinion/argumentative text.
Narrative		
CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	Friends Help Each Other	• Friends Help Each Other: Comprehension • Friends Help Each Other: Speak/Listen • Friends Help Each Other: Fluency
	Small Helpers	• Small Helpers: Comprehension • Small Helpers: Speak/Listen

Pennsylvania Core Standards (2014) English Language Arts: Kindergarten	Language Arts K A/B	
	Unit Name	**Lesson Name**
Narrative **Focus**		
CC.1.4.K.N Establish who and what the narrative will be about.	Small Helpers	• Small Helpers: Comprehension • Small Helpers: Speak/Listen
Narrative **Content**		
CC.1.4.K.O Describe experiences and events.	Small Helpers	• Small Helpers: Comprehension • Small Helpers: Speak/Listen
Narrative **Organization**		
CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Friends Help Each Other	• Friends Help Each Other: Comprehension • Friends Help Each Other: Speak/Listen • Friends Help Each Other: Fluency
	Small Helpers	• Small Helpers: Comprehension • Small Helpers: Speak/Listen
Narrative **Style**		
Intentionally Blank		
Narrative **Conventions of Language**		
CC.1.4.K.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize first word in sentence and pronoun I.	Friends Are Kind	• Friends Are Kind: Comprehension
	What a Friend Needs	• What a Friend Needs: Speak/Listen
	Help Can Be Anywhere	• Help Can Be Anywhere: Fluency
• Recognize and use end punctuation.	On Our Own	• On Our Own: Comprehension • On Our Own: Speak/Listen
	Help Can Be Anywhere	• Help Can Be Anywhere: Genre • Help Can Be Anywhere: Speak/Listen • Help Can Be Anywhere: Fluency
• Spell simple words phonetically.	Ready for the Rain	• Ready for the Rain: Fluency
	Chefs Cook	• Chefs Cook: Comprehension • Chefs Cook: Speak/Listen • Chefs Cook: Fluency • Chefs Cook: Synthesize Extend the lessons to cover a narrative text.
Response to Literature		
Intentionally Blank		
Production and Distribution of Writing **Writing Process**		
CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Friends Help Each Other	• Friends Help Each Other: Fluency
	Help Can Be Anywhere	• Help Can Be Anywhere: Fluency • Help Can Be Anywhere: Write
	Small Helpers	• Small Helpers: Fluency
	A World of Healthy Food	• A World of Healthy Food: Comprehension
	Chefs Cook	• Chefs Cook: Genre

Pennsylvania Core Standards (2014)	Language Arts K A/B	
English Language Arts: Kindergarten	Unit Name	Lesson Name
Technology and Publication		
CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	Good Food for You	• Good Food for You: Synthesize
	Chefs Cook	• Chefs Cook: Speak/Listen
Conducting Research		
CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.	Feeling Scared	• Feeling Scared: Comprehension
Credibility, Reliability, and Validity of Sources		
CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Feeling Scared	• Feeling Scared: Comprehension
Range of Writing		
CC.1.4.K.X Write routinely over short time frames.	Feeling Angry	• Feeling Angry: Genre • Feeling Angry: Comprehension • Feeling Angry: Fluency
	Feeling Sad	• Feeling Sad: Genre • Feeling Sad: Comprehension
	Feeling Scared	• Feeling Scared: Genre • Feeling Scared: Comprehension • Feeling Scared: Speak/Listen
	Help Can Be a Surprise	• Help Can Be a Surprise: Comprehension • Help Can Be a Surprise: Speak/Listen • Help Can Be a Surprise: Fluency
	Help Can Be Anywhere	• Help Can Be Anywhere: Genre • Help Can Be Anywhere: Comprehension • Help Can Be Anywhere: Speak/Listen
	Small Helpers	• Small Helpers: Comprehension • Small Helpers: Speak/Listen • Small Helpers: Fluency
1.5 Speaking and Listening		
Comprehension and Collaboration **Collaborative Discussion**		
CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.	Different Kinds of Families	• Different Kinds of Families: Synthesize
	Fun For Everyone	• Fun For Everyone: Synthesize
	Outside in Any Weather	• Outside in Any Weather: Fluency • Outside in Any Weather: Synthesize
	Say Goodbye to Fear!	• Say Goodbye to Fear!: Synthesize
	Where the Wind Blows	• Where the Wind Blows: Synthesize
	Ready for the Rain	• Ready for the Rain: Synthesize

Pennsylvania Core Standards (2014)	Language Arts K A/B	
English Language Arts: Kindergarten	Unit Name	Lesson Name
Comprehension and Collaboration **Critical Listening**		
CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Animals Learn and Grow	• Animals Learn and Grow: Comprehension • Animals Learn and Grow: Speak/Listen
	Ways Animals Are Different	• Ways Animals Are Different: Comprehension
	Animal Parents and Babies	• Animal Parents and Babies: Comprehension
	Animals Working Together	• Animals Working Together: Comprehension
Comprehension and Collaboration **Evaluating Information**		
CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Friends Are Kind	• Friends Are Kind: Synthesize
	Animals Learn and Grow	• Animals Learn and Grow: Synthesize
	Help Can Be a Surprise	• Help Can Be a Surprise: Speak/Listen
Presentation of Knowledge and Ideas **Purpose, Audience, and Task**		
CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	What a Surprise!	• What a Surprise!: Synthesize Extend the lesson to use appropriate volume.
	Animal Parents and Babies	• Animal Parents and Babies: Synthesize
	Feeling Angry	• Feeling Angry: Synthesize
	We Learn About the World	• We Learn About the World: Synthesize
	Now I Can Do It	• Now I Can Do It: Synthesize
Presentation of Knowledge and Ideas **Context**		
CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.	Feeling Happy	• Feeling Happy: Write
	Feeling Scared	• Feeling Scared: Speak/Listen
	Help Can Be a Surprise	• Help Can Be a Surprise: Genre • Help Can Be a Surprise: Comprehension • Help Can Be a Surprise: Synthesize
	Help Can Be Anywhere	• Help Can Be Anywhere: Write
	Where the Wind Blows	• Where the Wind Blows: Speak/Listen • Where the Wind Blows: Fluency
Integration of Knowledge and Ideas **Multimedia**		
Intentionally Blank		
Conventions of Standard English		
CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	Say Goodbye to Fear!	• Say Goodbye to Fear!: Speak/Listen
	On Our Own	• On Our Own: Genre
	We Learn About the World	• We Learn About the World: Comprehension
	What a Friend Needs	• What a Friend Needs: Genre • What a Friend Needs: Synthesize
	Help Can Be a Surprise	• Help Can Be a Surprise: Genre • Help Can Be a Surprise: Speak/Listen
	Feeling Angry	• Feeling Angry: Comprehension
	Ready for the Rain	• Ready for the Rain: Comprehension
	Feeling Scared	• Feeling Scared: Speak/Listen
	Small Helpers	• Small Helpers: Speak/Listen
	Chefs Cook	• Chefs Cook: Speak/Listen

Language Arts 1

Pennsylvania Core Standards		Language Arts 1 A/B	
English Language Arts: Grade 1		**Unit Name**	**Lesson Number**
1.1 Foundational Skills			
Book Handling			
Intentionally Blank			
Print Concepts			
CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.			
• Recognize the distinguishing features of a sentence.		Let's Be Friends	1
		Buildings All Around	1
		A Community in Nature	1
		Let's Help	1
		Follow the Map	1
		What Time Is It?	1
		Tales Over Time	1
		Now and Then	1
Phonological Awareness			
CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
• Distinguish long from short vowel sounds in spoken single-syllable words.		What Time Is It?	1
		Insects!	4
		Working with Animals	3
• Count, pronounce, blend, and segment syllables in spoken and written words.		At School	5
		Where I Live	5
		Let's Be Friends	2, 3, 5
		Let's Move!	2
		A Community in Nature	5
		Let's Help	5
		Follow the Map	1
		What Time Is It?	5
		Tales Over Time	2, 4
		Now and Then	1, 3, 5
		From Farm to Table	1, 4
		Animals Together	2, 5
		Great Inventions	5
		Build It!	2
		Taking Action	2, 4, 5
		My Team	5
		Weather Together	2, 5
		Sharing Traditions	2, 4
		At School	3
		Where I Live	3
		Our Pets	2, 4
		Let's Be Friends	1, 4, 5
		Let's Move!	3, 4, 5
		Jobs Around Town	1, 4, 5
		Buildings All Around	3, 5

Pennsylvania Core Standards	Language Arts 1 A/B	
English Language Arts: Grade 1	Unit Name	Lesson Number
• Orally produce single-syllable words, including consonant blends and digraphs.	A Community in Nature	2, 5
	Let's Help	5
	Follow the Map	3, 5
	Tales Over Time	3, 5
	Now and Then	3, 5
	From Farm to Table	2, 5
	In the Wild	2, 5
	Working with Animals	3
	See It, Sort It	3, 5
	Up in the Sky	3, 5
	Great Inventions	2, 3
	Sounds All Around	3
	Build It!	1
	Taking Action	4, 5
	My Team	3
	Weather Together	3
	Sharing Traditions	3, 5
• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	At School	2
	Where I Live	1, 4
	Our Pets	1
	Let's Move!	1
	Jobs Around Town	2, 3
	Buildings All Around	1, 2, 4
	A Community in Nature	1, 3, 4
	Let's Help	1
	What Time Is It?	4
	Now and Then	2, 4
	From Farm to Table	3, 5
	Animal Features	2, 3
	Animals Together	1, 3
	In the Wild	1, 3, 4
	Insects!	1
	Working with Animals	1
	See It, Sort It	1, 2, 4
	Great Inventions	4
	Sounds All Around	2
	Build It!	3
	Taking Action	1
	My Team	1, 4
	Weather Together	1, 4
• Add or substitute individual sounds (phonemes) in one-syllable words to make new words.	Let's Be Friends	2, 3, 5
	Let's Move!	2
	A Community in Nature	5
	Let's Help	5
	Follow the Map	1

Pennsylvania Core Standards	Language Arts 1 A/B	
English Language Arts: Grade 1	Unit Name	Lesson Number
	What Time Is It?	5
Phonics and Word Recognition		
CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.		
• Identify common consonant diagraphs, final-e, and common vowel teams.	Let's Help	2, 3, 4, 5
	Follow the Map	1, 2, 3, 4, 5
	From Farm to Table	1, 2
	In the Wild	4
	Working with Animals	1, 2
	Build It!	3, 4, 5
• Decode one and two-syllable words with common patterns.	What Time Is It?	1, 2, 3, 4, 5
	Watch It Grow!	1
	Tales Over Time	1, 2,3, 4, 5
	Now and Then	1, 2, 3, 4, 5
	From Farm to Table	1, 2, 3, 4, 5
	Animal Features	1, 2
	Animals Together	1, 4
	Up in the Sky	1, 2, 3, 4, 5
	Great Inventions	1, 2, 3, 4, 5
	Sounds All Around	1, 2, 3, 4, 5
	Build It!	1, 2, 3, 4, 5
	Taking Action	1, 2, 3, 4, 5
	My Team	1, 2, 3, 4, 5
	Let's Help	4
	Watch It Grow!	3
	Now and Then	4
	In the Wild	4, 5
	Insects!	5
	Working with Animals	4, 5
	See It, Sort It	3, 5
	Up in the Sky	3, 5
	Sounds All Around	4, 5
	Build It!	4, 5
	My Team	4
	Weather Together	4
	Celebrate America	4, 5
• Read grade-level words with inflectional endings.	At School	4
	Our Pets	4, 5
	Jobs Around Town	4
	A Community in Nature	4, 5
	Follow the Map	4
	Watch It Grow!	5
	Tales Over Time	4
	From Farm to Table	4
	Insects!	4

Pennsylvania Core Standards	Language Arts 1 A/B	
English Language Arts: Grade 1	Unit Name	Lesson Number
	See It, Sort It	4
	Up in the Sky	4
	Sounds All Around	4, 5
	My Team	1
	Sharing Traditions	5
• Read grade-appropriate irregularly spelled words.	Follow the Map	1, 2, 4
	See It, Sort It	4
	Weather Together	1
Fluency		
CC.1.1.1.E Read with accuracy and fluency to support comprehension:		
• Read on-level text with purpose and understanding.	What Time Is It?	2, 3
	Taking Action	3
• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	At School	3
	Where I Live	3
	Our Pets	2, 3
	Let's Be Friends	3
	Jobs Around Town	3
	Buildings All Around	3
	A Community in Nature	3
	Let's Help	3
	Now and Then	3
	From Farm to Table	3
	Animal Features	3
	Animals Together	3
	In the Wild	3
	Insects!	3
	Working with Animals	3
	See It, Sort It	3
	Up in the Sky	3
	Great Inventions	3
	Sounds All Around	3
	Build It!	3
	My Team	3
	Weather Together	3
	Sharing Traditions	3
	Celebrate America	3
• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	A Community in Nature	1, 4
	Let's Help	1, 3, 4
	Follow the Map	1, 3
	Watch It Grow!	1, 3, 4, 5
	Tales Over Time	3
	In the Wild	4
	Taking Action	1, 3, 4
	My Team	1, 3, 4

Pennsylvania Core Standards	Language Arts 1 A/B	
English Language Arts: Grade 1	**Unit Name**	**Lesson Number**
	Celebrate America	4
1.2 Reading Informational Text		
Key Ideas and Details **Main Idea**		
CC.1.2.1.A Identify the main idea and retell key details of text.	Let's Be Friends	4
	Let's Move!	1, 3
	A Community in Nature	2, 3
	Follow the Map	3
	From Farm to Table	4
	Animals Together	1, 2, 3, 4
	In the Wild	1, 2, 3, 4
	Insects!	4
	Working with Animals	1, 2, 3, 4
	Great Inventions	1
	My Team	1
	Celebrate America	2
Key Ideas and Details **Text Analysis**		
CC.1.2.1.B Ask and answer questions about key details in a text.	Let's Be Friends	1, 2, 3, 4
	Let's Move!	2, 3, 4, 5
	Follow the Map	4
	Now and Then	1, 2, 3, 4
	From Farm to Table	1
	Animals Together	1, 2, 3, 4
	In the Wild	1, 2, 3
	Great Inventions	1, 3
	Build It!	1, 2, 5
	Celebrate America	4
Key Ideas and Details **Text Analysis**		
CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.	Now and Then	2, 3, 4, 5
	From Farm to Table	2, 3
	Working with Animals	3, 5
	Great Inventions	2, 3, 5
	Build It!	2
	My Team	3
Craft and Structure **Point of View**		
Intentionally Blank		
Craft and Structure **Text Structure**		
	Our Pets	4, 5
	Let's Move!	1, 4, 5
	Buildings All Around	4
	A Community in Nature	2

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English Language Arts: Grade 1	Unit Name	Lesson Number
CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.	Follow the Map	4
	What Time Is It?	4
	Now and Then	2, 4
	From Farm to Table	2, 4, 5
	Great Inventions	2
	Build It!	4, 5
	Weather Together	4
	Celebrate America	4
Craft and Structure **Vocabulary**		
CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Let's Be Friends	3, 4
Integration of Knowledge and Ideas **Diverse Media**		
CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.	Let's Be Friends	2, 3, 4
	Working with Animals	2
	Sharing Traditions	1
Integration of Knowledge and Ideas **Evaluating Arguments**		
CC.1.2.1.H Identify the reasons an author gives to support points in a text.	Follow the Map	5
	Working with Animals	5
	Celebrate America	5
Integration of Knowledge and Ideas **Analysis Across Texts**		
CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.	At School	4, 5
	Our Pets	5
	Let's Be Friends	5
	Let's Move!	5
	Jobs Around Town	4, 5
	Buildings All Around	5
	A Community in Nature	5
	Let's Help	5
	Follow the Map	5
	What Time Is It?	5
	Watch It Grow!	5
	Now and Then	5
	From Farm to Table	5
	Animals Together	3, 5
	In the Wild	5
	Insects!	5
	See It, Sort It	5
	Great Inventions	5
	Build It!	5
	Taking Action	5
	My Team	5

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English Language Arts: Grade 1	Unit Name	Lesson Number
	Weather Together	5
	Sharing Traditions	5
	Celebrate America	5
Vocabulary Acquisition and Use		
CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	Let's Be Friends	3, 4
	From Farm to Table	2, 4, 5
	Great Inventions	2
	My Team	2, 4
	Weather Together	4
	Working with Animals	5
	Celebrate America	5
Vocabulary Acquisition and Use		
CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.	Let's Be Friends	3, 4
Range of Reading		
CC.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Where I Live	1
	Let's Be Friends	4
	Jobs Around Town	2
	Buildings All Around	4
	A Community in Nature	2, 3, 4
	Let's Help	1
	Follow the Map	1,3
	What Time Is It?	2
	Now and Then	1, 3, 4
	From Farm to Table	1, 2, 3, 4
	Animals Together	1, 2, 3, 4
	In the Wild	1, 3, 4
	Insects!	1, 2, 4
	Working with Animals	1, 2, 3, 4
	Great Inventions	2, 3
	Build It!	2, 3, 4
	My Team	2, 3, 4
	Celebrate America	2, 3, 4
1.3 Reading Literature		
Key Ideas and Details		
Theme		
CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.	At School	3, 5
	Let's Be Friends	3
	A Community in Nature	1
	Follow the Map	1, 2
	Tales Over Time	1
	Animals Together	2
	Build It!	3
	Taking Action	2, 3, 4

Pennsylvania Core Standards English Language Arts: Grade 1	Language Arts 1 A/B	
	Unit Name	Lesson Number
	Sharing Traditions	2, 3
Key Ideas and Details **Text Analysis**		
CC.1.3.1.B Ask and answer questions about key details in a text.	At School	2
	Where I Live	2, 3, 4
	Our Pets	2, 3, 4
	Let's Be Friends	1, 2
	Jobs Around Town	2, 3, 4
	Buildings All Around	1, 2, 3, 4
	Watch It Grow!	4
	Tales Over Time	1, 3
	Animal Features	1, 2, 3, 4
	Animals Together	2
	See It, Sort It	1, 2, 4
	Up in the Sky	1, 2, 3
	Sounds All Around	1, 2
	Build It!	3
	Taking Action	1, 3, 4
	Celebrate America	1, 3
Key Ideas and Details **Literary Elements**		
CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.	Our Pets	2, 3, 4
	Jobs Around Town	2, 3, 4
	Buildings All Around	2, 3, 4, 5
	Let's Help	2, 3, 4
	What Time Is It?	2, 4
	Watch It Grow!	2, 3, 4
	Tales Over Time	2, 3
	Animal Features	2, 4
	Insects!	1, 4
	Up in the Sky	2, 3, 4
	Sounds All Around	2, 3, 4
	Weather Together	2, 3
	Celebrate America	3
Craft and Structure **Point of View**		
CC.1.3.1.D Identify who is telling the story at various points in a text.	Watch It Grow!	2
	Insects!	2, 3
	See It, Sort It	2, 3, 4, 5
	Sounds All Around	4
	Sharing Traditions	4
Craft and Structure **Text Structure**		
	Let's Be Friends	1, 2
	Let's Move!	2

Pennsylvania Core Standards	Language Arts 1 A/B	
English Language Arts: Grade 1	Unit Name	Lesson Number
CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	Let's Help	2
	Follow the Map	2
	What Time Is It?	2
	Tales Over Time	2
	Insects!	2
	See It, Sort It	2
	Up in the Sky	2
	Sounds All Around	2
	Build It!	2
	My Team	2
	Weather Together	2
	Celebrate America	2
Craft and Structure **Vocabulary**		
CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Watch It Grow!	3
	Tales Over Time	4
	Taking Action	2
	Sharing Traditions	2
Integration of Knowledge and Ideas **Sources of Information**		
CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.	At School	2
	Where I Live	2
	Our Pets	4, 5
	Let's Be Friends	5
	What Time Is It?	4
	Insects!	4
	Working with Animals	1
	Weather Together	1, 3
Integration of Knowledge and Ideas **Text Analysis**		
CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.	What Time Is It?	5
	Tales Over Time	4, 5
	Animal Features	5
	Sounds All Around	4, 5
	Taking Action	4
Vocabulary Acquisition and Use **Strategies**		
CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content	Where I Live	1
	Let's Be Friends	5
	Jobs Around Town	5
	Buildings All Around	5
	Let's Help	5
Vocabulary Acquisition and Use		
CC.1.3.1.J	Where I Live	1, 2, 4, 5
	Let's Be Friends	1, 2, 4, 5

Pennsylvania Core Standards	Language Arts 1 A/B	
English Language Arts: Grade 1	**Unit Name**	**Lesson Number**
Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	Jobs Around Town	1, 2, 4, 5
	Buildings All Around	1, 2, 3, 4, 5
	Let's Help	2, 3, 4
Range of Reading		
	Our Pets	1
	A Community in Nature	1
	Let's Help	2, 3, 4
	What Time Is It?	1, 3
	Tales Over Time	1, 4
CC.1.3.1.K	Insects!	3
Read and comprehend literature on grade-level, reading independently and proficiently.	See It, Sort It	2
	Up in the Sky	1
	Great Inventions	4
	Sounds All Around	3
	Sharing Traditions	3, 4
1.4 Writing		
Informative/ Explanatory		
	At School	2, 3
	Where I Live	1, 2, 3
	Let's Move!	1, 2, 3
	Buildings All Around	1, 2, 3
	A Community in Nature	1, 2, 3, 4, 5
	Let's Help	1
	Follow the Map	1, 2, 3
	From Farm to Table	1
	Animals Together	1, 2, 3
CC.1.4.1.A	In the Wild	1, 2
Write informative/ explanatory texts to examine a topic and convey ideas and information.	Insects!	1, 2, 3
	Working with Animals	1, 2, 3
	See It, Sort It	2, 3
	Up in the Sky	1, 2, 3
	Great Inventions	1, 2
	Build It!	1
	Taking Action	2
	My Team	1, 2, 3
	Weather Together	1, 2, 3, 4, 5
	Celebrate America	1, 2, 3
Informative/Explanatory **Focus**		
	At School	2, 3
	Where I Live	1, 2, 3
	Let's Move!	1, 2, 3
	Buildings All Around	1, 2, 3
CC.1.4.1.B	A Community in Nature	1, 2, 3, 4, 5
Identify and write about one specific topic	Let's Help	1

Pennsylvania Core Standards	Language Arts 1 A/B	
English Language Arts: Grade 1	Unit Name	Lesson Number
Identify and write about one specific topic.	Follow the Map	1, 2, 3
	From Farm to Table	1
	Animals Together	1, 2, 3
	In the Wild	1, 2
	Weather Together	1, 2, 3, 4, 5
Informative/Explanatory **Content**		
	Working with Animals	1, 2, 3
	See It, Sort It	2, 3
	Up in the Sky	1, 2, 3
	Great Inventions	1, 2
CC.1.4.1.C Develop the topic with two or more facts.	Build It!	1
	Taking Action	2
	My Team	1, 2, 3
	Weather Together	1, 2, 3, 4, 5
	Celebrate America	1, 2, 3
	A Community in Nature	1, 2, 3, 4, 5
Informative/Explanatory **Organization**		
CC.1.4.1.D Group information and provide some sense of closure.	Weather Together	1, 2, 3, 4, 5
Informative/Explanatory **Style**		
CC.1.4.1.E Choose words and phrases for effect.	A Community in Nature	1, 2, 3, 4, 5
Informative/Explanatory **Conventions of Language**		
CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize dates and names of people.	Let's Move!	3
	Animals Together	3
	In the Wild	5
	Build It!	3, 5
	My Team	3, 5
• Use end punctuation; use commas in dates and words in series.	A Community in Nature	1, 2, 3, 4, 5
	Working with Animals	1, 2, 3
	Weather Together	1, 2, 3, 4, 5
	At School	2,3
	Where I Live	1, 2, 3
	Follow the Map	1, 2, 3
	Let's Move!	1, 2, 3
	Buildings All Around	1, 2, 3, 5
	A Community in Nature	4, 5
	Let's Help	1

Pennsylvania Core Standards	Language Arts 1 A/B	
English Language Arts: Grade 1	**Unit Name**	**Lesson Number**
• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	From Farm to Table	1
	Animals Together	1
	In the Wild	1
	Insects!	1
	Working with Animals	1, 2
	See it, Sort It	2, 3
	Up in the Sky	1, 2, 3
	Great Inventions	1, 2
	Build It!	1
	My Team	1, 2
	Weather Together	1, 2, 3, 4, 5
	Celebrate America!	1, 2
Opinion/Argumentative		
CC.1.4.1.G Write opinion pieces on familiar topics.	Jobs Around Town	2, 3
	From Farm to Table	2, 3
	Animals Together	2, 3
	Great Inventions	3, 4
	Build It!	2, 3
Opinion/Argumentative **Focus**		
CC.1.4.1.H Form an opinion by choosing among given topics.	Jobs Around Town	2, 3
	From Farm to Table	2, 3
	Animals Together	2, 3
	Great Inventions	3, 4
	Build It!	2, 3
Opinion/Argumentative **Content**		
CC.1.4.1.I Support the opinion with reasons related to the opinion.	Jobs Around Town	2, 3
	From Farm to Table	2, 3
	Animals Together	2, 3
	Great Inventions	3, 4
	Build It!	2, 3
Opinion/Argumentative **Organization**		
CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.	Jobs Around Town	2, 3
	From Farm to Table	2, 3
	Animals Together	2, 3
	Great Inventions	3, 4
	Build It!	2, 3
Opinion/Argumentative **Style**		
CC.1.4.1.K Use a variety of words and phrases.	Jobs Around Town	2, 3
	From Farm to Table	2, 3
	Animals Together	2, 3
	Great Inventions	3, 4

Pennsylvania Core Standards	Language Arts 1 A/B	
English Language Arts: Grade 1	**Unit Name**	**Lesson Number**
	Build It!	2, 3
Opinion/Argumentative **Conventions of Language**		
CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize dates and names of people.	Animals Together	3
	Build It!	3
• Use end punctuation; use commas in dates and words in series.	Jobs Around Town	2, 3
	Animals Together	2, 3
• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	Jobs Around Town	2
	From Farm to Table	2, 3
	Great Inventions	4
	Build It!	2
Narrative		
CC.1.4.1.M Write narratives to develop real or imagined experiences or events.	Our Pets	1, 2, 3
	Let's Be Friends	1, 2, 3
	What Time Is It?	1, 2, 3
	Watch It Grow!	1,2, 3
	Tales Over Time	1, 2, 3, 4
	Animal Features	2, 3
	Taking Action	3
Narrative **Focus**		
CC.1.4.1.N Establish who and what the narrative will be about.	Our Pets	1, 2, 3
	Let's Be Friends	1, 2, 3
	What Time Is It?	1, 2, 3
	Watch It Grow!	1,2, 3
	Tales Over Time	1, 2, 3, 4
	Animal Features	2, 3
	Taking Action	3
Narrative **Content**		
CC.1.4.1.O Include thoughts and feelings to describe experiences and events	Our Pets	1, 2, 3
	Let's Be Friends	1, 2, 3
	What Time Is It?	1, 2, 3
	Watch It Grow!	1,2, 3
	Tales Over Time	1, 2, 3, 4
	Animal Features	2, 3
	Taking Action	3
Narrative **Organization**		
CC.1.4.1.P	Our Pets	1, 2, 3
	Let's Be Friends	1, 2, 3
	What Time Is It?	1, 2, 3

Pennsylvania Core Standards	Language Arts 1 A/B	
English Language Arts: Grade 1	Unit Name	Lesson Number
Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.	Watch It Grow!	1,2, 3
	Tales Over Time	1, 2, 3, 4
	Animal Features	2, 3
	Taking Action	3
Narrative **Style**		
CC.1.4.1.Q Use a variety of words and phrases.	Our Pets	1, 2, 3
	Let's Be Friends	1, 2, 3
	What Time Is It?	1, 2, 3
	Watch It Grow!	1,2, 3
	Tales Over Time	1, 2, 3, 4
	Animal Features	2, 3
	Taking Action	3
Narrative **Conventions of Language**		
CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize dates and names of people.	Tales Over Time	1, 2, 3, 4: Extend the lessons to capitalize dates and names of people.
• Use end punctuation; use commas in dates and words in series.	Our Pets	1
	Let's Be Friends	3
	What Time Is It?	3
	Tales Over Time	3
• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	Our Pets	2, 3
	Let's Be Friends	1, 2
	What Time Is It?	1, 2, 3
	Watch It Grow!	1, 2, 3
	Tales Over Time	1, 2
	Taking Action	3
Response to Literature		
Intentionally Blank		
Production and Distribution of Writing **Writing Process**		
CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Let's Help	1, 2
	Tales Over Time	5
	Now and Then	1, 2
	Great Inventions	5
	Sounds All Around	1, 2
	Taking Action	2, 3
	Weather Together	1, 2, 4, 5
	Sharing Traditions	1, 2
	Celebrate America	1, 2, 3
Technology and Publication		

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English Language Arts: Grade 1	**Unit Name**	**Lesson Number**
CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	Let's Help	3
	Now and Then	3
	Sounds All Around	3
	Sharing Traditions	3
Conducting Research		
CC.1.4.1.V Participate in individual or shared research and writing projects.	From Farm to Table	5
Credibility, Reliability, and Validity of Sources		
CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	At School	5
	Where I Live	5
	Our Pets	5
	Let's Be Friends	5
	Let's Move	5
	Jobs Around Town	5
	Buildings All Around	5
	A Community in Nature	5
	Let's Help	5
	Follow the Map	5
	What Time Is It?	5
	Watch It Grow!	5
	Tales Over Time	5
	Now and Then	5
	Animal Features	5
	Animals Together	5
	In the Wild	5
	Insects!	4
	Working with Animals	5
	See It, Sort It	5
	Up in the Sky	5
	Build It!	5
	Taking Action	5
	My Team	5
	Sharing Traditions	5
	Celebrate America	5
Range of Writing		
CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Throughout the courses	This standard is met throughout all lessons in the Language Arts 1 A/B courses.
1.5 Speaking and Listening		
Comprehension and Collaboration		
Collaborative Discussion		
	At School	2
	Where I Live	1
	Our Pets	5
	Let's Be Friends	5

Pennsylvania Core Standards	Language Arts 1 A/B	
English Language Arts: Grade 1	Unit Name	Lesson Number
CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.	Let's Move!	5
	What Time Is It?	5
	Now and Then	1
	From Farm to Table	1, 2
	Animal Features	1
	Animals Together	1, 5
	Insects!	1
	Working with Animals	1
	See it, Sort It	1
	Up in the Sky	1
	Great Inventions	1
	Sounds All Around	1
	Taking Action	1, 5
	My Team	1
	Weather Together	1
	Sharing Traditions	1
	Celebrate America!	1
Comprehension and Collaboration **Critical Listening**		
CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	At School	5
	Where I Live	1, 5
	Let's Be Friends	2
	Let's Move!	1, 2
	Jobs Around Town	3
	Buildings All Around	1, 2
	Let's Help	1
	What Time Is It?	2
	Watch It Grow!	2
	Tales Over Time	2
	Now and Then	2
	Animal Features	2
	In the Wild	2
	Insects!	2, 5
	Working with Animals	2
	See it, Sort It	2, 5
	Up in the Sky	2, 3
	Sounds All Around	2, 3
	Build It!	1, 2, 3
	Taking Action	2
	My Team	2
	Weather Together	2, 5
	Sharing Traditions	2, 5
	Celebrate America!	2
Comprehension and Collaboration **Evaluating Information**		

Pennsylvania Core Standards English Language Arts: Grade 1	Language Arts 1 A/B	
	Unit Name	Lesson Number
CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Our Pets	5
	Let's Be Friends	5
	Let's Move!	5
	Let's Help	3
	What Time Is It?	5
	Animals Together	5
	Up in the Sky	5
	Sounds All Around	5
	Taking Action	5
	Sharing Traditions	2
	Celebrate America!	5
Presentation of Knowledge and Ideas **Purpose, Audience, and Task**		
CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	At School	5
	Where I Live	5
	A Community in Nature	5
	Let's Help	5
	Now and Then	5
	Animal Features	5
	In the Wild	5
	Working with Animals	5
	See it, Sort It	5
	Sounds All Around	5
	Build It!	5
	My Team	5
	Celebrate America!	5
Presentation of Knowledge and Ideas **Context**		
CC.1.5.1.E Produce complete sentences when appropriate to task and situation.	From Farm to Table	5
	Insects!	5
	Working with Animals	4
	Great Inventions	5
	Build It!	5
	Weather Together	5
Integration of Knowledge and Ideas **Multimedia**		
CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	Tales Over Time	5
	Up in the Sky	5
	My Team	5
Conventions of Standard English		
CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	Where I Live	1
	Animal Features	1
	Animals Together	1, 5
	Working with Animals	1
	My Team	1

Pennsylvania Core Standards	Language Arts 1 A/B	
English Language Arts: Grade 1	**Unit Name**	**Lesson Number**
	Celebrate America!	1

Language Arts 2

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	**Unit Name**	**Lesson Number**
1.1 Foundational Skills		
Book Handling		
Intentionally Blank		
Print Concepts		
Intentionally Blank		
Phonological Awareness		
Intentionally Blank		
Phonics and Word Recognition		
CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.		
• Distinguish long and short vowels when reading regularly spelled one-syllable words.	Animals Need Our Care	1, 2, 3, 4, 5
	Families Working Together	1, 2, 3, 4, 5
	Animals and Nature	1, 2, 3, 4, 5
	Animals in Stories	1, 2, 3, 4, 5
	Look at the Sky	1, 2, 3, 4
	Express Yourself	1, 2, 3, 4, 5
• Decode two-syllable words with long vowels and words with common prefixes and suffixes.	Look at the Sky	4, 5
	Express Yourself	1, 2, 3, 5
	Plant Myths and Facts	1, 2, 3, 4, 5
	We Need Energy	1, 2, 3, 4, 5
	Team Up to Explore	1, 2, 3, 4, 5
	Money Matters	2, 3 ,4
	Families Around the World	2
	Animals Need Our Care	5
	Animals in Stories	4
	Animal Habitats	4
	Baby Animals	4
	Different Places	4
	Earth Changes	4
	Being a Good Citizen	4
	Cooperation Works!	2
	We Need Energy	4
• Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.	Animal Habitats	4
	The Earth's Forces	1, 2
	Look at the Sky	1, 2, 3, 4
	Different Places	1, 2, 3
	Our Culture Makes Us Special	1, 2, 3, 4, 5
	Folktales about Nature	1, 2, 3, 4, 5
	Rights and Rules	1, 2, 3, 4, 5

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	Unit Name	Lesson Number
	Friends Help Friends	5
	Families Around the World	3, 4, 5
	Pets are Our Friends	1, 2, 3, 4, 5
	Animals Need Our Care	3, 4, 5
	Families Around the World	2, 3, 4, 5
	Animals and Nature	3, 4, 5
	Animals in Stories	3, 5
	Animal Habitats	3, 5
	Baby Animals	3, 5
	Animals in Poems	3, 5
	The Earth's Forces	3, 4, 5
	Look at the Sky	3, 5
	Ways People Help	3, 5
	Weather Alert!	3, 5
• Read grade-appropriate irregularly spelled words.	Express Yourself	3, 4, 5
	Different Places	3, 4, 5
	Earth Changes	3, 5
	Our Culture Makes Us Special	3, 5
	Folktales about Nature	3, 5
	Poems about Nature	3, 5
	Being a Good Citizen	5
	Cooperation Works!	3, 5
	Our Heroes	3, 5
	Preserving Our Earth	3, 5
	Rights and Rules	3, 5
	Plant Myths and Facts	3, 5
	We Need Energy	3, 5
	Money Matters	3
	The World of Ideas	3, 5
Fluency		
CC.1.1.2.E Read with accuracy and fluency to support comprehension:		
• Read on-level text with purpose and understanding.	Throughout the courses	This standard is met throughout all lessons in the Language Arts 2 A/B courses.

| Pennsylvania Core Standards | Language Arts 2 A/B | |
English Language Arts: Grade 2	Unit Name	Lesson Number
	Friends Help Friends	1
	Families Around the World	1
	Pets are Our Friends	1, 3, 4, 5
	Animals Need Our Care	1, 2
	Families Working Together	1, 2, 3
	Animals and Nature	1
	Animals in Stories	1
	Animal Habitats	1, 3
	Baby Animals	1, 2, 3, 4
	The Earth's Forces	1, 3
	Look at the Sky	1, 3, 4
	Ways People Help	1
	Weather Alert!	1, 4
• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Express Yourself	1
	Different Places	1
	Earth Changes	1
	Our Culture Makes Us Special	1
	Folktales about Nature	1
	Poems about Nature	1
	Being a Good Citizen	1, 2
	Cooperation Works!	1
	Our Heroes	1, 2, 4, 5
	Preserving Our Earth	1
	Rights and Rules	1
	Plant Myths and Facts	1
	We Need Energy	1
	Team Up to Explore	1
	Money Matters	1
	The World of Ideas	1

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	**Unit Name**	**Lesson Number**
• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Friends Help Friends	1
	Pets are Our Friends	2, 4, 5
	Baby Animals	1, 2, 3, 4
	Animals in Poems	1, 2
	The Earth's Forces	1, 2
	Look at the Sky	1, 3
	Express Yourself	3, 4
	Different Places	1, 2
	Earth Changes	1, 2, 3
	Plant Myths and Facts	1, 2, 3
	We Need Energy	2, 3
1.2 Reading Informational Text		
Key Ideas and Details **Main Idea**		
CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Families Working Together	2, 3
	Animal Habitats	2, 3, 4
	Baby Animals	2, 3, 4, 5
	Weather Alert!	2, 3, 4
	Express Yourself	2, 3
	Our Heroes	1, 2, 3
	Rights and Rules	2
	Team Up to Explore	1, 2, 3, 4
	Money Matters	1, 2, 3

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	Unit Name	Lesson Number
Key Ideas and Details **Text Analysis**		
CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Families Around the World	4
	Pets are Our Friends	5
	Families Working Together	2, 3
	Animals in Stories	5
	Animal Habitats	2, 3, 4
	Baby Animals	1, 2, 3, 4, 5
	Animals in Poems	3, 4
	The Earth's Forces	3, 4, 5
	Ways People Help	1, 2, 3, 4
	Weather Alert!	1, 2, 3, 4, 5
	Express Yourself	2, 4, 5
	Different Places	1, 3, 4, 5
	Earth Changes	5
	Our Heroes	4, 5
	Rights and Rules	2, 3, 4, 5
	We Need Energy	2, 3, 4, 5
	Team Up to Explore	4, 5
	Money Matters	5
Key Ideas and Details **Text Analysis**		
CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.	Different Places	2, 3
	Earth Changes	2, 3, 4, 5
	Our Culture Makes Us Special	4
	Our Heroes	2, 3
	Rights and Rules	2, 3
	Money Matters	2, 3, 4, 5
Craft and Structure **Point of View**		
Intentionally Blank		
Craft and Structure **Text Structure**		
CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.	Families Working Together	5
	Animal Habitats	3, 4
	Baby Animals	3
	The Earth's Forces	3
	Ways People Help	3
	Weather Alert!	3, 4
	Express Yourself	3, 4
	Different Places	3, 4, 5
	Earth Changes	3
	Our Culture Makes Us Special	4
	Our Heroes	2, 3
	Rights and Rules	3
	We Need Energy	3
	Team Up to Explore	3
	Money Matters	3

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Craft and Structure **Vocabulary**		
CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	Friends Help Friends	1
	Families Around the World	1
	Animal Habitats	1
	Baby Animals	1
	Animals in Poems	4
	Rights and Rules	4
	The Earth's Forces	1
	Ways People Help	1
	Weather Alert!	1
	We Need Energy	4
Integration of Knowledge and Ideas **Diverse Media**		
CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.	Families Working Together	3
	Animal Habitats	3
	Baby Animals	3
	The Earth's Forces	3
	Ways People Help	3
	Express Yourself	3, 4
	Different Places	3, 5
	Our Culture Makes Us Special	4
	Rights and Rules	3
	We Need Energy	3
	Team Up to Explore	3
	Money Matters	3, 4
Integration of Knowledge and Ideas **Evaluating Arguments**		
CC.1.2.2.H Describe how reasons support specific points the author makes in a text.	The Earth's Forces	2, 3
	Ways People Help	2
	We Need Energy	2
	Team Up to Explore	2
Integration of Knowledge and Ideas **Analysis Across Texts**		
CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	Friends Help Friends	5
	Families Around the World	5
	Animals and Nature	5
	Animal Habitats	4, 5
	Baby Animals	5
	The Earth's Forces	5
	Ways People Help	4, 5
	Weather Alert!	5
	Express Yourself	4, 5
	Different Places	5
	Earth Changes	5
	We Need Energy	5
	Money Matters	5

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	**Unit Name**	**Lesson Number**
Vocabulary Acquisition and Use		
CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Friends Help Friends	1
	Families Around the World	1
	Animal Habitats	1
	Baby Animals	1
	The Earth's Forces	1
	Ways People Help	1
	Weather Alert!	1
	We Need Energy	4
Vocabulary Acquisition and Use		
CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	Different Places	2, 3, 5
	Earth Changes	2, 3, 4
	Our Culture Makes Us Special	2, 3, 5
	Folktales about Nature	2, 3, 4
	Poems About Nature	2, 5
	Being a Good Citizen	2
	Cooperation Works!	2, 5
	Our Heroes	2, 3, 5
	Preserving Our Earth	2, 4, 5
	Rights and Rules	4, 5
	Plant Myths and Facts	2, 5
	We Need Energy	2, 5
	Team Up to Explore	2, 4, 5
	Money Matters	2, 5
	The World of Ideas	5
Range of Reading		
CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Families Working Together	1, 2, 3, 4, 5
	Baby Animals	1, 2, 3, 4
	The Earth's Forces	1, 2, 3, 4
	Weather Alert!	1, 2, 3, 4
	Express Yourself	1, 2, 3, 4, 5
	Different Places	1, 2, 3, 4
	Earth Changes	1, 2, 3, 4
	Our Culture Makes Us Special	4
	Our Heroes	4, 5
	Rights and Rules	1, 2, 3, 4, 5
	We Need Energy	1, 2, 3, 4
	Team Up to Explore	1, 2, 3, 4, 5
	Money Matters	1, 2, 3, 4

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	**Unit Name**	**Lesson Number**
1.3 Reading Literature		
Key Ideas and Details **Theme**		
	Animals in Stories	3
	Folktales about Nature	2, 3, 5
CC.1.3.2.A	Poems about Nature	2, 3
Recount stories and determine their central message, lesson, or moral.	Being a Good Citizen	1, 2, 4
	Cooperation Works!	1, 2
	Plant Myths and Facts	2, 3
Key Ideas and Details **Text Analysis**		
	Friends Help Friends	1, 2, 3, 4, 5
	Families Around the World	3, 5
	Pets are Our Friends	3, 4
	Animals Need Our Care	1, 2, 3, 4, 5
	Families Around the World	3, 5
	Pets are Our Friends	3, 4
	Animals Need Our Care	1, 2, 3, 4, 5
CC.1.3.2.B	Families Working Together	1, 4
Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key	Animals in Stories	5
details in a text.	Animals in Poems	2, 5
	Look at the Sky	1, 3, 4, 5
	Folktales about Nature	5
	Poems about Nature	1, 5
	Being a Good Citizen	5
	Cooperation Works!	5
	Preserving Our Earth	1, 2, 3, 5
	Plant Myths and Facts	1, 2, 3, 4 ,5
	The World of Ideas	1, 2, 4, 5
Key Ideas and Details **Literary Elements**		
	Families Around the World	1, 2, 3, 4
	Pets are Our Friends	2, 3
	Animals and Nature	1, 2, 3, 4
CC.1.3.2.C	Animals in Stories	3, 4
Describe how characters in a story respond to major events and challenges.	Look at the Sky	4
	Our Culture Makes Us Special	2, 3, 4
	Cooperation Works!	4
	Preserving Our Earth	3, 4

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	**Lesson Number**
Craft and Structure **Point of View**		
CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Folktales about Nature	3
	Being a Good Citizen	2, 4
	Cooperation Works!	2, 3, 4
	The World of Ideas	2, 3
Craft and Structure **Text Structure**		
CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Families Around the World	3, 5
	Animals Need Our Care	2, 3, 4
	Animals and Nature	1, 2, 3, 4
	Animals in Stories	2, 3
	Look at the Sky	3, 4, 5
	Our Culture Makes Us Special	2, 3, 4
	Cooperation Works!	3
	Preserving Our Earth	2, 3
Craft and Structure **Vocabulary**		
CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Animals in Poems	3, 4, 5
	Poems about Nature	3, 4
	The World of Ideas	2, 3
Integration of Knowledge and Ideas **Sources of Information**		
CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	Friends Help Friends	1, 2, 3, 4
	Families Around the World	1, 2, 3, 4
	Pets are Our Friends	2
	Animals and Nature	3, 5
	Our Culture Makes Us Special	1, 2, 3, 4
	Folktales about Nature	1, 2, 3, 4
	Poems about Nature	2
	Plant Myths and Facts	4
Integration of Knowledge and Ideas **Text Analysis**		
CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture.	Animals in Stories	5

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	Unit Name	Lesson Number
Vocabulary Acquisition and Use **Strategies**		
CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	Different Places	2, 3, 5
	Earth Changes	2, 3, 4
	Our Culture Makes Us Special	2, 3, 5
	Folktales about Nature	2, 3, 4
	Poems About Nature	2, 5
	Being a Good Citizen	2
	Cooperation Works!	2, 5
	Our Heroes	2, 3, 5
	Preserving Our Earth	2, 4, 5
	Rights and Rules	4, 5
	Plant Myths and Facts	2, 5
	We Need Energy	2, 5
	Team Up to Explore	2, 4, 5
	Money Matters	2, 5
	The World of Ideas	5
Vocabulary Acquisition and Use		
CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Friends Help Friends	1
	Families Around the World	1
	Animal Habitats	1
	Baby Animals	1
	The Earth's Forces	1
	Ways People Help	1
	Weather Alert!	1
	We Need Energy	4
Range of Reading		
CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.	Friends Help Friends	1, 2, 3, 4
	Families Around the World	1, 2, 3, 4
	Pets are Our Friends	1, 2, 3, 4, 5
	Animals and Nature	1, 2, 3, 4
	Animals in Stories	1, 2,3, 4, 5
	Animals in Poems	1, 2, 3, 4, 5
	Look at the Sky	2, 3, 4
	Our Culture Makes Us Special	1, 2, 3, 4
	Folktales about Nature	1, 2, 3, 4, 5
	Poems about Nature	1, 2, 3, 4, 5
	Being a Good Citizen	1, 2, 4
	Cooperation Works!	1, 2, 3, 4, 5
	Preserving Our Earth	1, 2, 3, 4, 5
	Plant Myths and Facts	1, 2, 3, 4, 5
	The World of Ideas	1, 2,3, 4, 5

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	**Unit Name**	**Lesson Number**
1.4 Writing		
Informative/ Explanatory		
	Families Around the World	4
	Pets are Our Friends	3
	Animals Need Our Care	3, 4
	Families Working Together	3
	Animals and Nature	3, 4
	Animals in Stories	3, 4
	Animal Habitats	3
	Baby Animals	2, 4, 5
	Animals in Poems	3
CC.1.4.2.A	The Earth's Forces	5
Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Ways People Help	3
	Weather Alert!	4
	Express Yourself	3, 5
	Different Places	4
	Earth Changes	4
	Our Culture Makes Us Special	3, 5
	Folktales about Nature	4
	Poems about Nature	3
	Cooperation Works!	3, 4
	Our Heroes	3, 5
	Preserving Our Earth	2, 4, 5
	Rights and Rules	3, 5
	Team Up to Explore	3, 5
	Money Matters	4, 5
	The World of Ideas	3
Informative/Explanatory **Focus**		

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	Unit Name	Lesson Number
	Families Around the World	4
	Pets are Our Friends	3
	Animals Need Our Care	3, 4
	Families Working Together	3
	Animals and Nature	3, 4
	Animals in Stories	3, 4
	Animal Habitats	3
	Baby Animals	2, 4, 5
	Animals in Poems	3
	The Earth's Forces	5
	Ways People Help	3
CC.1.4.2.B	Weather Alert!	4
Identify and introduce the topic.	Express Yourself	3, 5
	Different Places	4
	Earth Changes	4
	Our Culture Makes Us Special	3, 5
	Folktales about Nature	4
	Poems about Nature	3
	Cooperation Works!	3, 4
	Our Heroes	3, 5
	Preserving Our Earth	2, 4, 5
	Rights and Rules	3, 5
	Team Up to Explore	3, 5
	Money Matters	4, 5
	The World of Ideas	3

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	Unit Name	Lesson Number
Informative/Explanatory **Content**		
	Families Around the World	4
	Pets are Our Friends	3
	Animals Need Our Care	3, 4
	Families Working Together	3
	Animals and Nature	3, 4
	Animals in Stories	3, 4
	Animal Habitats	3
	Baby Animals	2, 4, 5
	Animals in Poems	3
	The Earth's Forces	5
	Ways People Help	3
CC.1.4.2.C	Weather Alert!	4
Develop the topic with facts and/or definitions	Express Yourself	3, 5
	Different Places	4
	Earth Changes	4
	Our Culture Makes Us Special	3, 5
	Folktales about Nature	4
	Poems about Nature	3
	Cooperation Works!	3, 4
	Our Heroes	3, 5
	Preserving Our Earth	2, 4, 5
	Rights and Rules	3, 5
	Team Up to Explore	3, 5
	Money Matters	4, 5
	The World of Ideas	3

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	Unit Name	Lesson Number
Informative/Explanatory **Organization**		
	Pets are Our Friends	3
	Animals Need Our Care	4
	Animals and Nature	3, 4
	Animals in Stories	3, 4
	Animal Habitats	3
	Baby Animals	4, 5
	Animals in Poems	3
	Ways People Help	3
CC.1.4.2.D	Weather Alert!	4 , 5
Group information and provide a concluding statement or section.	Express Yourself	3, 5
	Different Places	4
	Earth Changes	4
	Our Culture Makes Us Special	3, 5
	Folktales about Nature	4
	Poems about Nature	3
	Cooperation Works!	3, 4
	Our Heroes	3, 5
	Preserving Our Earth	2, 4, 5
	Rights and Rules	3, 5
	Money Matters	4, 5
	The World of Ideas	3
Informative/Explanatory **Style**		
CC.1.4.2.E	Friends Help Friends	1, 3, 4, 5
	Pets are Our Friends	5
	The Earth's Forces	3, 4, 5
Choose words and phrases for effect.	The World of Ideas	5
	Families Around the World	1, 2, 3, 4, 5
Informative/Explanatory **Conventions of Language**		
CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	Unit Name	Lesson Number
• Capitalize proper nouns.	Animal Habitats	3, 4, 5
	Different Places	3, 4, 5
	Our Heroes	3, 4, 5
	We Need Energy	3, 4
	Money Matters	3, 4, 5
• Use commas and apostrophes appropriately.	Pets are Our Friends	3, 4, 5
	Ways People Help	3, 4, 5
	Folktales about Nature	3, 4, 5
	Families Working Together	4
	Animals in Poems	2, 3, 4, 5
	The Earth's Forces	4
	Poems About Nature	1, 2, 3, 4, 5
	Our Heroes	4
	Preserving Our Earth	1, 2, 3, 4, 5
	Team Up to Explore	3, 4, 5
• Spell words drawing on common spelling patterns.	Friends Help Friends	1, 2, 3, 4, 5
	Families Around the World	1, 2, 3, 4, 5
	Pets are Our Friends	1, 3, 5
	Animals Need Our Care	1, 2, 3, 5
	Families Working Together	1, 3,
	Animals and Nature	1, 2, 3, 4, 5
	Animals in Stories	1, 3, 4, 5
	Animal Habitats	1, 2, 3, 5
	Baby Animals	2, 3, 4, 5
	Animals in Poems	1, 3, 4, 5
	The Earth's Forces	1, 2, 3, 4
	Look at the Sky	1, 2, 3, 4, 5
	Ways People Help	1, 2, 4
	Weather Alert!	1, 2, 3, 4, 5
	Express Yourself	1, 3, 4, 5
	Different Places	1, 2, 3, 4, 5
	Earth Changes	1, 2, 3, 4, 5
	Our Culture Makes Us Special	1, 2, 3, 5
	Folktales about Nature	1, 2
	Poems About Nature	1, 2, 3, 5
	Being a Good Citizen	1, 2
	Cooperation Works!	1, 2, 3, 4, 5
	Our Heroes	2, 3, 4, 5
	Preserving Our Earth	1, 2, 3, 4, 5
	Rights and Rules	1, 2, 3, 4, 5
	Plant Myths and Facts	1, 2, 3, 4, 5
	We Need Energy	1, 2, 3, 4, 5
	Team Up to Explore	1, 2, 3, 4, 5
	Money Matters	1, 2, 3, 4, 5
	The World of Ideas	1, 2, 3, 4, 5

Pennsylvania Core Standards English Language Arts: Grade 2	Language Arts 2 A/B	
	Unit Name	Lesson Number
Opinion/Argumentative		
CC.1.4.2.G Write opinion pieces on familiar topics or texts.	The Earth's Forces	1, 3, 4
	Look at the Sky	3, 4
	Ways People Help	5
	Weather Alert!	2, 4, 5
	Poems about Nature	5
Opinion/Argumentative **Focus**		
CC.1.4.2.H Identify the topic and state an opinion.	The Earth's Forces	1, 3, 4
	Look at the Sky	3, 4
	Ways People Help	5
	Weather Alert!	2, 4, 5
	Poems about Nature	5
Opinion/Argumentative **Content**		
CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.	The Earth's Forces	3, 4
	Look at the Sky	3, 4
	Ways People Help	5
	Weather Alert!	2, 4, 5
	Poems about Nature	5
Opinion/Argumentative **Organization**		
CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.	Look at the Sky	3, 4
	Ways People Help	5
	Poems about Nature	5
Opinion/Argumentative **Style**		
CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.	Pets are Our Friends	5
	Animals and Nature	1, 2
	Animals in Poems	5
	The Earth's Forces	3, 4, 5
	The World of Ideas	5

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	**Unit Name**	**Lesson Number**
Opinion/Argumentative		
Conventions of Language		
CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize proper nouns.	The Earth's Forces	4, 5
	Look at the Sky	3, 4
	Ways People Help	2, 4, 5
	Weather Alert!	2, 4, 5
	Poems About Nature	5
• Use commas and apostrophes appropriately.	The Earth's Forces	4, 5
	Look at the Sky	3, 4
	Ways People Help	3, 4, 5
	Weather Alert!	2, 4, 5
	Poems About Nature	1, 2, 3, 4, 5
• Spell words drawing on common spelling patterns.	The Earth's Forces	1, 2, 3, 4
	Look at the Sky	1, 2, 3, 4, 5
	Ways People Help	1, 2, 4
	Weather Alert!	1, 2, 3, 4, 5
	Poems About Nature	1, 2, 3, 5
• Consult reference material as needed.	Weather Alert!	2, 4, 5
Narrative		
CC.1.4.2.M Write narratives to develop real or imagined experiences or events.	Pets are Our Friends	5
	Animals and Nature	1, 2
	Animals in Poems	5
	The Earth's Forces	3, 4, 5
	The World of Ideas	5
Narrative		
Focus		
CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.	Pets are Our Friends	5
	Animals and Nature	1, 2
	Animals in Poems	5
	The Earth's Forces	3, 4, 5
	The World of Ideas	5
Narrative		
Content		
CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	Pets are Our Friends	5
	Animals and Nature	1, 2
	Animals in Poems	5
	The Earth's Forces	3, 4, 5
	The World of Ideas	5

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	Unit Name	Lesson Number
Narrative **Organization**		
CC.1.4.2.P	Animals and Nature	1, 2
Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	The Earth's Forces	4, 5
Narrative **Style**		
CC.1.4.2.Q Choose words and phrases for effect	Pets are Our Friends	5
	Animals and Nature	1, 2
	Animals in Poems	5
	The Earth's Forces	3, 4, 5
	The World of Ideas	5
Narrative **Conventions of Language**		
CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		
• Capitalize proper nouns.	Pets are Our Friends	5
	Animals and Nature	1, 2
	Animals in Poems	5
	The Earth's Forces	3, 4, 5
	The World of Ideas	5
• Use commas and apostrophes appropriately.	Pets are Our Friends	3, 4, 5
	Animals in Poems	2, 3, 4, 5
	The Earth's Forces	4
• Spell words drawing on common spelling patterns.	Pets are Our Friends	1, 3, 5
	Animals and Nature	1, 2, 3, 4, 5
	Animals in Poems	1, 3, 4, 5
	The Earth's Forces	1, 2, 3, 4
	The World of Ideas	1, 2, 3, 4, 5
• Consult reference material as needed.	Weather Alert!	4, 5
	Preserving Our Earth	4, 5
Response to Literature		
Intentionally Blank		
Production and Distribution of Writing **Writing Process**		

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	**Unit Name**	**Lesson Number**
	Families Around the World	4
	Pets are Our Friends	5
	Animals in Stories	3, 4
	Animal Habitats	5
	Baby Animals	2, 4, 5
	Animals in Poems	5
CC.1.4.2.T	Ways People Help	5
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Weather Alert!	5
	Folktales about Nature	4
	Poems about Nature	5
	Cooperation Works!	3, 4
	Preserving Our Earth	2, 4, 5
	Rights and Rules	5
	Money Matters	2, 4
	The World of Ideas	3
Technology and Publication		
	Families Working Together	4, 5
	Animal Habitats	5
	Baby Animals	5
CC.1.4.2.U	Animals in Poems	5
With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	Weather Alert!	5
	Express Yourself	5
	Our Culture Makes Us Special	5
	Poems about Nature	5
	Our Heroes	5
	Rights and Rules	4
Conducting Research		
CC.1.4.2.V	Plant Myths and Facts	4
Participate in individual or shared research and writing projects.	We Need Energy	3, 4
	Money Matters	2, 4, 5
Credibility, Reliability, and Validity of Sources		
	Families Around the World	5
	Animals Need Our Care	5
	Animals and Nature	5
	Animals in Stories	5
	Baby Animals	5
	Look at the Sky	5
	Weather Alert!	5
CC.1.4.2.W	Different Places	5
Recall information from experiences or gather information from provided sources to answer a question.	Earth Changes	4, 5
	Folktales about Nature	5
	Poems about Nature	3
	Being a Good Citizen	5
	Preserving Our Earth	4, 5
	Plant Myths and Facts	5
	We Need Energy	5
	Money Matters	5

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	Unit Name	Lesson Number
Range of Writing		
CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Animals in Nature	4
	Animals in Stories	2, 3, 4
	Baby Animals	1, 2, 3, 4, 5
	The Earth's Forces	4
	Look at the Sky	2, 3, 4
	Weather Alert!	1, 2, 3, 4, 5
	Being a Good Citizen	4
	Cooperation Works!	2, 3, 4
	Preserving Our Earth	1, 2, 3, 4, 5
	Plant Myths and Facts	4
	We Need Energy	2, 3, 4
	Money Matters	1, 2, 3, 4, 5
1.5 Speaking and Listening		
Comprehension and Collaboration		
Collaborative Discussion		
CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.	Families Around the World	1
	Animals Need Our Care	5
	Animals in Stories	2
	Animal Habitats	5
	Baby Animals	5
	Animals in Poems	5
	Ways People Help	5
	Weather Alert!	1, 5
	Express Yourself	1, 5
	Different Places	5
	Earth Changes	1, 5
	Our Culture Makes Us Special	5
	Folktales about Nature	1, 5
	Poems about Nature	5
	Being a Good Citizen	5
	Cooperation Works!	5
	Our Heroes	5
	Preserving Our Earth	5
	Rights and Rules	1, 5
	Plant Myths and Facts	5
	We Need Energy	1, 5
	Team Up to Explore	1, 5
	Money Matters	5
	The World of Ideas	5

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	Unit Name	Lesson Number
Comprehension and Collaboration		
Critical Listening		
	Friends Help Friends	2
	Families Around the World	2
	Pets are Our Friends	2
	Animals Need Our Care	2
	Families Working Together	2
	Animals and Nature	2
	Animals in Stories	2
	Animal Habitats	2
	Baby Animals	2
	Animals in Poems	2
	The Earth's Forces	2
	Ways People Help	2
	Weather Alert!	2
CC.1.5.2.B	Express Yourself	2
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Different Places	2
	Earth Changes	2
	Our Culture Makes Us Special	2
	Folktales about Nature	2
	Poems about Nature	2
	Being a Good Citizen	2
	Cooperation Works!	2
	Our Heroes	2
	Preserving Our Earth	2
	Rights and Rules	2
	Plant Myths and Facts	2
	We Need Energy	2
	Team Up to Explore	1, 2
	Money Matters	2
	The World of Ideas	2

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	Unit Name	Lesson Number
Comprehension and Collaboration		
Evaluating Information		
	Friends Help Friends	1
	Pets are Our Friends	1, 2
	Animals Need Our Care	1, 2
	Families Working Together	2
	Animals and Nature	1, 2
	Animals in Stories	1, 2
	Animal Habitats	1
	Baby Animals	1
	Animals in Poems	1
	The Earth's Forces	1
	Look at the Sky	1
	Ways People Help	1, 2
CC.1.5.2.C	Weather Alert!	1
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Express Yourself	1
	Different Places	1
	Earth Changes	1
	Our Culture Makes Us Special	1
	Folktales about Nature	1
	Being a Good Citizen	1
	Cooperation Works!	1
	Our Heroes	1
	Preserving Our Earth	1
	Rights and Rules	1
	Plant Myths and Facts	1
	We Need Energy	1
	Team Up to Explore	1
	Money Matters	1
	The World of Ideas	1

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	**Unit Name**	**Lesson Number**
Presentation of Knowledge and Ideas **Purpose, Audience, and Task**		
	Friends Help Friends	2
	Families Around the World	2
	Pets are Our Friends	2
	Animals Need Our Care	2
	Families Working Together	2
	Animals and Nature	2
	Animals in Stories	2
	Animal Habitats	2
	Baby Animals	2
	Animals in Poems	2
	The Earth's Forces	2
	Look at the Sky	2
	Ways People Help	2
CC.1.5.2.D	Weather Alert!	2
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Express Yourself	2
	Different Places	2
	Earth Changes	2
	Our Culture Makes Us Special	2
	Folktales about Nature	2
	Poems About Nature	2
	Being a Good Citizen	2
	Cooperation Works!	2
	Our Heroes	2
	Preserving Our Earth	2, 5
	Rights and Rules	2
	We Need Energy	2
	Team Up to Explore	2
	Money Matters	2
	The World of Ideas	2

Pennsylvania Core Standards	Language Arts 2 A/B	
English Language Arts: Grade 2	Unit Name	Lesson Number
Presentation of Knowledge and Ideas **Context**		
CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Look at the Sky	5
	Different Places	1
	Cooperation Works!	5
	Preserving Our Earth	1
Integration of Knowledge and Ideas **Multimedia**		
CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	Look at the Sky	2
Conventions of Standard English		
CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	Friends Help Friends	1, 3, 4, 5
	Families Around the World	1, 2, 3, 4, 5
	Pets are Our Friends	1, 3
	Animals Need Our Care	2, 5
	Animals and Nature	1, 2, 3, 45
	Animals in Stories	1, 5
	Animal Habitats	1
	Baby Animals	3, 5
	Animals in Poems	1, 2, 5
	The Earth's Forces	1, 2, 3, 4, 5
	Look at the Sky	1, 2, 4, 5
	Ways People Help	1, 2, 5
	Weather Alert!	1, 2, 5
	Express Yourself	4
	Different Places	1, 2, 5
	Earth Changes	1, 2, 5
	Our Culture Makes Us Special	1, 2, 5
	Folktales about Nature	1, 2, 5
	Poems About Nature	1, 2, 5
	Being a Good Citizen	1, 2
	Cooperation Works!	1, 2, 5
	Our Heroes	1, 2, 5
	Preserving Our Earth	1, 2, 5
	Rights and Rules	1, 2, 5
	Plant Myths and Facts	1, 2, 5
	We Need Energy	1,2, 5
	Team Up to Explore	1, 2, 5
	Money Matters	1, 2, 5
	The World of Ideas	1, 2, 5

Language Arts 3

Pennsylvania Core Standards	Language Arts 3 A/B	
English Language Arts: Grade 3	Unit Name	Lesson Name
1.1 Foundational Skills		
Book Handling		
Intentionally Blank		
Print Concepts		
Intentionally Blank		
Phonological Awareness		
Intentionally Blank		
Phonics and Word Recognition		
CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.		
• Identify and know the meaning of the most common prefixes and derivational suffixes.	Adventure Stories	• Adventure Stories: Genre • Adventure Stories: Comprehension
	Better Together	• Better Together: Genre • Better Together: Comprehension
	Adventures on Water	• Adventures on Water: Genre
	Learning New Things	• Learning New Things: Genre • Learning New Things: Comprehension
	Getting to Know You	• Getting to Know You: Comprehension
	Out in Space	• Out in Space: Genre
	Changes in the Night Sky	• Changes in the Night Sky: Genre • Changes in the Night Sky: Fluency
• Decode words with common Latin suffixes.	Adventure Stories	• Adventure Stories: Genre
	Adventures on Water	• Adventures on Water: Comprehension
	Out in Space	• Out in Space: Genre • Out in Space: Comprehension
• Decode multisyllable words.	Adventure Stories	• Adventure Stories: Comprehension
	Better Together	• Better Together: Genre
	Adventures on Water	• Adventures on Water: Fluency
	Adventures Near and Far	• Adventures Near and Far: Genre • Adventures Near and Far: Fluency
	Discovering Folktales	• Discovering Folktales: Genre • Discovering Folktales: Comprehension • Discovering Folktales: Fluency
	Characters Who Change	• Characters Who Change: Genre • Characters Who Change: Comprehension • Characters Who Change: Fluency
	Clever Characters	• Clever Characters: Genre
	Acting Out Folktales	• Acting Out Folktales: Genre • Acting Out Folktales: Comprehension
	Amazing Animals	• Amazing Animals: Genre • Amazing Animals: Comprehension
• Read grade-appropriate irregularly spelled words.	Learning from Science	• Learning from Science: Genre

Pennsylvania Core Standards English Language Arts: Grade 3	Language Arts 3 A/B	
	Unit Name	**Lesson Name**
Fluency		
CC.1.1.3.E Read with accuracy and fluency to support comprehension:		
• Read on-level text with purpose and understanding.	Adventure Stories	• Adventure Stories: Speak and Listen
	Discovering Folktales	• Discovering Folktales: Comprehension
	Adventures Near and Far	• Adventures Near and Far: Genre
	Characters Who Change	• Characters Who Change: Comprehension
	Clever Characters	• Clever Characters: Speak and Listen
	Amazing Animals	• Amazing Animals: Fluency
	Animals and Their Habitats	• Animal Habitats: Fluency
	Animal Features	• Animal Features: Fluency
	Family First	• Family First: Fluency
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Genre
	Surprising Characters	• Surprising Characters: Fluency
	Keeping an Open Mind	• Keeping an Open Mind: Genre • Keeping an Open Mind: Fluency
	Out in Space	• Out in Space: Genre
	Creatures of the Night	• Creatures of the Night: Genre
• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Adventure Stories	• Adventure Stories: Fluency
	Adventures Near and Far	• Adventures Near and Far: Genre • Adventures Near and Far: Fluency
	Discovering Folktales	• Discovering Folktales: Fluency
	Characters Who Change	• Characters Who Change: Fluency
	Clever Characters	• Clever Characters: Speak and Listen • Clever Characters: Fluency
	Acting Out Folktales	• Acting Out Folktales: Fluency
	Use Your Imagination	• Use Your Imagination: Fluency
	Family First	• Family First: Fluency
	Think Creatively	• Think Creatively: Genre • Think Creatively: Fluency
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Genre • Conflicts Help Us Grow: Fluency
	Getting to Know You	• Getting to Know You: Fluency
	Surprising Characters	• Surprising Characters: Comprehension • Surprising Characters: Fluency
	Keeping an Open Mind	• Keeping an Open Mind: Genre • Keeping an Open Mind: Speak/Listen • Keeping an Open Mind: Fluency
• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Acting Out Folktales	• Acting Out Folktales: Fluency
	Animal Features	• Animal Features: Genre
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Genre
1.2 Reading Informational Text		
Key Ideas and Details **Main Idea**		

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	Unit Name	**Lesson Name**
CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.	Amazing Animals	• Amazing Animals: Synthesize
	Learning New Things	• Learning New Things: Comprehension • Learning New Things: Speak and Listen • Learning New Things: Fluency • Learning New Things: Synthesize
	Learning Starts with Questions	• Question to Learn: Speak and Listen • Question to Learn: Fluency • Question to Learn: Synthesize
	Out in Space	• Out in Space: Comprehension • Out in Space: Fluency
	It Happens at Night!	• It Happens at Night!: Comprehension
	Sea Creatures	• Sea Creatures: Synthesize
	The Importance of Oceans	• The Importance of Oceans: Comprehension
	Ocean Journeys	• Ocean Journeys: Comprehension • Ocean Journeys: Speak/Listen
Key Ideas and Details **Text Analysis**		
CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Amazing Animals	• Amazing Animals: Genre • Amazing Animals: Speak and Listen • Amazing Animals: Fluency • Amazing Animals: Synthesize
	Animals and Their Habitats	• Animal Habitats: Genre • Animal Habitats: Comprehension • Animal Habitats: Speak and Listen • Animal Habitats: Fluency • Animal Habitats: Synthesize
	Animal Behaviors	• Animal Behaviors: Genre • Animal Behaviors: Comprehension
	Animal Features	• Animal Features: Speak and Listen
	Out in Space	• Out in Space: Comprehension • Out in Space: Speak/Listen • Out in Space: Fluency • Out in Space: Synthesize
	Creatures of the Night	• Creatures of the Night: Comprehension • Creatures of the Night: Speak/Listen
	It Happens at Night!	• It Happens at Night!: Comprehension • It Happens at Night!: Speak/Listen • It Happens at Night!: Fluency • It Happens at Night!: Synthesize
	Changes in the Night Sky	• Changes in the Night Sky: Comprehension • Changes in the Night Sky: Speak/Listen • Changes in the Night Sky: Fluency
	Sea Creatures	• Sea Creatures: Comprehension • Sea Creatures: Synthesize
	The Importance of Oceans	• The Importance of Oceans: Comprehension
	Ocean Journeys	• Ocean Journeys: Comprehension • Ocean Journeys: Speak/Listen

Pennsylvania Core Standards English Language Arts: Grade 3	Language Arts 3 A/B	
	Unit Name	Lesson Name
Key Ideas and Details **Text Analysis**		
CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.	Animal Features	• Animal Features: Comprehension • Animal Features: Speak and Listen
	Learning from Science	• Learning from Science: Comprehension • Learning from Science: Speak and Listen • Learning from Science: Fluency • Learning from Science: Synthesize
	Exploring the World	• Exploring the World: Comprehension • Exploring the World: Speak and Listen • Exploring the World: Fluency
	It Happens at Night!	• It Happens at Night!: Speak/Listen • It Happens at Night!: Fluency
Craft and Structure **Point of View**		
CC.1.2.3.D Explain the point of view of the author.	Ocean Journeys	• Ocean Journeys: Speak/Listen • Ocean Journeys: Fluency
Craft and Structure **Text Structure**		
CC.1.2.3.E Use text features and search tools to locate and interpret information.	Amazing Animals	• Amazing Animals: Comprehension
	Animal Behaviors	• Animal Behaviors: Comprehension • Animal Behaviors: Speak and Listen • Animal Behaviors: Synthesize
	Creatures of the Night	• Creatures of the Night: Comprehension
	Ocean Journeys	• Ocean Journeys: Genre
Craft and Structure **Vocabulary**		
CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	Learning from Science	• Learning from Science: Comprehension Extend the lesson to determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning.
	Ocean Journeys	• Ocean Journeys: Genre • Ocean Journeys: Speak/Listen • Ocean Journeys: Synthesize
Integration of Knowledge and Ideas **Diverse Media**		
CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.	Amazing Animals	• Amazing Animals: Comprehension
	Animals and Their Habitats	• Animal Habitats: Comprehension • Animal Habitats: Speak and Listen • Animal Habitats: Fluency • Animal Habitats: Synthesize
	Animal Behaviors	• Animal Behaviors: Speak and Listen • Animal Behaviors: Synthesize
	Creatures of the Night	• Creatures of the Night: Genre
	Dangers to Our Oceans	• Dangers in Our Oceans: Comprehension
Integration of Knowledge and Ideas **Evaluating Arguments**		
CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.	It Happens at Night!	• It Happens at Night!: Fluency • It Happens at Night!: Synthesize

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English Language Arts: Grade 3	**Unit Name**	**Lesson Name**
Integration of Knowledge and Ideas		
Analysis Across Texts		
CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.	The Importance of Oceans	• The Importance of Oceans: Speak/Listen • The Importance of Oceans: Synthesize
	Ocean Journeys	• Ocean Journeys: Synthesize
Vocabulary Acquisition and Use		
CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Ocean Journeys	• Ocean Journeys: Synthesize
	Dangers to Our Oceans	• Dangers in Our Oceans: Speak/Listen • Dangers in Our Ocean: Fluency
Vocabulary Acquisition and Use		
CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools.	Learning from Science	• Learning from Science: Genre • Learning from Science: Comprehension • Learning from Science: Speak and Listen
	Out in Space	• Out in Space: Comprehension
	It Happens at Night!	• It Happens at Night!: Comprehension
	Ocean Journeys	• Ocean Journeys: Synthesize
	Dangers to Our Oceans	• Dangers in Our Oceans: Speak/Listen • Dangers in Our Ocean: Fluency
Range of Reading		
CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Amazing Animals	• Amazing Animals: Comprehension • Amazing Animals: Speak and Listen • Amazing Animals: Fluency • Amazing Animals: Synthesize
	Animals and Their Habitats	• Animal Habitats: Genre • Animal Habitats: Comprehension • Animal Habitats: Speak and Listen • Animal Habitats: Fluency • Animal Habitats: Synthesize
	Animal Behaviors	• Animal Behaviors: Genre • Animal Behaviors: Comprehension • Animal Behaviors: Speak and Listen • Animal Behaviors: Fluency • Animal Behaviors: Synthesize
	Animal Features	• Animal Features: Genre • Animal Features: Comprehension • Animal Features: Speak and Listen
	Learning New Things	• Learning New Things: Genre • Learning New Things: Comprehension
	Learning Starts with Questions	• Question to Learn: Speak and Listen • Question to Learn: Fluency • Question to Learn: Synthesize
	Learning from Science	• Learning from Science: Genre • Learning from Science: Comprehension • Learning from Science: Speak and Listen • Learning from Science: Fluency • Learning from Science: Synthesize
	Exploring the World	• Exploring the World: Genre • Exploring the World: Comprehension • Exploring the World: Speak and Listen

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English Language Arts: Grade 3	Unit Name	Lesson Name
	Out in Space	• Out in Space: Genre • Out in Space: Comprehension • Out in Space: Speak/Listen • Out in Space: Fluency • Out in Space: Synthesize
	Creatures of the Night	• Creatures of the Night: Genre • Creatures of the Night: Comprehension • Creatures of the Night: Speak/Listen
	It Happens at Night!	• It Happens at Night!: Comprehension • It Happens at Night!: Speak/Listen • It Happens at Night!: Fluency • It Happens at Night!: Synthesize
	Changes in the Night Sky	• Changes in the Night Sky: Comprehension • Changes in the Night Sky: Speak/Listen • Changes in the Night Sky: Fluency
	Sea Creatures	• Sea Creatures: Comprehension
	The Importance of Oceans	• The Importance of Oceans: Genre • The Importance of Oceans: Comprehension
	Ocean Journeys	• Ocean Journeys: Genre • Ocean Journeys: Comprehension
1.3 Reading Literature		
Key Ideas and Details **Theme**		
CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	Adventures Near and Far	• Adventures Near and Far: Genre • Adventures Near and Far: Speak and Listen • Adventures Near and Far: Fluency
	Discovering Folktales	• Discovering Folktales: Comprehension • Discovering Folktales: Speak and Listen • Discovering Folktales: Fluency • Discovering Folktales: Synthesize
	Clever Characters	• Clever Characters: Genre • Clever Characters: Synthesize
	Getting to Know You	• Getting to Know You: Synthesize

| Pennsylvania Core Standards | Language Arts 3 A/B | |
English Language Arts: Grade 3	Unit Name	Lesson Name
Key Ideas and Details		
Text Analysis		
	Adventure Stories	• Adventure Stories: Comprehension • Adventure Stories: Speak and Listen • Adventure Stories: Fluency • Adventure Stories: Synthesize
	Adventures on Water	• Adventures on Water: Comprehension • Adventures on Water: Speak and Listen • Adventures on Water: Fluency • Adventures on Water: Synthesize
	Adventures Near and Far	• Adventures Near and Far: Genre • Adventures Near and Far: Fluency
	Discovering Folktales	• Discovering Folktales: Comprehension • Discovering Folktales: Fluency • Discovering Folktales: Synthesize
	Characters Who Change	• Characters Who Change: Comprehension • Characters Who Change: Fluency
	Clever Characters	• Clever Characters: Comprehension • Clever Characters: Fluency • Clever Characters: Synthesize
	Acting Out Folktales	• Acting Out Folktales: Comprehension • Acting Out Folktales: Fluency
CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Think Creatively	• Think Creatively: Speak/Listen • Think Creatively: Synthesize
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Genre • Conflicts Help Us Grow: Comprehension • Conflicts Help Us Grow: Speak/Listen • Conflicts Help Us Grow: Fluency
	Getting to Know You	• Getting to Know You: Genre • Getting to Know You: Comprehension • Getting to Know You: Speak/Listen • Getting to Know You: Fluency • Getting to Know You: Synthesize
	Surprising Characters	• Surprising Characters: Genre • Surprising Characters: Comprehension • Surprising Characters: Speak/Listen • Surprising Characters: Fluency • Surprising Characters: Synthesize
	Keeping an Open Mind	• Keeping an Open Mind: Genre • Keeping an Open Mind: Comprehension • Keeping an Open Mind: Synthesize
	Asking for Help	• Asking for Help: Comprehension • Asking for Help: Speak/Listen • Asking for Help: Fluency

Pennsylvania Core Standards	Language Arts 3 A/B	
English Language Arts: Grade 3	Unit Name	Lesson Name
Key Ideas and Details **Literary Elements**		
CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.	Adventures on Water	• Adventures on Water: Comprehension • Adventures on Water: Speak and Listen • Adventures on Water: Fluency • Adventures on Water: Synthesize
	Discovering Folktales	• Discovering Folktales: Comprehension
	Characters Who Change	• Characters Who Change: Comprehension • Characters Who Change: Fluency
	Clever Characters	• Clever Characters: Fluency • Clever Characters: Synthesize
	Think Creatively	• Think Creatively: Speak/Listen
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Genre • Conflicts Help Us Grow: Speak/Listen
	Getting to Know You	• Getting to Know You: Comprehension • Getting to Know You: Fluency • Getting to Know You: Synthesize
	Surprising Characters	• Surprising Characters: Genre • Surprising Characters: Comprehension
	Keeping an Open Mind	• Keeping an Open Mind: Comprehension
	Asking for Help	• Asking for Help: Speak/Listen
Craft and Structure **Point of View**		
CC.1.3.3.D Explain the point of view of the author.	Characters Who Change	• Characters Who Change: Comprehension • Characters Who Change: Synthesize Extend the lessons to explain the point of view of the author.
Craft and Structure **Text Structure**		
CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.	Adventures on Water	• Adventures on Water: Synthesize
	Clever Characters	• Clever Characters: Comprehension • Clever Characters: Speak and Listen • Clever Characters: Fluency
	Acting Out Folktales	• Acting Out Folktales: Comprehension • Acting Out Folktales: Speak and Listen • Acting Out Folktales: Fluency
	Surprising Characters	• Surprising Characters: Genre • Surprising Characters: Comprehension • Surprising Characters: Speak/Listen • Surprising Characters: Fluency • Surprising Characters: Synthesize
	Changes in the Night Sky	• Changes in the Night Sky: Genre

Pennsylvania Core Standards	Language Arts 3 A/B	
English Language Arts: Grade 3	Unit Name	Lesson Name
Craft and Structure **Vocabulary**		
CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	Use Your Imagination	• Use Your Imagination: Genre • Use Your Imagination: Comprehension Extend the lessons to distinguish shades of meaning among related words.
Integration of Knowledge and Ideas **Sources of Information**		
CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Clever Characters	• Clever Characters: Comprehension
	Think Creatively	• Think Creatively: Speak/Listen
	Asking for Help	• Asking for Help: Genre • Asking for Help: Comprehension • Asking for Help: Speak/Listen • Asking for Help: Fluency
Integration of Knowledge and Ideas **Text Analysis**		
CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Think Creatively	• Think Creatively: Speak/Listen • Think Creatively: Fluency • Think Creatively: Synthesize
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Speak/Listen
	Getting to Know You	• Getting to Know You: Synthesize
	Keeping an Open Mind	• Keeping an Open Mind: Synthesize
Vocabulary Acquisition and Use **Strategies**		
CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Adventures Near and Far	• Adventures Near and Far: Genre
	Family First	• Family First: Synthesize
	Asking for Help	• Asking for Help: Comprehension
	Creatures of the Night	• Creatures of the Night: Comprehension
Vocabulary Acquisition and Use		
CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Incorporate and assign an activity to acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	

Pennsylvania Core Standards	Language Arts 3 A/B	
English Language Arts: Grade 3	**Unit Name**	**Lesson Name**
Range of Reading		
CC.1.3.3.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.	Adventure Stories	• Adventure Stories: Comprehension • Adventure Stories: Speak and Listen • Adventure Stories: Fluency • Adventure Stories: Synthesize
	Better Together	• Better Together: Genre • Better Together: Comprehension • Better Together: Fluency • Better Together: Synthesize
	Adventures on Water	• Adventures on Water: Genre • Adventures on Water: Comprehension • Adventures on Water: Speak and Listen • Adventures on Water: Fluency • Adventures on Water: Synthesize
	Adventures Near and Far	• Adventures Near and Far: Genre • Adventures Near and Far: Speak and Listen • Adventures Near and Far: Fluency
	Discovering Folktales	• Discovering Folktales: Genre • Discovering Folktales: Comprehension • Discovering Folktales: Fluency • Discovering Folktales: Synthesize
	Characters Who Change	• Characters Who Change: Comprehension • Characters Who Change: Fluency
	Clever Characters	• Clever Characters: Comprehension • Clever Characters: Speak and Listen • Clever Characters: Fluency
	Acting Out Folktales	• Acting Out Folktales: Comprehension • Acting Out Folktales: Speak and Listen • Acting Out Folktales: Fluency
	Use Your Imagination	• Use Your Imagination: Genre • Use Your Imagination: Comprehension
	Family First	• Family First: Genre • Family First: Comprehension • Family First: Fluency • Family First: Synthesize

Pennsylvania Core Standards English Language Arts: Grade 3	Language Arts 3 A/B	
	Unit Name	Lesson Name
	Think Creatively	• Think Creatively: Genre • Think Creatively: Comprehension • Think Creatively: Speak/Listen • Think Creatively: Fluency • Think Creatively: Synthesize
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Genre • Conflicts Help Us Grow: Comprehension • Conflicts Help Us Grow: Speak/Listen • Conflicts Help Us Grow: Fluency
	Getting to Know You	• Getting to Know You: Comprehension • Getting to Know You: Speak/Listen • Getting to Know You: Fluency • Getting to Know You: Synthesize
	Surprising Characters	• Surprising Characters: Comprehension • Surprising Characters: Speak/Listen • Surprising Characters: Fluency • Surprising Characters: Synthesize
	Keeping an Open Mind	• Keeping an Open Mind: Comprehension • Keeping an Open Mind: Speak/Listen • Keeping an Open Mind: Fluency
	Asking for Help	• Asking for Help: Comprehension • Asking for Help: Speak/Listen • Asking for Help: Fluency
1.4 Writing		
Informative/ Explanatory		
CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Learning New Things	• Learning New Things: Speak and Listen • Learning New Things: Fluency
	Learning Starts with Questions	• Question to Learn: Genre • Question to Learn: Speak and Listen
	Sea Creatures	• Sea Creatures: Fluency
	The Importance of Oceans	• The Importance of Oceans: Speak/Listen • The Importance of Oceans: Fluency
Informative/Explanatory Focus		
CC.1.4.3.B Identify and introduce the topic.	Learning New Things	• Learning New Things: Speak and Listen • Learning New Things: Fluency
	Sea Creatures	• Sea Creatures: Fluency
Informative/Explanatory Content		
CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.	Learning New Things	• Learning New Things: Speak and Listen
	Learning Starts with Questions	• Question to Learn: Speak and Listen
	Exploring the World	• Exploring the World: Write
	The Importance of Oceans	• The Importance of Oceans: Speak/Listen
	Dangers to Our Oceans	• Dangers in Our Oceans: Fluency

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English Language Arts: Grade 3	Unit Name	Lesson Name
Informative/Explanatory **Organization**		
CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.	Learning Starts with Questions	• Question to Learn: Genre • Question to Learn: Speak and Listen • Question to Learn: Fluency
	The Importance of Oceans	• The Importance of Oceans: Fluency
Informative/Explanatory **Style**		
CC.1.4.3.E Choose words and phrases for effect.	Learning New Things	• Learning New Things: Fluency Incorporate and assign an activity to choose words and phrases for effect.
Informative/Explanatory **Conventions of Language**		
CC.1.4.3.F Demonstrate **a grade-appropriate** command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Learning New Things	• Learning New Things: Genre • Learning New Things: Comprehension • Learning New Things: Fluency
	Learning Starts with Questions	• Question to Learn: Comprehension • Question to Learn: Speak and Listen • Question to Learn: Fluency
	Exploring the World	• Exploring the World: Genre • Exploring the World: Comprehension • Exploring the World: Speak/Listen • Exploring the World: Fluency
Opinion/Argumentative		
CC.1.4.3.G Write opinion pieces on familiar topics or texts.	Getting to Know You	• Getting to Know You: Speak/Listen • Getting to Know You: Fluency
	Surprising Characters	• Surprising Characters: Speak/Listen • Surprising Characters: Fluency
	Asking for Help	• Asking for Help: Genre • Asking for Help: Comprehension • Asking for Help: Speak/Listen • Asking for Help: Fluency
Opinion/Argumentative **Focus**		
CC.1.4.3.H Introduce the topic and state an opinion on the topic.	Getting to Know You	• Getting to Know You: Speak/Listen
Opinion/Argumentative **Content**		
CC.1.4.3.I Support an opinion with reasons.	Getting to Know You	• Getting to Know You: Fluency
	Surprising Characters	• Surprising Characters: Speak/Listen

Pennsylvania Core Standards	Language Arts 3 A/B	
English Language Arts: Grade 3	Unit Name	Lesson Name
Opinion/Argumentative **Organization**		
CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.	Learning Starts with Questions	• Question to Learn: Genre
	Creatures of the Night	• Creatures of the Night: Synthesize
	Surprising Characters	• Surprising Characters: Comprehension • Surprising Characters: Speak/Listen • Surprising Characters: Fluency
Opinion/Argumentative **Style**		
CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.	Getting to Know You	• Getting to Know You: Speak/Listen
	Surprising Characters	• Surprising Characters: Synthesize
	Asking for Help	• Asking for Help: Comprehension • Asking for Help: Write
Opinion/Argumentative **Conventions of Language**		
CC.1.4.3.L Demonstrate **a grade-appropriate command** of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Getting to Know You	• Getting to Know You: Speak/Listen
	Surprising Characters	• Surprising Characters: Speak/Listen • Surprising Characters: Fluency
	Asking for Help	• Asking for Help: Genre • Asking for Help: Comprehension • Asking for Help: Speak/Listen • Asking for Help: Fluency
Narrative		
CC.1.4.3.M Write narratives to develop real or imagined experiences or events.	Discovering Folktales	• Discovering Folktales: Speak and Listen • Discovering Folktales: Fluency
	Characters Who Change	• Characters Who Change: Fluency • Characters Who Change: Synthesize
	Acting Out Folktales	• Acting Out Folktales: Comprehension • Acting Out Folktales: Speak and Listen • Acting Out Folktales: Fluency
Narrative **Focus**		
CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.	Discovering Folktales	• Discovering Folktales: Speak and Listen • Discovering Folktales: Fluency
	Characters Who Change	• Characters Who Change: Fluency
Narrative **Content**		
CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Characters Who Change	• Characters Who Change: Fluency • Characters Who Change: Synthesize

Pennsylvania Core Standards	Language Arts 3 A/B	
English Language Arts: Grade 3	Unit Name	Lesson Name
Narrative **Organization**		
CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.	Characters Who Change	• Characters Who Change: Fluency • Characters Who Change: Synthesize
Narrative **Style**		
CC.1.4.3.Q Choose words and phrases for effect.	Characters Who Change	• Characters Who Change: Speak and Listen
Narrative **Conventions of Language**		
CC.1.4.3.R Demonstrate a **grade-appropriate command** of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Discovering Folktales	• Discovering Folktales: Fluency
	Characters Who Change	• Characters Who Change: Synthesize
	Acting Out Folktales	• Acting Out Folktales: Comprehension • Acting Out Folktales: Speak and Listen • Acting Out Folktales: Fluency
Response to Literature		
CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	Adventure Stories	• Adventure Stories: Speak and Listen
	Learning New Things	• Learning New Things: Synthesize
	Learning Starts with Questions	• Question to Learn: Speak and Listen
	Ocean Journeys	• Ocean Journeys: Speak/Listen
Production and Distribution of Writing **Writing Process**		
CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Acting Out Folktales	• Acting Out Folktales: Comprehension • Acting Out Folktales: Speak and Listen • Acting Out Folktales: Fluency
	Getting to Know You	• Getting to Know You: Fluency
	Exploring the World	• Exploring the World: Genre • Exploring the World: Comprehension • Exploring the World: Speak and Listen
	Asking for Help	• Asking for Help: Genre • Asking for Help: Comprehension • Asking for Help: Speak/Listen
	Sea Creatures	• Sea Creatures: Speak/Listen • Sea Creatures: Fluency • Sea Creatures: Synthesize
	Dangers to Our Oceans	• Dangers in Our Ocean: Comprehension • Dangers in Our Ocean: Speak/Listen
Technology and Publication		
CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Characters Who Change	• Characters Who Change: Speak/Listen
	Acting Out Folktales	• Acting Out Folktales: Write
	Exploring the World	• Exploring the World: Fluency
	Asking for Help	• Asking for Help: Fluency
	Dangers to Our Oceans	• Dangers in Our Oceans: Fluency

Pennsylvania Core Standards	Language Arts 3 A/B	
English Language Arts: Grade 3	Unit Name	Lesson Name
Conducting Research		
CC.1.4.3.V Conduct short research projects that build knowledge about a topic.	Animal Behaviors	• Animal Behaviors: Fluency
	Learning New Things	• Learning New Things: Speak and Listen
	Sea Creatures	• Sea Creatures: Speak/Listen • Sea Creatures: Fluency
Credibility, Reliability, and Validity of Sources		
CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Animal Behaviors	• Animal Behaviors: Fluency
	Exploring the World	• Exploring the World: Speak and Listen
	Sea Creatures	• Sea Creatures: Speak/Listen • Sea Creatures: Fluency
Range of Writing		
CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Adventure Stories	• Adventure Stories: Fluency • Adventure Stories: Synthesize
	Better Together	• Better Together: Fluency
	Discovering Folktales	• Discovering Folktales: Synthesize
	Characters Who Change	• Characters Who Change: Synthesize
	Clever Characters	• Clever Characters: Genre • Clever Characters: Synthesize
	Acting Out Folktales	• Acting Out Folktales: Genre • Acting Out Folktales: Write
	Animal Behaviors	• Animal Behaviors: Genre • Animal Behaviors: Synthesize
	Animal Features	• Animal Features: Genre
	Learning New Things	• Learning New Things: Genre • Learning New Things: Speak and Listen • Learning New Things: Synthesize
	Learning Starts with Questions	• Question to Learn: Synthesize
	Learning from Science	• Learning from Science: Fluency • Learning from Science: Synthesize
	Exploring the World	• Learning from Science: Write
	Family First	• Family First: Synthesize
	Think Creatively	• Think Creatively: Synthesize
	Getting to Know You	• Getting to Know You: Synthesize
	Surprising Characters	• Surprising Characters: Genre • Surprising Characters: Synthesize
	Keeping an Open Mind	• Keeping an Open Mind: Synthesize
	Asking for Help	• Asking for Help: Comprehension • Asking for Help: Write
	Out in Space	• Out in Space: Synthesize
	It Happens at Night!	• It Happens at Night!: Fluency • It Happens at Night!: Synthesize
	Changes in the Night Sky	• Changes in the Night Sky: Speak/Listen
	Sea Creatures	• Sea Creatures: Synthesize
	The Importance of Oceans	• The Importance of Oceans: Speak/Listen • The Importance of Oceans: Synthesize
	Ocean Journeys	• Ocean Journeys: Synthesize

Pennsylvania Core Standards	Language Arts 3 A/B	
English Language Arts: Grade 3	**Unit Name**	**Lesson Name**
1.5 Speaking and Listening		
Comprehension and Collaboration **Collaborative Discussion**		
CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	Adventure Stories	• Adventure Stories: Speak and Listen
	Acting Out Folktales	• Acting Out Folktales: Speak and Listen
	Animal Behaviors	• Animal Behaviors: Speak and Listen
	Animal Features	• Animal Features: Fluency
	Asking for Help	• Asking for Help: Genre
		• Asking for Help: Write
	Out in Space	• Out in Space: Speak/Listen
	It Happens at Night!	• It Happens at Night!: Genre
	Changes in the Night Sky	• Changes in the Night Sky: Genre
		• Changes in the Night Sky: Fluency
Comprehension and Collaboration **Critical Listening**		
CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	Discovering Folktales	• Discovering Folktales: Speak and Listen
	Characters Who Change	• Characters Who Change: Speak and Listen
	Clever Characters	• Clever Characters: Genre
	Acting Out Folktales	• Acting Out Folktales: Genre
	Amazing Animals	• Amazing Animals: Genre
		• Amazing Animals: Speak and Listen
	Animal Behaviors	• Animal Behaviors: Genre
	Learning New Things	• Learning New Things: Genre
	Learning from Science	• Learning from Science: Comprehension
	Exploring the World	• Exploring the World: Genre
	Think Creatively	• Think Creatively: Speak/Listen
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Genre
	Getting to Know You	• Getting to Know You: Speak/Listen
	Keeping an Open Mind	• Keeping an Open Mind: Genre
	Asking for Help	• Asking for Help: Genre
	Changes in the Night Sky	• Changes in the Night Sky: Genre

Pennsylvania Core Standards	Language Arts 3 A/B	
English Language Arts: Grade 3	Unit Name	Lesson Name
Comprehension and Collaboration		
Evaluating Information		
CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.	Animal Features	• Animal Features: Fluency
	Asking for Help	• Asking for Help: Genre
	Out in Space	• Out in Space: Speak/Listen
	It Happens at Night!	• It Happens at Night!: Genre
	Changes in the Night Sky	• Changes in the Night Sky: Genre • Changes in the Night Sky: Fluency
Presentation of Knowledge and Ideas		
Purpose, Audience, and Task		
CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	Learning from Science	• Learning from Science: Speak and Listen
	Exploring the World	• Exploring the World: Speak and Listen • Exploring the World: Write
	Asking for Help	• Asking for Help: Write
	Dangers to Our Oceans	• Dangers in Our Oceans: Speak/Listen • Dangers in Our Oceans: Write
Presentation of Knowledge and Ideas		
Context		
CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Adventures on Water	• Adventures on Water: Speak and Listen
	Family First	• Family First: Speak/Listen
	Dangers to Our Oceans	• Dangers in Our Oceans: Write
Integration of Knowledge and Ideas		
Multimedia		
CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Clever Characters	• Clever Characters: Speak and Listen
	Acting Out Folktales	• Acting Out Folktales: Write
	Family First	• Family First: Fluency
	Keeping an Open Mind	• Keeping an Open Mind: Fluency
	The Importance of Oceans	• The Importance of Oceans: Genre
	Dangers to Our Oceans	• Dangers in Our Oceans: Fluency • Dangers in Our Oceans: Write
Conventions of Standard English		
CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.	Acting Out Folktales	• Acting Out Folktales: Comprehension
	Amazing Animals	• Amazing Animals: Speak and Listen
	Animals and Their Habitats	• Animal Habitats: Speak and Listen
	Animal Behaviors	• Animal Behaviors: Speak and Listen
	Animal Features	• Animal Features: Speak and Listen
	Think Creatively	• Think Creatively: Speak/Listen
	Conflicts Help Us Grow	• Conflicts Help Us Grow: Speak/Listen

Language Arts 4

| Pennsylvania Core Standards | Language Arts 4 A/B | |
English Language Arts: Grade 4	Unit Name	Lesson Name
1.1 Foundational Skills		
Book Handling		
Intentionally Blank		
Print Concepts		
Intentionally Blank		
Phonological Awareness		
Intentionally Blank		
Phonics and Word Recognition		
CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.		
• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	Actions Speak Louder than Words	• Actions and Words: Genre
	A Bird's Eye View	• A Bird's Eye View: Genre
	Unearthing the Past	• Unearthing the Past: Genre
	Seriously Funny	• Seriously Funny: Comprehension
Fluency		
CC.1.1.4.E Read with accuracy and fluency to support comprehension:		
• Read on-level text with purpose and understanding.	Actions Speak Louder than Words	• Actions Speak Louder than Words: Speak/Listen
• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	A Fresh Point of View	• A Fresh Point of View: Fluency
• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	The Science of Sickness	• The Science of Sickness: Comprehension
1.2 Reading Informational Text		
Key Ideas and Details **Main Idea**		
CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Mighty Medicines	• Mighty Medicines: Fluency • Mighty Medicines: Synthesize
Key Ideas and Details **Text Analysis**		
CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.	Mighty Medicines	• Mighty Medicines: Speak/Listen
	Nature's Medicines	• Nature's Medicines: Fluency
Key Ideas and Details **Text Analysis**		
CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.	Nature's Medicines	• Nature's Medicines: Synthesize
Craft and Structure **Point of View**		
CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.	Watching Animals	• Watching Animals: Synthesize

Pennsylvania Core Standards	Language Arts 4 A/B	
English Language Arts: Grade 4	**Unit Name**	**Lesson Name**
Craft and Structure **Text Structure**		
CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	Holding Onto History	• Holding Onto History: Genre
Craft and Structure **Vocabulary**		
CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	Seriously Funny	• Seriously Funny: Comprehension • Seriously Funny: Speak/Listen
Integration of Knowledge and Ideas **Diverse Media**		
CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.	Finding the Cure	• Finding the Cure: Speak/Listen
	Creature Features	• Creatures Features: Fluency
Integration of Knowledge and Ideas **Evaluating Arguments**		
CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.	We Need Trees	• We Need Trees: Genre
Integration of Knowledge and Ideas **Analysis Across Texts**		
CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.	Trial, Error, and--Oops	• Trial, Error, and--Oops: Fluency
Vocabulary Acquisition and Use		
CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Keeping Promises	• Keeping Promises: Speak/Listen
	All Fired Up	• All Fired Up: Comprehension • All Fired Up: Fluency
Vocabulary Acquisition and Use		
CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Actions Speak Louder than Words	• Actions and Words: Comprehension
	Animal Power	• Animal Power: Genre
Range of Reading		
CC.1.2.4.L Read and comprehend literary non-fiction and informational text on grade level, reading	A Bird's Eye View	• A Bird's Eye View: Comprehension
	Mighty Medicines	• Mighty Medicines: Speak/Listen
1.3 Reading Literature		
Key Ideas and Details **Theme**		
CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.	Actions Speak Louder than Words	• Actions and Words: Fluency
	Understanding Animals	• Understanding Animals: Fluency

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Key Ideas and Details **Text Analysis**		
CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.	Actions Speak Louder than Words	• Actions and Words: Fluency
	A Boost in Kindness	• A Boost in Kindness: Fluency
Key Ideas and Details **Literary Elements**		
CC.1.3.4.C Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.	Understanding Animals	• Understanding Animals: Speak/Listen
Craft and Structure **Point of View**		
CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.	Watching Animals	• Watching Animals: Synthesize
Craft and Structure **Text Structure**		
CC.1.3.4.E Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.	Watching Animals	• Watching Animals: Fluency
	Seriously Funny	• Seriously Funny: Speak/Listen
	Acting Out History	• Acting Out History: Speak/Listen Extend the lesson to explain major differences between poems, drama and prose.
Craft and Structure **Vocabulary**		
CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	Seriously Funny	• Seriously Funny: Comprehension • Seriously Funny: Speak/Listen
Integration of Knowledge and Ideas **Sources of Information**		
CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	A World of Gods and Heroes	• A World of Gods and Heroes: Speak/Listen
Integration of Knowledge and Ideas **Text Analysis**		
CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.	A Bird's Eye View	• A Bird's Eye View: Fluency • A Bird's Eye View: Synthesize
	A World of Gods and Heroes	• A World of Gods and Heroes: Speak/Listen
	Animal Power	• Animal Power: Speak/Listen
Vocabulary Acquisition and Use **Strategies**		
CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Actions Speak Louder than Words	• Actions and Words: Comprehension
	Animal Power	• Animal Power: Genre

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Vocabulary Acquisition and Use		
CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Keeping Promises	• Keeping Promises: Speak/Listen
	All Fired Up	• All Fired Up: Genre • All Fired Up: Fluency
Range of Reading		
CC.1.3.4.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.	Actions Speak Louder than Words	• Actions and Words: Fluency
1.4 Writing		
Informative/ Explanatory		
CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Keeping Promises	• Keeping Promises: Genre
Informative/Explanatory **Focus**		
CC.1.4.4.B Identify and introduce the topic clearly.	All Fired Up	• All Fired Up: Comprehension
Informative/Explanatory **Content**		
CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	Keeping Promises	• Keeping Promises: Genre • Keeping Promises: Comprehension
	Objects Tell Stories	• Objects Tell Stories: Genre • Objects Tell Stories: Speak/Listen
Informative/Explanatory **Organization**		
CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Keeping Promises	• Keeping Promises: Genre • Keeping Promises: Comprehension • Keeping Promises: Fluency
Informative/Explanatory **Style**		
CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.	Keeping Promises	• Keeping Promises: Speak/Listen
Informative/Explanatory **Conventions of Language**		
CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Kindness Goes a Long Way	• Kindness Goes a Long Way: Comprehension
	Lessons in Kindness	• Lessons in Kindness: Comprehension
	Acting Out History	• Acting Out History: Fluency
Opinion/Argumentative		
CC.1.4.4.G Write opinion pieces on topics or texts.	A Fresh Point of View	• A Fresh Point of View: Speak/Listen
Opinion/Argumentative **Focus**		

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CC.1.4.4.H Introduce the topic and state an opinion on the topic.	A Fresh Point of View	• A Fresh Point of View: Speak/Listen
Opinion/Argumentative **Content**		
CC.1.4.4.I Provide reasons that are supported by facts and details.	A Fresh Point of View	• A Fresh Point of View: Speak/Listen
Opinion/Argumentative **Organization**		
CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.	You Can Make a Difference	• You Can Make a Difference: Speak/Listen • You Can Make a Difference: Fluency
Opinion/Argumentative **Style**		
CC.1.4.4.K Choose words and phrases to convey ideas precisely.	You Can Make a Difference	• You Can Make a Difference: Fluency
Opinion/Argumentative **Conventions of Language**		
CC.1.4.4.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	It Takes Teamwork	• It Takes Teamwork: Genre • It Takes Teamwork: Comprehension • It Takes Teamwork: Speak/Listen
Narrative		
CC.1.4.4.M Write narratives to develop real or imagined experiences or events.	Watching Animals	• Watching Animals: Synthesize
Narrative **Focus**		
CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.	Watching Animals	• Watching Animals: Comprehension
Narrative **Content**		
CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Watching Animals	• Watching Animals: Fluency
	Understanding Animals	• Understanding Animals: Speak/Listen
	People Need Animals	• People Need Animals: Genre
Narrative **Organization**		
CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	Watching Animals	• Watching Animals: Speak/Listen
	Understanding Animals	• Understanding Animals: Fluency
	People Need Animals	• People Need Animals: Comprehension
Narrative **Style**		

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CC.1.4.4.Q Choose words and phrases to convey ideas precisely.	Watching Animals	• Watching Animals: Fluency
Narrative **Conventions of Language**		
CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Watching Animals	• Watching Animals: Fluency
	People Need Animals	• People Need Animals: Speak/Listen • People Need Animals: Fluency
Response to Literature		
CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	Kindness Goes a Long Way	• Kindness Goes a Long Way: Comprehension • Kindness Goes a Long Way: Synthesize
	Holding Onto History	• Holding Onto History: Comprehension
Production and Distribution of Writing **Writing Process**		
CC.1.4.4.T With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Watching Animals	• Watching Animals: Comprehension
	People Need Animals	• People Need Animals: Fluency
	Objects Tell Stories	• Objects Tell Stories: Genre
Technology and Publication		
CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Humans Help Out	• Humans Help Out: Write
Conducting Research		
CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Objects Tell Stories	• Objects Tell Stories: Fluency
Credibility, Reliability, and Validity of Sources		
CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Objects Tell Stories	• Objects Tell Stories: Speak/Listen
	All Fired Up	• All Fired Up: Speak/Listen
Range of Writing		
CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	A Bird's Eye View	• A Bird's Eye View: Fluency
	People Need Animals	• People Need Animals: Comprehension • People Need Animals: Speak/Listen
	Holding Onto History	• Holding Onto History: Comprehension
1.5 Speaking and Listening		
Comprehension and Collaboration **Collaborative Discussion**		
CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	Actions Speak Louder than Words	• Actions Speak Louder than Words: Speak/Listen
	Explaining the Natural World	• Explaining the Natural World: Speak/Listen

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Comprehension and Collaboration **Critical Listening**		
CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Seriously Funny	• Seriously Funny: Genre
	Animal Power	• Animal Power: Synthesize
	It Takes Teamwork	• It Takes Teamwork: Speak/Listen
	Creature Features	• Creature Features: Fluency
Comprehension and Collaboration **Evaluating Information**		
CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.	We Need Trees	• We Need Trees: Genre
Presentation of Knowledge and Ideas **Purpose, Audience, and Task**		
CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	Kindness Goes a Long Way	• Kindness Goes a Long Way: Speak/Listen
	A Bird's Eye View	• A Bird's Eye View: Fluency
Presentation of Knowledge and Ideas **Context**		
CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.	Keeping Promises	• Keeping Promises: Speak/Listen
Integration of Knowledge and Ideas **Multimedia**		
CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Humans Help Out	• Humans Help Out: Comprehension • Humans Help Out: Speak/Listen
Conventions of Standard English		
CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	Explaining the Natural World	• Explaining the Natural World: Speak/Listen

Language Arts 5

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English Language Arts: Grade 5	**Unit Name**	**Lesson Number**
1.1 Foundational Skills		
Book Handling		
Intentionally Blank		
Print Concepts		
Intentionally Blank		
Phonological Awareness		
Intentionally Blank		
Phonics and Word Recognition		
CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words.		
• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	Open Minds	• Open Minds: Comprehension
	Showing the World	• Showing the World: Comprehension
	Call to Action	• Call to Action: Comprehension
	Information in Social Media	• Social Media: Comprehension
Fluency		
CC.1.1.5.E Read with accuracy and fluency to support comprehension:		
• Read on-level text with purpose and understanding.	Shared Interests	• Shared Interests: Speak/Listen
• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Funny and Inspiring	• Funny and Inspiring: Fluency
• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Characters Who Are Kind	• Kind Characters: Comprehension
1.2 Reading Informational Text		
Key Ideas and Details **Main Idea**		
CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.	Influencers Making a Difference	• Making a Difference: Comprehension • Making a Difference: Speak/Listen • Making a Difference: Fluency
Key Ideas and Details **Text Analysis**		
CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Showing the World	• Showing the World: Synthesize
Key Ideas and Details **Text Analysis**		
CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	Starting a New Life	• Starting a New Life: Comprehension
Craft and Structure **Point of View**		
CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Learning from Our Ancestors	• Learning from Our Ancestors: Speak/Listen • Learning from Our Ancestors: Fluency

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Craft and Structure **Text Structure**		
CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	Information in Social Media	• Social Media: Fluency • Social Media: Synthesize
Craft and Structure **Vocabulary**		
CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	Robot Helpers	• Robot Helpers: Comprehension Extend the lesson to intepret figurative language.
Integration of Knowledge and Ideas **Diverse Media**		
CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Branches of Government	• Branches of Government: Fluency
Integration of Knowledge and Ideas **Evaluating Arguments**		
CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.	What Makes You Unique?	• What Makes You Unique?: Speak/Listen • What Makes You Unique?: Fluency
Integration of Knowledge and Ideas **Analysis Across Texts**		
CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.	Information in Social Media	• Social Media: Speak/Listen
Vocabulary Acquisition and Use		
CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Justice for All	• Justice for All: Fluency Extend the lesson to acquire and use accurately grade-appropriate conversational words and phrases.
Vocabulary Acquisition and Use		
CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Call to Action	• Call to Action: Comprehension
	Robot Helpers	• Robot Helpers: Comprehension
Range of Reading		
CC.1.2.5.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Stronger Together	• Stronger Together: Speak/Listen
	What Makes You Unique?	• What Makes You Unique?: Comprehension
	Protecting Data	• Protecting the Data: Comprehension
	Robot Helpers	• Robot Helpers: Comprehension
	Branches of Government	• Branches of Government: Comprehension

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1.3 Reading Literature		
Key Ideas and Details **Theme**		
Key Ideas and Details **Text Analysis**		
CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Good Leaders	• Good Leaders: Fluency
Key Ideas and Details **Literary Elements**		
CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.	Family Relationships	• Family Relationships: Comprehension
Craft and Structure **Point of View**		
CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Dare to Dream	• Dare to Dream: Fluency • Dare to Dream: Synthesize
Craft and Structure **Text Structure**		
CC.1.3.5.E Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Funny and Inspiring	• Funny and Inspiring: Synthesize
Craft and Structure **Vocabulary**		
CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	Characters Who Are Kind	• Kind Characters: Genre • Kind Characters: Comprehension
Integration of Knowledge and Ideas **Sources of Information**		
CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Characters and Their Values	• Characters and Values: Speak/Listen • Characters and Values: Fluency
	Dare to Dream	• Dare to Dream: Synthesize
Integration of Knowledge and Ideas **Text Analysis**		
CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	Don't Give Up!	• Don't Give Up!: Speak/Listen

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Vocabulary Acquisition and Use		
Strategies		
CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Family Relationships	• Family Relationships: Comprehension Extend the lesson to determine or clarify the meaning of multiple-meaning words and phrases based on grade-level reading and content.
	Good Leaders	• Good Leaders: Comprehension
	Characters Who Are Kind	• Kind Characters: Comprehension
Vocabulary Acquisition and Use		
CC.1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Family Relationships	• Family Relationships: Speak/Listen Extend the lesson to acquire and use accurately grade-appropriate conversational and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships..
Range of Reading		
CC.1.3.5.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.	Family Relationships	• Family Relationships: Comprehension
	Open Minds	• Open Minds: Comprehension
	Say it With Poetry	• Say it With Poetry: Comprehension
	Unsung Heroes	• Unsung Heroes: Comprehension
1.4 Writing		
Informative/Explanatory		
CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	What Makes You Unique?	• What Makes You Unique?: Synthesize
Informative/Explanatory		
Focus		
CC.1.4.5.B Identify and introduce the topic clearly.	What Makes You Unique?	• What Makes You Unique?: Comprehension • What Makes You Unique?: Speak/Listen • What Makes You Unique?: Synthesize
Informative/Explanatory		
Content		
CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	What Makes You Unique?	• What Makes You Unique?: Comprehension • What Makes You Unique?: Speak/Listen
	Protecting Data	• Protecting the Data: Comprehension
	Robot Helpers	• Robot Helpers: Fluency
Informative/Explanatory		
Organization		
CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.	What Makes You Unique?	• What Makes You Unique?: Speak/Listen
	Protecting Data	• Protecting Data: Genre • Protecting Data: Fluency
	Robot Helpers	• Robot Helpers: Genre

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Informative/Explanatory **Style**		
CC.1.4.5.E Write with an awareness of style.		
• Use precise language and domain-specific vocabulary to inform about or explain the topic.	What Makes You Unique?	• What Makes You Unique?: Fluency
	Protecting Data	• Protecting the Data: Speak/Listen
• Use sentences of varying length.	Protecting Data	• Protecting the Data: Fluency
	Information in Social Media	• Social Media: Speak/Listen
	Robot Helpers	• Robot Helpers: Comprehension
Informative/Explanatory **Conventions of Language**		
CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Shared Interests	• Shared Interests: Genre • Shared Interests: Comprehension • Shared Interests: Fluency
	Showing the World	• Showing the World: Genre • Showing the World: Comprehension
	Robot Helpers	• Robot Helpers: Comprehension
	Believe in Yourself	• Believe in Yourself: Comprehension • Believe in Yourself: Fluency
	Don't Give Up!	• Don't Give Up!: Speak/Listen
	Immigrant Stories	• Immigrant Stories: Speak/Listen
	Justice for All	• Justice for All: Fluency
Opinion/Argumentative		
CC.1.4.5.G Write opinion pieces on topics or texts.	Dare to Dream	• Dare to Dream: Synthesize
Opinion/Argumentative **Focus**		
CC.1.4.5.H Introduce the topic and state an opinion on the topic.	Believe in Yourself	• Believe in Yourself: Comprehension • Believe in Yourself: Speak/Listen • Believe in Yourself: Synthesize
Opinion/Argumentative **Content**		
CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.	Believe in Yourself	• Believe in Yourself: Fluency • Believe in Yourself: Synthesize
	Dare to Dream	• Dare to Dream: Comprehension
Opinion/Argumentative **Organization**		
CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.	Believe in Yourself	• Believe in Yourself: Fluency • Believe in Yourself: Synthesize
	Dare to Dream	• Dare to Dream: Speak/Listen • Dare to Dream: Fluency

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Opinion/Argumentative **Style**		
CC.1.4.5.K Write with an awareness of style.		
• Use sentences of varying length.	What Makes You Unique?	• What Makes You Unique?: Fluency Extend the lesson in an opinion essay.
	Information in Social Media	• Social Media: Speak/Listen
• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	What Makes You Unique?	• What Makes You Unique?: Comprehension • What Makes You Unique?: Fluency Extend the lessons in an opinion essay.
	Protecting Data	• Protecting the Data: Comprehension • Protecting the Data: Fluency
	Information in Social Media	• Social Media: Comprehension • Social Media: Speak/Listen
Opinion/Argumentative **Conventions of Language**		
CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Shared Interests	• Shared Interests: Genre • Shared interests: Comprehension • Shared interests: Fluency Extend the lessons in an opinion essay.
	Showing the World	• Showing the World: Genre • Showing the World: Comprehension
	Robot Helpers	• Robot Helpers: Comprehension
	Believe in Yourself	• Believe in Yourself: Comprehension • Believe in Yourself: Fluency
	Don't Give Up!	• Don't Give Up!: Speak/Listen
	Follow Your Heart	• Follow Your Heart: Comprehension
	Immigrant Stories	• Immigrant Stories: Speak/Listen
	Justice for All	• Justice for All: Fluency
Narrative		
CC.1.4.5.M Write narratives to develop real or imagined experiences or events.	Family Values	• Family Values: Synthesize
Narrative **Focus**		
CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.	Characters Who Are Kind	• Kind Characters: Comprehension • Kind Characters: Speak/Listen
Narrative **Content**		
CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Family Values	• Family Values: Comprehension • Family Values: Speak/Listen

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Narrative **Organization**		
CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	Characters Who Are Kind	• Kind Characters: Comprehension
	Reactions Show Character	• Reactions and Character: Comprehension
	Family Values	• Family Values: Fluency
Narrative **Style**		
CC.1.4.5.Q Write with an awareness of styles.		
• Use sentences of varying length.	Reactions Show Character	• Reactions and Character: Speak/Listen • Reactions and Character: Fluency
• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Reactions Show Character	• Reactions and Character: Speak/Listen • Reactions and Character: Fluency
Narrative **Conventions of Language**		
CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Shared Interests	• Shared Interests: Genre • Shared interests: Comprehension • Shared interests: Fluency Extend the lessons in a narrative essay.
	Reactions Show Character	• Reactions and Character: Fluency
	Showing the World	• Showing the World: Genre • Showing the World: Comprehension
	Robot Helpers	• Robot Helpers: Comprehension
	Believe in Yourself	• Believe in Yourself: Comprehension • Believe in Yourself: Fluency
	Don't Give Up!	• Don't Give Up!: Speak/Listen
	Immigrant Stories	• Immigrant Stories: Speak/Listen
	Justice for All	• Justice for All: Fluency
Response to Literature		
CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	Family Relationships	• Family Relationships: Fluency
	Don't Give Up!	• Don't Give Up!: Genre
	Branches of Government	• Branches of Government: Comprehension • Branches of Government: Synthesize
Production and Distribution of Writing **Writing Process**		
CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Characters Who Are Kind	• Kind Characters: Comprehension • Kind Characters: Synthesize
	Reactions Show Character	• Reactions and Characters: Comprehension • Reactions and Characters: Fluency

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Technology and Publication		
CC.1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Reactions Show Character	• Reactions and Character: Fluency • Reactions and Character: Write
	Call to Action	• Call to Action: Fluency
	What Makes You Unique?	• What Makes You Unique?: Synthesize
Conducting Research		
CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Branches of Government	• Branches of Government: Comprehension • Branches of Government: Speak/Listen
Credibility, Reliability, and Validity of Sources		
CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Protecting Data	• Protecting the Data: Fluency
	Information in Social Media	• Social Media: Comprehension • Social Media: Speak/Listen
	Robot Helpers	• Robot Helpers: Genre
	Branches of Government	• Branches of Government: Speak/Listen
	Rights and Freedoms	• Rights and Freedoms: Synthesize
Range of Writing		
CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Shared Interests	• Shared Interests: Fluency
	Characters Who Are Kind	• Kind Characters: Synthesize
	Call to Action	• Call to Action: Comprehension
	What Makes You Unique?	• What Makes You Unique?: Synthesize
	Funny and Inspiring	• Funny and Inspiring: Synthesize
	Follow Your Heart	• Follow Your Heart: Genre
	Justice for All	• Justice for All: Fluency • Justice for All: Write
1.5 Speaking and Listening		
Comprehension and Collaboration **Collaborative Discussion**		
CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	Stronger Together	• Stronger Together: Speak/Listen
	Don't Give Up!	• Don't Give Up!: Speak/Listen
	Get Ready to Vote: Speak/Listen	• Get Ready to Vote: Speak/Listen
Comprehension and Collaboration **Critical Listening**		
CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Open Minds	• Open Minds: Speak/Listen
Comprehension and Collaboration **Evaluating Information**		
CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Influencers Making a Difference	• Making a Difference: Fluency

Pennsylvania Core Standards	Language Arts 5 A/B	
English Language Arts: Grade 5	**Unit Name**	**Lesson Number**
Presentation of Knowledge and Ideas **Purpose, Audience, and Task**		
CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume,	Call to Action	• Call to Action: Speak/Listen
	Protecting Data	• Protecting the Data: Synthesize
	Information in Social Media	• Social Media: Speak/Listen
Presentation of Knowledge and Ideas **Context**		
CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Family Values	• Family Values: Speak/Listen
	Call to Action	• Call to Action: Speak/Listen
	Funny and Inspiring	• Funny and Inspiring: Speak/Listen
Integration of Knowledge and Ideas **Multimedia**		
CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Rights and Freedoms	• Rights and Freedoms: Speak/Listen
Conventions of Standard English		
CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.	Shared Interests	• Shared Interests: Genre • Shared interests: Comprehension
	Showing the World	• Showing the World: Genre • Showing the World: Comprehension
	Call to Action	• Call to Action: Speak/Listen
	Robot Helpers	• Robot Helpers: Comprehension
	Believe in Yourself	• Believe in Yourself: Comprehension • Believe in Yourself: Fluency
	Don't Give Up!	• Don't Give Up!: Speak/Listen
	Immigrant Stories	• Immigrant Stories: Speak/Listen

Language Arts 6

Pennsylvania Core Standards	Language Arts 6 A/B	
English Language Arts: Grade 6	Unit Name	Lesson Name
1.2 Reading Informational Text		
Key Ideas and Details **Main Idea**		
CC.1 2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Informational Text Analysis	• Identifying Central Ideas • Effective Summaries • Author's Purpose • Portfolio: Informational Text Analysis 1
Key Ideas and Details **Text Analysis**		
CC.1 2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.	Informational Text Analysis	• Explicit Details and Inferences
Key Ideas and Details **Text Analysis**		
CC.1 2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Informational Text Analysis	• Analyzing Details • Portfolio: Informational Text Analysis 1
	Comparisons	• Informative Point of View
Craft and Structure **Point of View**		
CC.1 2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Informational Text Analysis	• Identifying Central Ideas • Author's Purpose • Portfolio: Informational Text Analysis 2 • Portfolio: Informational Text Analysis 3
	Comparisons	• Informative Point of View • Comparing Informational Texts
Craft and Structure **Text Structure**		
CC.1 2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.	Informational Text Analysis	• Text Structure • Portfolio: Informational Text Analysis 2
Craft and Structure **Vocabulary**		
CC.1 2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	Informational Text Analysis	• Figurative and Connotative Meanings
Integration of Knowledge and Ideas **Diverse Media**		
CC.1 2.6.G Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Informational Text Analysis	• Varying Media/Formats
	Research and Present	• Interpreting Information • Evaluating Visuals
	Argument Analysis	• Table and a Text
Integration of Knowledge and Ideas **Evaluating Arguments**		
CC.1 2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.	Informational Text Analysis	• Identifying Central Ideas • Author's Purpose
	Argument Analysis	• Argument Analysis Introduction • Identifying a Claim • Evaluating Claims • Reviewing Argument • Audio Argument Summaries
	Argumentative Essay	• Counter Claims
	Debate	• Speaker's Claims and Reasons

Pennsylvania Core Standards	Language Arts 6 A/B	
English Language Arts: Grade 6	Unit Name	Lesson Name
Integration of Knowledge and Ideas		
Analysis Across Texts		
CC.1 2.6.I Examine how two authors present similar information in different types of text.	Informational Text Analysis	• Comparing Texts
	Comparisons	• Different Forms: Informative
		• Comparing Informational Texts
Vocabulary Acquisition and Use		
CC.1 2.6.J	Informational Text Analysis	• Learning New Words
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	Informative Writing	• Choosing Vocabulary
Vocabulary Acquisition and Use		
CC.1 2.6.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Informational Text Analysis	• Relationship Between Words
		• Learning New Words
		• Technical Definitions and Reading Fluency
Range of Reading		
CC.1 2.6.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Informational Text Analysis	• Relationships Between Words
		• Learning New Words
		• Technical Definitions and Reading Fluency
		• Figurative and Connotative Meanings
		• Explicit Details and Inferences
		• Identifying Central Ideas
		• Effective Summaries
		• Author's Purpose
		• Text Structure
		• Analyzing Details
		• Varying Media/Formats
		• Comparing Texts
		• Portfolio: Informational Text Analysis 1
		• Portfolio: Informational Text Analysis 2
		• Portfolio: Informational Text Analysis 3
	Comparisons	• Different Forms: Informative
		• Comparing Informational Texts
	Debate	• Language in Speeches
		• Collaborative Discussion
		• Interpret and Clarify a Speaker's Message
1.3 Reading Literature		
Key Ideas and Details		
Theme		
CC.1 3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard English	• Standard English Apply
	Novel Study	• Theme
	Literary Analysis	• Analyzing Theme
		• Summarizing
		• Character's Responses
		• Dialogue and Descriptions
		• Literary Analysis: Apply
		• Discussion Strategies

Pennsylvania Core Standards	Language Arts 6 A/B	
English Language Arts: Grade 6	Unit Name	Lesson Name
Key Ideas and Details **Text Analysis**		
CC.1 3.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Novel Study	• Setting and Plot • Theme
	Literary Analysis	• Literary Analysis • Making Inferences • Analyzing Theme • Summarizing • Character's Responses • Versions • Literary Analysis: Apply
	Comparisons	• Portfolio Comparing Texts 1 • Portfolio Comparing Texts 2
Key Ideas and Details **Literary Elements**		
CC.1 3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.	Novel Study	• Setting and Plot • Theme
	Literary Analysis	• Summarizing • Character's Responses • Versions • Narrative Introductions • Dialogue and Descriptions • Organizing a Narrative • Literary Analysis: Apply
	Writing a Narrative	• Purpose and Audience
	Comparisons	• Portfolio: Comparing Texts 1 • Portfolio: Comparing Texts 2
Craft and Structure **Point of View**		
CC.1 3.6.D Determine an author's purpose in a text and explain how it is conveyed in a text.	Literary Analysis	• Making Inferences
	Writing a Narrative	• Transition Words • Purpose and Audience
	Comparisons	• Point of View in a Poem
Craft and Structure **Text Structure**		
CC.1 3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.	Literary Analysis	• Analyzing Theme • Versions • Genres • Organizing a Narrative • Literary Analysis: Apply
	Novel Study	• Setting and Plot • Theme
	Writing a Narrative	• Purpose and Audience
	Comparisons	• Portfolio: Comparing Texts 1 • Portfolio: Comparing Texts 2

Pennsylvania Core Standards	Language Arts 6 A/B	
English Language Arts: Grade 6	**Unit Name**	**Lesson Name**
Craft and Structure **Vocabulary**		
CC.1 3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	Literary Analysis	• Literary Context Clues • Poetry • Literary Analysis • Figures of Speech • Making Inferences
	Writing a Narrative	• Narrative Context Clues • Connotative Meanings • Word Choice
Integration of Knowledge and Ideas **Sources of Information**		
CC.1 3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.	Literary Analysis	• Versions • Literary Analysis: Apply
	Comparisons	• Compare Video and Text • Compare Media
Integration of Knowledge and Ideas		
CC.1 3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.	Literary Analysis	• Literary Analysis • Versions • Genres • Comparing Genres • Literary Analysis: Apply
	Comparisons	• Portfolio: Comparing Texts 1 • Portfolio: Comparing Texts 2
Vocabulary Acquisition and Use		
CC.1 3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Standard English	• Context Confirmed
	Literary Analysis	• Literary Context Clues • Figures of Speech
	Writing a Narrative	• Word Choice
Vocabulary Acquisition and Use		
CC.1 3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Literary Analysis	• Literary Context Clues • Literary Analysis • Figures of Speech

Pennsylvania Core Standards	Language Arts 6 A/B	
English Language Arts: Grade 6	Unit Name	Lesson Name
Range of Reading		
	Novel Study Introduction	• Novel Lesson Introduction
CC.1 3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Literary Analysis	• Literary Context Clues • Poetry • Literary Analysis • Figures of Speech • Making Inferences • Analyzing Theme • Summarizing • Character's Responses • Point of View • Versions • Genres • Comparing Genres • Narrative Introductions • Dialogue and Descriptions • Organizing a Narrative • Portfolio: Introducing A Narrative • Literary Analysis: Apply
	Writing a Narrative	• Connotative Meanings • Word Choice • Transition Words • Details • Sensory Language • Pacing • Purpose and Audience • Concluding a Story
	Comparisons	• Portfolio: Comparing Texts 1 • Portfolio: Comparing Texts 2 • Point of View in a Poem • Comparisons: Apply
	Debate	• Collaborative Discussion • Discussion Strategies
	Novel Study	• Setting and Plot • Theme
1.4 Writing		
Informative/ Explanatory		
CC.1.4.6.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	Informative Writing	• Organizational Strategies • Effective Organization • Effective Text • Concluding a Text • Portfolio: Informative Essay II • Informative Writing: Apply

Pennsylvania Core Standards	Language Arts 6 A/B	
English Language Arts: Grade 6	**Unit Name**	**Lesson Name**
Informative/Explanatory Focus		
CC.1.4.6.B Identify and introduce the topic for the intended audience.	Informative Writing	• Effective Organization • Portfolio: Informative Essay II • Informative Writing: Apply
Informative/Explanatory Content		
CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	Informative Writing	• Effective Text • Portfolio: Informative Essay II • Informative Writing: Apply
Informative/Explanatory Organization		
CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Informative Writing	• Organizational Strategies • Effective Organization • Effective Text • Using Transitions • Concluding a Text • Portfolio: Informative Essay II • Informative Writing: Apply
Informative/Explanatory Style		
CC.1.4.6.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice • Establish and maintain a formal style	Informative Writing	• Choosing Vocabulary • Evaluating Formal Writing • Portfolio: Informative Essay II • Informative Writing: Apply
	Research and Present	• English to Context
	Comparisons	• Style and Tone • Informative Point of View
Informative/Explanatory Conventions of Language		
CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Standard English	• Subject-Verb Agreement
	Informative Writing	• Portfolio: Informative Essay I • Portfolio: Informative Essay II • Portfolio: Informative Essay III • Informative Writing: Apply
	Research and Present	• English to Context
Opinion/Argumentative		
CC.1.4.6.G Write arguments to support claims.	Argument Analysis	• Identifying a Claim • Introducing a Claim • Clear Organization • Portfolio: Present a Claim • Argumentative Analysis: Apply
	Argumentative Essay	• Argumentative Essay Introduction • Counter Claims • Portfolio: Argument Plan • Credible Sources • Relationships • Concluding Statement • Portfolio: Argument Essay I • Portfolio: Argument Essay II • Portfolio: Argument Essay III • Argumentative Essay: Apply
	Literary Analysis	• Versions
	Debate	• Debate: Apply and Review

Pennsylvania Core Standards	Language Arts 6 A/B	
English Language Arts: Grade 6	**Unit Name**	**Lesson Name**
Opinion/Argumentative Focus		
CC.1.4.6.H Introduce and state an opinion on a topic.	Argument Analysis	• Introducing a Claim • Clear Organization • Portfolio: Present a Claim • Argumentative Analysis: Apply
	Argumentative Essay	• Argumentative Essay Introduction • Portfolio: Argument Plan • Portfolio: Argument Essay I • Portfolio: Argument Essay II • Portfolio: Argument Essay III • Argumentative Essay: Apply
	Debate	• Debate: Apply and Review
Opinion/Argumentative Content		
CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.	Argument Analysis	• Identifying a Claim • Introducing a Claim • Clear Organization • Portfolio: Present a Claim • Argumentative Analysis: Apply
	Argumentative Essay	• Argumentative Essay Introduction • Counter Claims • Portfolio: Argument Plan • Credible Sources • Portfolio: Argument Essay I • Portfolio: Argument Essay II • Portfolio: Argument Essay III • Argumentative Essay: Apply
	Debate	• Debate: Apply and Review
Opinion/Argumentative Organization		
CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(	Argument Analysis	• Audio Argument Summaries • Clear Organization • Portfolio: Present a Claim • Argumentative Analysis: Apply
	Argumentative Essay	• Argumentative Essay Introduction • Counter Claims • Portfolio: Argument Plan • Relationships • Concluding Statement • Portfolio: Argument Essay I • Portfolio: Argument Essay II • Portfolio: Argument Essay III • Argumentative Essay: Apply
	Debate	• Debate: Apply and Review
Opinion/Argumentative Style		
CC.1.4.6.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice • Establish and maintain a formal style.	Argumentative Essay	• Formal Writing • Portfolio: Argument Essay I • Portfolio: Argument Essay II • Portfolio: Argument Essay III • Argumentative Essay: Apply
	Debate	• Debate: Apply and Review

Pennsylvania Core Standards	Language Arts 6 A/B	
English Language Arts: Grade 6	Unit Name	Lesson Name
Opinion/Argumentative Conventions of Language		
CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Argument Analysis	• Portfolio: Present a Claim
	Argumentative Essay	• Argumentative Essay Introduction • Counter Claims • Portfolio: Argument Plan • Credible Sources • Relationships • Concluding Statement • Portfolio: Argument Essay I • Portfolio: Argument Essay II • Portfolio: Argument Essay III
Narrative		
CC.1.4.6.M Write narratives to develop real or imagined experiences or events.	Research and Present	• Parentheses and Dashes
	Novel Study	• Portfolio: Evaluate a Novel
	Literary Analysis	• Poetry • Narrative Introductions • Portfolio: Introducing A Narrative • Literary Analysis: Apply
	Writing a Narrative	• Narrative Context Clues • Pacing • Portfolio: Writing a Narrative I • Portfolio: Writing a Narrative II • Portfolio: Writing a Narrative III • Writing a Narrative: Apply
	Comparisons	• Point of View in a Poem • Comparisons: Apply
Narrative Focus		
CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	Literary Analysis	• Narrative Introductions • Portfolio: Introducing A Narrative • Literary Analysis: Apply
	Writing a Narrative	• Portfolio: Writing a Narrative I • Portfolio: Writing a Narrative II • Portfolio: Writing a Narrative III • Writing a Narrative: Apply
Narrative Content		
CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Literary Analysis	• Poetry • Dialogue and Descriptions • Portfolio: Introducing A Narrative • Literary Analysis: Apply
	Writing a Narrative	• Details • Sensory Language • Pacing • Purpose and Audience • Portfolio: Writing a Narrative I • Portfolio: Writing a Narrative II • Portfolio: Writing a Narrative III • Writing a Narrative: Apply

Pennsylvania Core Standards	Language Arts 6 A/B	
English Language Arts: Grade 6	Unit Name	Lesson Name
Narrative Organization		
CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.	Literary Analysis	• Organizing a Narrative • Portfolio: Introducing A Narrative • Literary Analysis: Apply
	Writing a Narrative	• Transition Words • Purpose and Audience • Concluding a Story • Portfolio: Writing a Narrative I • Portfolio: Writing a Narrative II • Portfolio: Writing a Narrative III • Writing a Narrative: Apply
Narrative Style		
CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. • Vary sentence patterns for meaning, reader/listener interest, and style. • Use precise language. • Develop and maintain a consistent voice.	Writing a Narrative	• Details • Sensory Language • Purpose and Audience • Portfolio: Writing a Narrative I • Portfolio: Writing a Narrative II • Portfolio: Writing a Narrative III • Writing a Narrative: Apply
	Comparisons	• Style and Tone • Comparisons: Apply
Narrative Conventions of Language		
CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Standard English	• Subject-Verb Agreement • Verb Tense • Using Standard English • Standard English Apply
	Research and Present	• Parentheses and Dashes
	Literary Analysis	• Poetry
	Writing a Narrative	• Writing Process • Portfolio: Writing a Narrative I • Portfolio: Writing a Narrative II • Portfolio: Writing a Narrative III • Writing a Narrative: Apply
	Comparisons	• Style and Tone • Comparisons: Apply
Response to Literature		
CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Research and Present	• Quoting and Paraphrasing
	Comparisons	• Portfolio: Comparing Texts 1 • Portfolio: Comparing Texts 2 • Point of View in a Poem

Pennsylvania Core Standards	Language Arts 6 A/B	
English Language Arts: Grade 6	Unit Name	Lesson Name
Production and Distribution of Writing Writing Process		
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Standard English	• Standard English Apply
	Informative Writing	• Effective Text • Portfolio: Informative Essay I • Portfolio: Informative Essay II • Portfolio: Informative Essay III • Informative Writing: Apply
	Research and Present	• Portfolio: Research and Present • Research and Present: Apply
	Argumentative Essay	• Portfolio: Argument Plan • Portfolio: Argument Essay I • Portfolio: Argument Essay II • Portfolio: Argument Essay III
	Literary Analysis	• Narrative Introductions • Portfolio: Introducing A Narrative • Literary Analysis: Apply
	Writing a Narrative	• Details • Purpose and Audience • Writing Process • Portfolio: Writing a Narrative I • Portfolio: Writing a Narrative II • Portfolio: Writing a Narrative III • Writing a Narrative: Apply
	Comparisons	• Comparisons Introduction • Style and Tone
Technology and Publication		
CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Informative Writing	• Portfolio: Informative Essay I • Portfolio: Informative Essay II • Portfolio: Informative Essay III • Informative Writing: Apply
	Argumentative Essay	• Portfolio: Argument Essay I • Portfolio: Argument Essay II • Portfolio: Argument Essay III
	Writing a Narrative	• Portfolio: Writing a Narrative I • Portfolio: Writing a Narrative II • Portfolio: Writing a Narrative III
Conducting Research		
CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry	Research and Present	• Using Sources • Interpreting Information • Portfolio: Research and P
Credibility, Reliability, and Validity of Sources		
CC.1.4.6.W Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.	Research and Present	• Credibility of Sources • Quoting and Paraphrasing • Understanding a Topic • Source Effectiveness • Using Sources • Bibliographic Information • Interpreting Information • Portfolio: Research and Present • Research and Present: Apply
	Argumentative Essay	• Credible Sources
	Writing a Narrative	• Portfolio: Writing a Narrative I
	Comparisons	• Different Forms: Informative

Pennsylvania Core Standards	Language Arts 6 A/B	
English Language Arts: Grade 6	**Unit Name**	**Lesson Name**
Range of Writing		
CC.1.4.6.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Informational Text Analysis	• Portfolio: Informational Text Analysis 1 • Portfolio: Informational Text Analysis 2 • Portfolio: Informational Text Analysis 3
	Informative Writing	• Portfolio: Informative Essay I • Portfolio: Informative Essay II • Portfolio: Informative Essay III • Informative Writing: Apply
	Research and Present	• Portfolio: Research and Present
	Argumentative Essay	• Portfolio: Argument Essay I • Portfolio: Argument Essay II • Portfolio: Argument Essay III
	Literary Analysis	• Portfolio: Introducing A Narrative
	Writing a Narrative	• Narrative Context Clues • Connotative Meanings • Word Choice • Transition Words • Details • Sensory Language • Pacing • Purpose and Audience • Writing Process • Concluding a Story • Portfolio: Writing a Narrative I • Portfolio: Writing a Narrative II • Portfolio: Writing a Narrative III • Writing a Narrative: Apply
1.5 Speaking and Listening		
Comprehension and Collaboration Collaborative Discussion		
CC.1 5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	Argument Analysis	• Presenting Claims • Portfolio: Debate and Reflection
	Debate	• Collegial Discussion • Active Listening • Collaborative Discussion • Discussion Strategies • Interpret and Clarify a Speaker's Message • Debate: Apply and Review
Comprehension and Collaboration Critical Listening		
CC.1 5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.	Debate	• Collaborative Discussion • Speaker's Claims and Reasons • Interpret and Clarify a Speaker's Message • Debate: Apply and Review
Comprehension and Collaboration Evaluating Information		
CC.1 5.6.C Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Research and Present	• Understanding a Topic • Interpreting Information • Evaluating Visuals
	Argument Analysis	• Formal vs. Informal

Pennsylvania Core Standards	Language Arts 6 A/B	
English Language Arts: Grade 6	**Unit Name**	**Lesson Name**
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
CC.1 5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Informative Writing	• Informative Writing: Apply
	Argument Analysis	• Portfolio: Present a Claim • Presenting Claims • Portfolio: Debate and Reflection
	Debate	• Debate: Apply and Review
Presentation of Knowledge and Ideas Context		
CC.1 5.6.E Adapt speech to a variety of contexts and tasks.	Research and Present	• English to Context
	Argument Analysis	• Formal vs. Informal • Portfolio: Present a Claim • Presenting Claims • Portfolio: Debate and Reflection
	Debate	• Language in Speeches • Standard English Debate • Interpret and Clarify a Speaker's Message • Debate: Apply and Review
Integration of Knowledge and Ideas Multimedia		
CC.1 5.6.F Include multimedia components and visual displays in presentations to clarify information.	Research and Present	• Evaluating Visuals
Conventions of Standard English		
CC.1 5.6.G Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.	Informational Text Analysis	• Technical Definitions and Reading Fluency
	Informative Writing	• Informative Writing: Apply
	Research and Present	• English to Context
	Argument Analysis	• Portfolio: Present a Claim • Presenting Claims • Portfolio: Debate and Reflection
	Debate	• Language in Speeches • Standard English Debate • Interpret and Clarify a Speaker's Message • Debate: Apply and Review

Language Arts 7

| Pennsylvania Core Standards | Language Arts 7 A/B | |
English Language Arts: Grade 7	Unit Name	Lesson Name
1.2 Reading Informational Text		
Key Ideas and Details **Main Idea**		
CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Reading Informational Text	• Two or More Central Ideas • Analyzing Central Ideas • Summarizing Text • Providing Evidence • Reading Informational Text Apply
	Research and Presentation	• Conducting Research
Key Ideas and Details **Text Analysis**		
CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Reading Informational Text	• Analyzing Central Ideas • Identifying Evidence • Providing Evidence • Supporting Inferences • Reading Informational Text Apply
	Research and Presentation	• Conducting Research
Key Ideas and Details **Text Analysis**		
CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.	Reading Informational Text	• Analyzing Interactions
Craft and Structure **Point of View**		
CC.1.2.7.D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Analyzing Informational Text	• Analyzing Info Text Portfolio 2 • Analzying Info Text Portfolio 3 • Emphasizing Different Evidence • Analyzing Informational Text Apply
Craft and Structure **Text Structure**		
CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major	Writing Informative Text	• Adding Graphics and Multimedia
	Analyzing Informational Text	• Analyze Info Text Portfolio 1
Craft and Structure **Vocabulary**		
CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.	Reading Informational Text	• Meaning and Word Choice
Integration of Knowledge and Ideas **Diverse Media**		
CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).	Analyzing Informational Text	• Comparing Print and Media
Integration of Knowledge and Ideas **Evaluating Arguments**		
CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.	Analyzing Informational Text	• Tracing an Argument • Assessing Reasoning • Evaluating Evidence • Emphasizing Different Evidence • Interpreting Facts • Analyzing Informational Text Apply

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Integration of Knowledge and Ideas		
Analysis Across Texts		
CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.	Analyzing Informational Text	• Interpreting Facts • Analyzing Informational Text Apply
Vocabulary Acquisition and Use		
CC.1.2.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Writing Informative Text	• Using Precise and Formal Language
	Building Vocabulary	• Understanding Context Clues • Building Vocabulary Apply
Vocabulary Acquisition and Use		
CC.1.2.7.K Determine or clarify the meaning of unknown	Reading Informational Text	• Meaning and Word Choice
	Building Vocabulary	• Understanding Context Clues
Range of Reading		
CC.1.2.7.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Speaking and Listening (B)	• Discussion Evidence • Discussion Protocols
	Reading Informational Text	• Reading Informational Text Introduction • Two or More Central Ideas • Analyzing Central Ideas • Determining Genre • Summarizing Text • Analyzing Interactions • Meaning and Word Choice • Identifying Evidence • Providing Evidence • Supporting Inferences • Reading Informational Text Apply
	Analyzing Informational Text	• Analyzing Informational Text Introduction • Analyzing Info Text Portfolio 1 • Analyzing Info Text Portfolio 2 • Analyzing Info Text Portfolio 3 • Comparing Print and Media • Tracing an Argument • Assessing Reasoning • Evaluating Evidence • Emphasizing Different Evidence • Interpreting Facts • Analyzing Informational Text Apply
	Research and Presentation	• Conducting Research
1.3 Reading Literature		
Key Ideas and Details		
Theme		
CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Cultural Literacy	• Understanding Oral Tradition
	Novel Study	• Choosing a Novel • Novel Study 2 • Novel Study 4 • Novel Study 5 • Novel Study 6
	Reading Literary Text	• Central Idea or Theme • Summarizing Literary Text • Interaction of Story Elements • Reading Literary Text Apply
	Analyzing Literary Text	• Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply

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	Unit Name	Lesson Name
Key Ideas and Details **Text Analysis**		
CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Cultural Literacy	• Understanding Oral Tradition • Recognizing Heritage • Cultural Literacy Apply
	Speaking and Listening (A)	• Discussion Evidence
	Novel Study	• Elements of Fiction • Novel Study 2 • Novel Study 3 • Novel Study 4 • Novel Study 6
	Reading Literary Text	• Inferential and Explicit Evidence • Central Idea or Theme • Interaction of Story Elements • Reading Literary Text Apply
	Analyzing Literary Text	• Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
Key Ideas and Details **Literary Elements**		
CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.	Cultural Literacy	• Understanding Oral Tradition • Recognizing Heritage
	Speaking and Listening (A)	• Discussion Evidence
	Novel Study	• Elements of Fiction • Novel Study 2 • Novel Study 3 • Novel Study 4 • Novel Study 5 • Novel Study 6
	Reading Literary Text	• Interaction of Story Elements • Reading Literary Text Apply
	Analyzing Literary Text	• Analyzing Literary Text Introduction • Drama Form and Structure • Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
Craft and Structure **Point of View**		
CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Novel Study	• Novel Study 3
	Analyzing Literary Text	• Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
Craft and Structure **Text Structure**		
CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.	Cultural Literacy	• Structure of Cultural Literature
	Analyzing Literary Text	• Drama Form and Structure • Poem Form and Structure • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply

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Craft and Structure		
Vocabulary		
CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.	Building Vocabulary	• Understanding Context Clues
	Reading Literary Text	• Figurative and Connotative Meaning • Rhyme and Alliteration
	Language and Style	• Language and Style Introduction • Allusions and Figures of Speech • Synonyms and Antonyms • Analogies • Connotations vs. Denotations • Stylistic Techniques • Language and Style Apply
	Analyzing Literary Text	• Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
Integration of Knowledge and Ideas		
Sources of Information		
CC.1.3.7.G Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).	Analyzing Literary Text	• Comparing Text and Media
Integration of Knowledge and Ideas		
CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same	Cultural Literacy	• Comparing Events and Texts
	Novel Study	• Novel Study 5
Vocabulary Acquisition and Use		
CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Building Vocabulary	• Understanding Context Clues • Using Affixes and Roots
Vocabulary Acquisition and Use		
CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Building Vocabulary	• Understanding Context Clues • Building Vocabulary Apply
Range of Reading		
CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Speaking and Listening (B)	• Discussion Evidence
	Cultural Literacy	• Cultural Literacy Introduction • Understanding Oral Tradition • Structure of Cultural Literature • Recognizing Heritage • Comparing Events and Texts • Cultural Literacy Apply
	Speaking and Listening (A)	• Discussion Evidence
	Novel Study Introduction	• Elements of Fiction
	Reading Literary Text	• Reading Literary Text Introduction • Determining Genre • Inferential and Explicit Evidence • Central Idea or Theme • Summarizing Literary Text • Interaction of Story Elements • Figurative and Connotative Meaning • Rhyme and Alliteration • Reading Literary Text Apply
	Novel Study 2	Novel Study 2
	Novel Study 3	Novel Study 3
	Novel Study 4	Novel Study 4

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	Analyzing Literary Text	• Analyzing Literary Text Introduction • Drama Form and Structure • Poem Form and Structure • Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3 • Comparing Text and Media • Analyzing Literary Text Apply
	Novel Study 5	Novel Study 5
	Novel Study 6	Novel Study 6
1.4 Writing		
Informative/ Explanatory		
CC.1.4.7.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	Writing Informative Text	• Writing Informative Text Introduction • Writing an Introduction • Organizing Informational Text • Adding Graphics and Multimedia • Developing a Topic • Using Transitions • Using Precise and Formal Language • Writing an Effective Conclusion • Writing Informative Text Portfolio 1 • Writing Informative Text Portfolio 2 • Writing Informative Text Portfolio 3
Informative/Explanatory Focus		
CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.	Writing Informative Text	• Writing an Introduction • Writing Informative Text Portfolio 2
Informative/Explanatory Content		
CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	Writing Informative Text	• Adding Graphics and Multimedia • Developing a Topic • Writing Informative Text Portfolio 2
Informative/Explanatory Organization		
CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Writing Informative Text	• Organizing Informational Text • Using Transitions • Writing an Effective Conclusion • Writing Informative Text Portfolio 2
Informative/Explanatory Style		
CC.1.4.7.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style.	Writing Informative Text	• Using Precise and Formal Language • Writing Informative Text Portfolio 2
	Grammar and Punctuation II	• Simple, Compound, Complex Sentences • Sentence Structure Signals • Choosing Sentence Structure • More Phrases and Clauses • Grammar and Punctuation II Apply

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Informative/Explanatory Conventions of Language		
	Grammar and Punctuation	• Using a Comma
CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Writing Informative Text	• Writing Informative Text Introduction • Writing an Introduction • Organizing Informational Text • Adding Graphics and Multimedia • Developing a Topic • Using Transitions • Using Precise and Formal Language • Writing an Effective Conclusion • Writing Informative Text Portfolio 1 • Writing Informative Text Portfolio 2 • Writing Informative Text Portfolio 3
Opinion/Argumentative		
CC.1.4.7.G Write arguments to support claims.	Writing an Argument	• Writing an Argument Introduction • Developing Claims • Opposing Claims • Organizing Reasons and Evidence • Identifying Credible Sources • Claims, Reasons and Evidence • Cohesion • Concluding an Argument • Writing an Argument: Portfolio 1 • Writing an Argument: Portfolio 2 • Writing an Argument: Portfolio 3
Opinion/Argumentative Focus		
CC.1.4.7.H Introduce and state an opinion on a topic.	Writing an Argument	• Developing Claims • Writing an Argument: Portfolio 2
Opinion/Argumentative Content		
CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.	Writing an Argument	• Developing Claims • Opposing Claims • Identifying Credible Sources • Organizing Reasons and Evidence • Writing an Argument: Portfolio 2
Opinion/Argumentative Organization		
CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.	Writing an Argument	• Organizing Reasons and Evidence • Claims, Reasons and Evidence • Cohesion • Concluding an Argument • Writing an Argument: Portfolio 2
Opinion/Argumentative Style		
CC.1.4.7.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.	Writing an Argument	• Writing an Argument: Portfolio 1 • Writing an Argument: Portfolio 2 • Writing an Argument: Portfolio 3

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Opinion/Argumentative Conventions of Language		
CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Writing an Argument	• Writing an Argument Introduction • Developing Claims • Opposing Claims • Organizing Reasons and Evidence • Identifying Credible Sources • Claims, Reasons and Evidence • Cohesion • Concluding an Argument • Writing an Argument: Portfolio 1 • Writing an Argument: Portfolio 2 • Writing an Argument: Portfolio 3
Narrative		
CC.1.4.7.M Write narratives to develop real or imagined experiences or events.	Language and Style	• Language and Style Apply
	Writing a Narrative	• Writing a Narrative Introduction • Introducing a Narrative • Sequencing and Transitions • Using dialogue • Pacing and Description • Description and Sensory Language • Language and Style • Writing a Conclusion • Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
Narrative Focus		
CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	Language and Style	• Language and Style Apply
	Writing a Narrative	• Introducing a Narrative • Writing a Narrative Portfolio 2
Narrative Content		
CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Language and Style	• Language and Style Apply
	Writing a Narrative	• Using dialogue • Pacing and Description • Description and Sensory Language • Language and Style • Writing a Narrative Portfolio 2
Narrative Organization		
CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.	Writing a Narrative	• Sequencing and Transitions • Writing a Conclusion • Writing a Narrative Portfolio 2
Narrative Style		
CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.	Language and Style	• Language and Style Apply
	Writing a Narrative	• Writing a Narrative Portfolio 2
• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Use sentences of varying lengths and complexities • Use precise language. • Develop and maintain a consistent voice.	Grammar and Punctuation II	• Simple, Compound, Complex Sentences • Sentence Structure Signals • Choosing Sentence Structure • More Phrases and Clauses • Grammar and Punctuation II Apply

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Narrative Conventions of Language		
CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Grammar and Punctuation	• Grammar and Punctuation Apply
	Writing a Narrative	• Writing a Narrative Introduction • Introducing a Narrative • Sequencing and Transitions • Using dialogue • Pacing and Description • Description and Sensory Language • Language and Style • Writing a Conclusion • Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
Response to Literature		
CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Reading Informational Text	• Reading Informational Text Apply
	Analyzing Informational Text	• Analyzing Informational Text Apply
	Cultural Literacy	• Recognizing Heritage • Cultural Literacy Apply
	Reading Literary Text	• Reading Literary Text Apply
	Analyzing Literary Text	• Analyzing Literary Text Introduction • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
	Novel Study	• Novel Study 6
	Research and Presentation	• Conducting Research • Avoiding Plagiarism • Evidence
Production and Distribution of Writing Writing Process		
CC.1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Writing Informative Text	• Writing Informative Text Portfolio 1 • Writing Informative Text Portfolio 2
	Writing an Argument	• Writing an Argument: Portfolio 1 • Writing an Argument: Portfolio 2 • Writing an Argument: Portfolio 3
	Writing a Narrative	• Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
	Grammar and Punctuation II	• Grammar and Punctuation II Introduction
	Research and Presentation	• Research and Presentation Portfolio 1 • Research and Presentation Portfolio 2 • Research and Presentation Portfolio 3
Technology and Publication		
CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Writing Informative Text	• Writing Informative Text Portfolio 3
	Writing an Argument	• Organizing Reasons and Evidence • Writing an Argument: Portfolio 3
	Writing a Narrative	• Writing a Narrative Portfolio 3

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Conducting Research		
CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Research and Presentation	• Research and Presentation Introduction • Conducting Research • Search Terms • Research Sources • Avoiding Plagiarism • Clarifying the Topic • Sound Reasoning • Evidence • Research and Presentation Portfolio 1 • Research and Presentation Portfolio 2 • Research and Presentation Portfolio 3
	Media Literacy	• Citations and Attributions
Credibility, Reliability, and Validity of Sources		
CC.1.4.7.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Writing an Argument	• Organizing Reasons and Evidence
	Novel Study	• Novel Study 5
	Research and Presentation	• Conducting Research • Search Terms • Research Sources • Avoiding Plagiarism • Research and Presentation Portfolio 1
	Media Literacy	• Citations and Attributions
Range of Writing		
CC.1.4.7.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Speaking and Listening (B)	• Discussion Evidence
	Writing Informative Text	• Writing Informative Text Portfolio 1 • Writing Informative Text Portfolio 2 • Writing Informative Text Portfolio 3
	Writing an Argument	• Writing an Argument: Portfolio 1 • Writing an Argument: Portfolio 2 • Writing an Argument: Portfolio 3
	Cultural Literacy	• Cultural Literacy Introduction • Recognizing Heritage • Cultural Literacy Apply
	Grammar and Punctuation II	• Grammar and Punctuation II Introduction
	Research and Presentation	• Research and Presentation Introduction • Conducting Research • Search Terms • Research Sources • Avoiding Plagiarism • Clarifying the Topic • Sound Reasoning • Evidence • Research and Presentation Portfolio 1 • Research and Presentation Portfolio 2 • Research and Presentation Portfolio 3
	Media Literacy	• Media Literacy Introduction • Citations and Attributions
1.5 Speaking and Listening		
Comprehension and Collaboration Collaborative Discussion		
CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	Speaking and Listening (B)	• Discussion Evidence • Discussion Protocols
	Speaking and Listening (A)	• Discussion Evidence • Discussion Protocols • Speaking and Listening Apply

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Comprehension and Collaboration Critical Listening		
CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Speaking and Listening (A)	• Speaking and Listening Apply
	Research and Presentation	• Sound Reasoning • Evidence
Comprehension and Collaboration Evaluating Information		
CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Research and Presentation	• Clarifying the Topic
	Media Literacy	• Media Literacy Introduction • Mass Media • Media Literacy: Apply
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
CC.1 5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Speaking and Listening (B)	• Discussion Evidence
	Speaking and Listening (A)	• Discussion Evidence • Discussion Protocols • Speaking and Listening Apply
	Research and Presentation	• Research and Presentation Portfolio 1 • Research and Presentation Portfolio 2 • Research and Presentation Portfolio 3
Presentation of Knowledge and Ideas Context		
CC.1 5.7.E Adapt speech to a variety of contexts and tasks.	Speaking and Listening (B)	• Discussion Evidence • Discussion Protocols
	Speaking and Listening (A)	• Discussion Evidence • Discussion Protocols • Speaking and Listening Apply
	Research and Presentation	• Research and Presentation Portfolio 1 • Research and Presentation Portfolio 2 • Research and Presentation Portfolio 3
Integration of Knowledge and Ideas Multimedia		
CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Research and Presentation	• Clarifying the Topic • Research and Presentation Portfolio 2
Conventions of Standard English		
CC.1 5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.	Speaking and Listening (B)	• Discussion Evidence • Discussion Protocols
	Speaking and Listening (A)	• Discussion Evidence • Discussion Protocols
	Research and Presentation	• Research and Presentation Portfolio 1 • Research and Presentation Portfolio 2 • Research and Presentation Portfolio 3

Language Arts 8

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1.2 Reading Informational Text		
Key Ideas and Details **Main Idea**		
CC.1 2 8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Reading Information Text	• Central Ideas • Summarizing • Reading Informational Text Apply
	Analyze Informational Text	• Analyze Informational Text Apply
Key Ideas and Details **Text Analysis**		
CC.1 2 8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Reading Information Text	• Providing Evidence • Reading Informational Text Apply
	Analyze Informational Text	• Analyze Informational Text Apply
	Speaking and Listening (A)	• Speaking and Listening Apply
Key Ideas and Details **Text Analysis**		
CC.1 2 8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Reading Information Text	• Analyzing Connections • Reading Informational Text Apply
	Analyze Informational Text	• Analyze Informational Text Apply
Craft and Structure **Point of View**		
CC.1 2 8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Reading Information Text	• Comparing Authors
	Analyze Informational Text	• Author's Purpose • Analyze Informational Text Apply
Craft and Structure **Text Structure**		
CC.1 2 8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	Analyze Informational Text	• Paragraph Structure • Analyze Informational Text Apply
Craft and Structure **Vocabulary**		
CC.1 2 8.F Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.	Reading Information Text	• Determining Word Meaning • Analogies • Allusions • Word Choice • Reading Informational Text Apply
Integration of Knowledge and Ideas **Diverse Media**		
CC.1 2 8.G Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.	Analyze Informational Text	• Using different Mediums • Analyze Informational Text Apply
Integration of Knowledge and Ideas **Evaluating Arguments**		
CC.1 2 8.H Evaluate authors' argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.	Speaking and Listening (B)	• Discussion Evidence
	Analyze Informational Text	• Delineating an Argument • Evaluating Reasoning • Evaluating Evidence • Analyze Informational Text Apply
	Speaking and Listening (A)	• Discussion Evidence • Speaking and Listening Apply

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Integration of Knowledge and Ideas		
Analysis Across Texts		
CC.1 2 8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Reading Information Text	• Comparing Authors Extend the lesson to analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	Analyze Informational Text	• Analyze Informational Text Apply
Vocabulary Acquisition and Use		
CC.1 2 8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Building Vocabulary	• Using Context Clues • Building Vocabulary Apply
Vocabulary Acquisition and Use		
CC.1 2 8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Reading Information Text	• Determining Word Meaning
	Building Vocabulary	• Using Context Clues • Verifying Word Meanings
Range of Reading		
CC.1 2 8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Reading Information Text	• Reading Informational Text Introduction • Genres • Central Ideas • Summarizing • Analyzing Connections • Determining Word Meaning • Analogies • Allusions • Word Choice • Providing Evidence • Comparing Authors • Reading Informational Text Apply
	Analyze Informational Text	• Analyze Informational Text Introduction • Paragraph Structure • Author's Purpose • Delineating an Argument • Evaluating Reasoning • Evaluating Evidence • Using different Mediums • Analyze Informational Text Apply
	Speaking and Listening (A)	• Speaking and Listening Apply
1.3 Reading Literature		
Key Ideas and Details		
Theme		
CC.1 3 8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Novel Study	• Elements of Fiction • Choosing a Novel • Theme and Summary • Allusion and Themes • Thematic Development
	Reading Literary Text	• Central Idea and Theme • Development of Theme • Summarizing Literature • Reading Literary Text Apply
	Analyzing Literary Text	• Analyzing Structure • Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply

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Key Ideas and Details **Text Analysis**		
CC.1 3 8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Novel Study	• Elements of Fiction • Choosing a Novel • Thematic Development
	Reading Literary Text	• Textual Evidence • Reading Literary Text Apply
	Analyzing Literary Text	• Analyzing Literary Text Introduction • Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
Key Ideas and Details **Literary Elements**		
CC.1 3 8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Novel Study Introduction	• Elements of Fiction • Choosing a Novel
	Reading Literary Text	• Plot Development • Reading Literary Text Apply
	Novel Study	• Analyzing Character and Plot
	Analyzing Literary Text	• Analyzing Literary Text Introduction • Analyzing Structure • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
Craft and Structure **Point of View**		
CC.1 3 8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Novel Study	• Characters and Dramatic Irony
	Analyzing Literary Text	• Analyzing Literary Text Introduction • Dramatic Irony • Suspense and Humor • Character Point of View • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Apply
Craft and Structure **Text Structure**		
CC.1 3 8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Analyzing Literary Text	• Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3
Craft and Structure **Vocabulary**		
CC.1 3 8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.	Reading Literary Text	• Figurative and Connotative Meaning • Analyzing Word Choice
	Language and Style	• Language and Style Introduction • Irony • Puns • Figures of Speech • Comparative Word Meaning • Connotations and Denotations • Language and Style Apply
Integration of Knowledge and Ideas **Sources of Information**		
CC.1 3 8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.	Analyzing Literary Text	• Director's or Actor's Choices

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English Language Arts: Grade 8	**Unit Name**	**Lesson Name**
Integration of Knowledge and Ideas		
CC.1 3 8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.	Analyzing Literary Text	• Director's or Actor's Choices • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3
Vocabulary Acquisition and Use		
CC.1 3 8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Building Vocabulary	• Using Context Clues • Verifying Word Meanings
Vocabulary Acquisition and Use		
CC.1 3 8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Building Vocabulary	• Using Context Clues
Range of Reading		
CC.1 3 8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Novel Study Introduction	• Elements of Fiction
	Reading Literary Text	• Reading Literary Text Intro • Texual Evidence • Central Idea and Theme • Development of Theme • Summarizing Literature • Plot Development • Figurative and Connotative Meaning • Analyzing Word Choice • Reading Literary Text Apply
	Novel Study	Theme and Summary
	Novel Study	Characters and Dramatic Irony
	Novel Study	Analyzing Character and Plot
	Analyzing Literary Text	• Analyzing Literary Text Introduction • Analyzing Structure • Dramatic Irony • Suspense and Humor • Character Point of View • Director's or Actor's Choices • Analyzing Literary Text Portfolio 1 • Analyzing Literary Text Portfolio 2 • Analyzing Literary Text Portfolio 3 • Analyzing Literary Text Apply
	Novel Study	Allusion and Themes
	Novel Study	Thematic Development
1.4 Writing		
Informative/ Explanatory		
CC.1.4 8.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	Writing Explanatory Text	• Writing Explanatory Text Introduction • Introducing a Topic • Organizing Ideas • Providing Graphics • Using Relevant Details • Using Transitions • Using Precise Language • Conclusions • Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2 • Writing Explanatory Text Portfolio 3
	Reading Literary Text	• Reading Literary Text Apply
Informative/Explanatory Focus		
CC.1.4 8.B Identify and introduce the topic clearly, including a preview of what is to follow.	Writing Explanatory Text	• Introducing a Topic • Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2

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Informative/Explanatory Content		
CC.1.4 8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	Writing Explanatory Text	• Providing Graphics • Using Relevant Details • Writing Explanatory Text Portfolio 2
Informative/Explanatory Organization		
CC.1.4 8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	Writing Explanatory Text	• Organizing Ideas • Using Transitions • Conclusions • Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2
Informative/Explanatory Style		
CC.1.4 8.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Create tone and voice though precise language. • Establish and maintain a formal style.	Writing Explanatory Text	• Using Precise Language • Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2 • Writing Explanatory Text Portfolio 3
Informative/Explanatory Conventions of Language		
CC.1.4 8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Writing Explanatory Text	• Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2 • Writing Explanatory Text Portfolio 3
	Punctuation	• Punctuation Marks
	Reading Literary Text	• Reading Literary Text Apply
Opinion/Argumentative		
CC.1.4 8.G Write arguments to support claims.	Writing an Argument	• Writing an Argument Introduction • Develop Claims • Opposing Claims • Organize Arguments • Using Credible Sources • Claims and Evidence • Cohesion • Writing a Conclusion • Writing An Argument Portfolio 1 • Writing An Argument Portfolio 2 • Writing An Argument Portfolio 3
	Speaking and Listening (A)	• Speaking and Listening Apply
Opinion/Argumentative Focus		
CC.1.4 8.H Introduce and state an opinion on a topic.	Writing an Argument	• Develop Claims • Writing An Argument Portfolio 1
Opinion/Argumentative Content		
CC.1.4 8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.	Writing an Argument	• Opposing Claims • Using Credible Sources • Writing An Argument Portfolio 1
Opinion/Argumentative Organization		
CC.1.4 8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.	Writing an Argument	• Organize Arguments • Claims and Evidence • Cohesion • Writing a Conclusion • Writing An Argument Portfolio 1
	Speaking and Listening (A)	• Speaking and Listening Apply

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Opinion/Argumentative Style		
CC.1.4 8.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Create tone and voice though precise language. • Establish and maintain a formal style.	Writing an Argument	• Writing An Argument Portfolio 1 • Writing An Argument Portfolio 2 • Writing An Argument Portfolio 3
Opinion/Argumentative Conventions of Language		
CC.1.4 8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Writing an Argument	• Writing An Argument Portfolio 1 • Writing An Argument Portfolio 2 • Writing An Argument Portfolio 3
	Speaking and Listening (A)	• Speaking and Listening Apply
Narrative		
CC.1.4 8.M Write narratives to develop real or imagined experiences or events.	Writing a Narrative	• Writing a Narrative Introduction • Writing an Introduction • Organizing Events • Using Dialogue • Developing Narratives • Using Transitions • Precise Language • Figurative Language • Writing a Conclusion • Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
	Research and Present	• Research and Present Introduction
Narrative Focus		
CC.1.4 8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	Writing a Narrative	• Writing an Introduction • Figurative Language • Writing a Narrative Portfolio 1
Narrative Content		
CC.1.4 8.O Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Writing a Narrative	• Using Dialogue • Developing Narratives • Precise Language • Figurative Language • Writing a Narrative Portfolio 2
	Verb Mood and Voice	• Verb Mood and Voice Introduction
Narrative Organization		
CC.1.4 8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.	Writing a Narrative	• Organizing Events • Using Transitions • Writing a Conclusion • Writing a Narrative Portfolio 2
Narrative Style		
CC.1.4 8.Q Write with an awareness of the stylistic aspects of writing. • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect. • Use sentences of varying lengths and complexities • Create tone and voice. though precise language.	Writing a Narrative	• Precise Language • Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2
	Verb Mood and Voice	• Verb Mood and Voice Introduction • Identifying Moods • Conditional Mood • Subjunctive Mood • Various Moods • Shifts in Verb Mood and Voice • Verb Mood and Voice Apply

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Narrative Conventions of Language		
CC.1.4 8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Punctuation	• Ellipses • Colons and Semi-Colons • Punctuation Apply
	Writing a Narrative	• Writing a Narrative Introduction • Writing an Introduction • Organizing Events • Using Dialogue • Developing Narratives • Using Transitions • Precise Language • Figurative Language • Writing a Conclusion • Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
	Verb Mood and Voice	• Verb Mood and Voice Introduction • Identifying Moods • Conditional Mood • Subjunctive Mood • Various Moods • Shifts in Verb Mood and Voice • Verb Mood and Voice Apply
Response to Literature		
CC.1.4 8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Reading Information Text	• Reading Informational Text Apply
	Analyze Informational Text	• Analyze Informational Text Apply
	Novel Study	• Elements of Fiction • Allusion and Themes • Thematic Development
	Reading Literary Text	• Texual Evidence • Development of Theme
	Analyzing Literary Text	• Analyzing Literary Text Apply
Production and Distribution of Writing Writing Process		
CC.1.4 8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Writing Explanatory Text	• Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2 • Writing Explanatory Text Portfolio 3
	Writing an Argument	• Writing An Argument Portfolio 1 • Writing An Argument Portfolio 2 • Writing An Argument Portfolio 3
	Writing a Narrative	• Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
	Research and Present	• Conducting Research • Search Terms • Research and Present Portfolio 1 • Research and Present Portfolio 2
Technology and Publication		
CC.1.4 8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Writing Explanatory Text	• Writing Explanatory Text Portfolio 3
	Writing an Argument	• Writing An Argument Portfolio 3
	Writing a Narrative	• Writing a Narrative Portfolio 3
Conducting Research		
CC.1.4 8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Speaking and Listening (B)	• Discussion Evidence
	Speaking and Listening (A)	• Discussion Evidence
	Research and Present	• Conducting Research • Search Terms • Research and Present Portfolio 1

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Credibility, Reliability, and Validity of Sources		
CC.1.4 8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Speaking and Listening (B)	• Discussion Evidence
	Speaking and Listening (A)	• Discussion Evidence
	Research and Present	• Conducting Research • Search Terms • Gathering Information • Avoiding Plagiarism • Research and Present Portfolio 1
Range of Writing		
CC.1.4 8 X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Speaking and Listening (B)	• Discussion Evidence
	Writing Explanatory Text	• Writing Explanatory Text Portfolio 1 • Writing Explanatory Text Portfolio 2 • Writing Explanatory Text Portfolio 3
	Writing an Argument	• Writing An Argument Portfolio 1 • Writing An Argument Portfolio 2 • Writing An Argument Portfolio 3
	Writing a Narrative	• Writing a Narrative Portfolio 1 • Writing a Narrative Portfolio 2 • Writing a Narrative Portfolio 3
1.5 Speaking and Listening		
Comprehension and Collaboration Collaborative Discussion		
CC.1 5 8 A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	Speaking and Listening (B)	• Discussion Evidence • Discussion Protocols • Speaking and Listening Apply
	Speaking and Listening (A)	• Discussion Evidence • Discussion Protocols • Speaking and Listening Apply
Comprehension and Collaboration Critical Listening		
CC.1 5 8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Speaking and Listening (A)	• Discussion Evidence • Speaking and Listening Apply
	Research and Present	• Speaker's Effectiveness • Soundness of Reasoning • Sufficiency of Evidence
Comprehension and Collaboration Evaluating Information		
CC.1 5 8.C Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.	Speaking and Listening (B)	• Discussion Evidence
	Research and Present	• Diverse Media Formats • Research and Present Portfolio 2
Presentation of Knowledge and Ideas Purpose, Audience, and Task		
CC.1 5 8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.	Speaking and Listening (B)	• Discussion Evidence
	Speaking and Listening (A)	• Discussion Evidence • Speaking and Listening Apply
	Research and Present	• Diverse Media Formats • Soundness of Reasoning • Sufficiency of Evidence • Research and Present Portfolio 1 • Research and Present Portfolio 2 • Research and Present Portfolio 3

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Presentation of Knowledge and Ideas Context		
CC.1 5 8.E Adapt speech to a variety of contexts and tasks.	Speaking and Listening (B)	• Discussion Evidence • Discussion Protocols • Speaking and Listening Apply
	Speaking and Listening (A)	• Discussion Evidence • Discussion Protocols • Speaking and Listening Apply
	Research and Present	• Diverse Media Formats • Research and Present Portfolio 3
Integration of Knowledge and Ideas Multimedia		
CC.1 5 8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	Research and Present	• Diverse Media Formats • Research and Present Portfolio 2
Conventions of Standard English		
CC.1 5 8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.	Speaking and Listening (B)	• Discussion Evidence • Speaking and Listening Apply
	Speaking and Listening (A)	• Discussion Evidence • Speaking and Listening Apply
	Research and Present	• Diverse Media Formats • Research and Present Portfolio 1 • Research and Present Portfolio 2 • Research and Present Portfolio 3

English 9

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	Unit Name	Lesson Name
1.2 Reading Informational Text		
Key Ideas and Details **Main Idea**		
CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	The Call of the Wild	• Chapter 4: Who Has Won to Mastership • Chapter 7: The Sounding of the Call
	What Has Value?	• Fabric of Their Lives: Wallach • The Necklace: de Maupassant
	Romeo and Juliet	• Writing Workshop: Persuasive Essay
	Other Worlds	• Other Worlds: Unit Introduction
Key Ideas and Details **Text Analysis**		
CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	The Forces of Nature	• Tsunami 2004
	Romeo and Juliet	• Writing Workshop: Persuasive Essay
	Other Worlds	• Other Worlds: Unit Introduction
	The Research Paper	• Prewriting: Evaluating Information • Prewriting: Taking Notes • Prewriting: Synthesizing Information
	Crossing Borders	• Hip-Hop Planet: McBride
Key Ideas and Details **Text Analysis**		
CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	The Forces of Nature	• The Forces of Nature: Unit Review
	Romeo and Juliet	• Romeo and Juliet: Act II • Writing Workshop: Persuasive Essay
	Other Worlds	• Other Worlds: Unit Introduction
	The Research Paper	• Drafting: Integrating Ideas
	Crossing Borders	• Delfino II: Diez in the Desert • Hip-Hop Planet: McBride • Language Focus: Transitions and Organization
Craft and Structure **Point of View**		
CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.	Growing Up	• The Bass, the River, and Sheila Mant: Wetherell
	The Forces of Nature	• Of Wolves and Men: Lopez
	Romeo and Juliet	• Romeo and Juliet: Unit Introduction
	Crossing Borders	• Hip-Hop Planet: McBride
Craft and Structure **Text Structure**		
CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs,	The Call of the Wild	• Chapter 4: Who Has Won to Mastership
	The Forces of Nature	• Of Wolves and Men: Lopez

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Craft and Structure **Vocabulary**		
CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.	Growing Up	• Growing Up: Course Introduction • Language Focus: Word Choice and Voice
	The Dark Side	• The Dark Side: Course Introduction • The Most Dangerous Game: Connell • The Cask of Amontillado: Poe • Writers on Writing: Jackson
	The Call of the Wild	• Chapter 1: Into the Primitive • Chapter 2: The Law of Club and Fang • Chapter 3: The Dominant Primordial Beast • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of Man • Chapter 7: The Sounding of the Call
	The Forces of Nature	• An Inconventient Truth: Gore • Tsunami 2004 • Language Focus: Sentence Fluency and Voice
	What Has Value?	• What Has Value: Course Introduction • The Gift of the Magi: O. Henry • Fabric of Their Lives: Wallach • Poems of Working People: Piercy, Whitman • The Necklace: de Maupassant
	Romeo and Juliet	• Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V continued
	Other Worlds	• Other Worlds: Unit Introduction • A Sound of Thunder: Bradbury • Nethergrave: Skurzynski • Comparing Texts: Brown and Brautigan
	Crossing Borders	• Crossing Borders: Unit Introduction • Delfino II: Diez in the Desert • Hip-Hop Planet: McBride
Integration of Knowledge and Ideas **Diverse Media**		
CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and	The Dark Side	• Writers on Writing: Jackson
	The Call of the Wild	• Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man • Chapter 7: The Sounding of the Call

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multimedia), determining which details are emphasized in each account.	The Forces of Nature	• An Inconvenient Truth: Gore • Tsunami 2004
	What Has Value?	• Fabric of Their Lives: Wallach
Integration of Knowledge and Ideas **Evaluating Arguments**		
CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.	This standard is fully met in English 10.	
Integration of Knowledge and Ideas **Analysis Across Texts**		
CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	This standard is fully met in English 10.	
Vocabulary Acquisition and Use		
CC.1.2.9–10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Growing Up	• The Bass, the River, and Sheila Mant: Wetherell • I Know Why the Caged Bird Sings: Angelou • Poems of Passage: Booth, Collins, Lourde • Writing Workshop: Family Narrative (Draft) • The Scarlet Ibis: Hurst • My Brother's Keeper: Bennett • Writing Workshop: Family Narrative (Portfolio Item)
	The Forces of Nature	• The Forces of Nature: Unit Introduction • Poems of Nature: Frost, Chiyo, Bashings, Cummings
	Echoes from the Past	• Echoes from the Past: Unit Introduction • The Odyssey, Part I • The Odyssey, Part II • The Odyssey, Part III • Orpheus and Eurydice • Writing Workshop: Summary
	Romeo and Juliet	• Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II
	Other Worlds	• Writing Workshop: Critical Response (Portfolio Item)
	Crossing Borders	• Hip-Hop Planet: McBride
Vocabulary Acquisition and Use		
CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	The Forces of Nature	• An Inconvenient Truth: Gore • Tsunami 2004
Range of Reading		
CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	The Forces of Nature	• An Inconvenient Truth: Gore
1.3 Reading Literature		
Key Ideas and Details **Theme**		

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CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	The Dark Side	• The Dark Side: Unit Introduction
	The Call of the Wild	• Chapter 1: Into the Primitive • Chapter 2: The Law of Club and Fang • Chapter 4: Who Has Won to Mastership • Chapter 7: The Sounding of the Call • Writing Workshop: The Call of the Wild
	What Has Value?	• The Gift of the Magi: O. Henry
	Echoes from the Past	• Echoes from the Past: Unit Introduction
	Romeo and Juliet	• Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V continued
	Other Worlds	• Other Worlds: Unit Introduction • A Sound of Thunder: Bradbury • Nethergrave: Skurzynski • Comparing Texts: Brown and Brautigan
	Crossing Borders	• Hip-Hop Planet: McBride
Key Ideas and Details **Text Analysis**		
CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	Growing Up	• The Scarlet Ibis: Hurst • My Brother's Keeper: Bennett
	The Call of the Wild	• Writing Workshop: The Call of the Wild
	Romeo and Juliet	• Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V continued
	Other Worlds	• A Sound of Thunder: Bradbury • Nethergrave: Skurzynski

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Key Ideas and Details **Literary Elements**		
	Growing Up	• My Brother's Keeper: Bennett
	The Dark Side	• The Cask of Amontillado: Poe • The Lottery: Jackson
CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	The Call of the Wild	• Chapter 2: The Law of Club and Fang • Chapter 3: The Dominant Primordial Beast • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man • Chapter 7: The Sounding of the Call • Writing Workshop: The Call of the Wild
	Romeo and Juliet	• Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V, continued
	Other Worlds	• Other Worlds: Unit Introduction • A Sound of Thunder: Bradbury • Nethergrave: Skurzynski • The Secret Life of Walter Mitty: Thurber
	Crossing Borders	• Borders: King
Craft and Structure **Point of View**		
CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.	Growing Up	• The Bass, the River, and Sheila Mant: Wetherell
	The Call of the Wild	• The Call of the Wild: Unit Introduction • Chapter 1: Into the Primitive • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man • Chapter 7: The Sounding of the Call • Writing Workshop: The Call of the Wild: Portfolio Item
	Romeo and Juliet	• Romeo and Juliet: Act I

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Craft and Structure **Text Structure**		
	Growing Up	• Growing Up: Unit Introduction
	The Dark Side	• The Dark Side: Unit Introduction • The Most Dangerous Game: Connell • The Cask of Amontillado: Poe • Poems of Darkness: Poe
	The Call of the Wild	• The Call of the Wild: Unit Introduction • Chapter 3: The Dominant Primordial Beast • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man • Chapter 7: The Sounding of the Call • Writing Workshop: The Call of the Wild
CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.	The Forces of Nature	• An Inconvenient Truth: Gore
	What Has Value?	• The Gift of the Magi: O. Henry
	Romeo and Juliet	• Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V, continued
	Other Worlds	• Other Worlds: Unit Introduction
	Crossing Borders	• Borders: King
Craft and Structure **Vocabulary**		
	Growing Up	• Growing Up: Course Introduction • My Forbidden Face: Latifa • The Scarlet Ibis: Hurst
	The Dark Side	• The Dark Side: Unit Introduction • The Most Dangerous Game: Connell • The Cask of Amontillado: Poe • Poems of Darkness: Poe • The Lottery: Jackson
	The Call of the Wild	• The Call of the Wild: Unit Introduction • Chapter 1: Into the Primitive • Chapter 2: The Law of Club and Fang • Chapter 3: The Dominant Primordial Beast • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man • Chapter 7: The Sounding of the Call • Writing Workshop: The Call of the Wild: Portfolio Item

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CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.	The Forces of Nature	• An Inconventient Truth: Gore • Language Focus: Sentence Fluency and Voice • Tsunami 2004
	What Has Value?	• What Has Value: Course Introduction • The Gift of the Magi: O. Henry • Fabric of Their Lives: Wallach • Poems of Working People: Piercy, Whitman • The Necklace: de Maupassant
	Echoes from the Past	• The Odyssey, Part I • The Odyssey, Part II
	Romeo and Juliet	• Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V continued
	Other Worlds	• Other Worlds: Unit Introduction • A Sound of Thunder: Bradbury • Nethergrave: Skurzynsky • Comparing Texts: Brown and Brautigan
	Crossing Borders	• Crossing Borders: Unit Introduction • Borders: Kings • Delfino II: Diez in the Desert
Integration of Knowledge and Ideas **Sources of Information**		
CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	The Call of the Wild	• Writing Workshop: The Call of the Wild
	What Has Value?	• Poems of Working People: Piercy, Whitman
	Other Worlds	• Nethergrave: Skurzynski • Comparing Texts: Brown and Brautigan
	Crossing Borders	• Writing Workshop: Informational Essay (Draft)

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 9 A/B	
	Unit Name	Lesson Name
Integration of Knowledge and Ideas		
CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.	Growing Up	• Growing Up: Unit Introduction
	The Call of the Wild	• Writing Workshop: The Call of the Wild
	Other Worlds	• Comparing Texts: Brown and Brautigan
Vocabulary Acquisition and Use		
CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Growing Up	• Growing Up: Unit Introduction • Language Focus: Word Choice and Voice
	The Call of the Wild	• Chapter 1: Into the Primitive • Chapter 2: The Law of Club and Fang • Chapter 3: The Dominant Primordial Beast • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man
	The Forces of Nature	• Poems of Nature: Frost, Chiyo, Basho, Cummings
	What Has Value?	• The Gift of the Magi: O. Henry
	Echoes from the Past	• The Odyssey, Part I
	Romeo and Juliet	• Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III
Vocabulary Acquisition and Use		
CC.1.3.9–10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Growing Up	• The Bass, the River, and Sheila Mant: Wetherell • I Know Why the Caged Bird Sings: Angelou • Poems of Passage: Booth, Collins, Lourde • Writing Workshop: Family Narrative (Draft) • The Scarlet Ibis: Hurst • My Brother's Keeper: Bennett • Writing Workshop: Family Narrative (Portfolio Item)
	The Forces of Nature	• The Forces of Nature: Unit Introduction • Poems of Nature: Frost, Chiyo, Basho, Cummings
	Echoes from the Past	• Echoes from the Past: Unit Introduction • The Odyssey, Part I • The Odyssey, Part II • The Odyssey, Part III • Orpheus and Eurydice • Writing Workshop: Summary
	Romeo and Juliet	• Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II
	Other Worlds	• Writing Workshop: Critical Response (Portfolio Item)
	Crossing Borders	• Hip-Hop Planet: McBride

Pennsylvania Core Standards (2014)	Language Arts 9 A/B	
English Language Arts: Grades 9-10	Unit Name	Lesson Name
Range of Reading		
CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Growing Up	• I Know Why the Caged Bird Sings: Angelou • Poems of Passage: Booth, Collins, Lorde • My Forbidden Face: Latifa
	The Call of the Wild	• Chapter 1: Into the Primitive • Chapter 4: Who Has Won to Mastership • Chapter 5: The Toil of Trace and Trail • Chapter 6: For the Love of a Man • Chapter 7: The Sounding of the Call
	The Forces of Nature	• The Forces of Nature: Unit Introduction • Poems of Nature: Frost, Chiyo, Basho, Cummings
	What Has Value?	• The Gift of the Magi: O. Henry • Fabric of Their Lives: Wallach • Poems of Working People: Piercy, Whitman
	Echoes from the Past	• The Odyssey, Part I • The Odyssey, Part II • The Odyssey, Part III • Orpheus and Eurydice
	Romeo and Juliet	• Romeo and Juliet: Act I • Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued • Romeo and Juliet: Act III • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act IV, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V continued
	Other Worlds	• A Sound of Thunder: Bradbury • Nethergrave: Skurzynski • The Secret Life of Walter Mitty: Thurber
	Crossing Borders	• Borders: King • Poems Across the Divide • Hip-Hop Planet: McBride
1.4 Writing		
Informative/ Explanatory		
CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	The Forces of Nature	• Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
	The Research Paper	• Unit Introduction: The Research Paper • Prewriting: Synthesizing Information • Drafting: Intergrating Ideas • Revising: Identifying Trouble Spots

Pennsylvania Core Standards (2014)	Language Arts 9 A/B	
English Language Arts: Grades 9-10	Unit Name	Lesson Name
Informative/Explanatory **Focus**		
CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.	Growing Up	• Growing Up: Unit Introduction
	The Forces of Nature	• Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
	Other Worlds	• Writing Workshop: Critical Response (Draft) • Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	• Unit Introduction: The Research Paper • Prewriting: Synthesizing Information • Drafting: Integrating Ideas • Drafting: Wrapping It Up • Revising: Identifying Trouble Spots • Editing: Polishing, Proofreading, and Publishing
	Crossing Borders	• Language Focus: Transitions and Organization
Informative/Explanatory **Content**		
CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	Other Worlds	• Writing Workshop: Critical Response (Draft) • Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	• Prewriting: Organizing Ideas • Drafting: Integrating Ideas • Revising: Identifying Trouble Spots
Informative/Explanatory **Organization**		
CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.	The Forces of Nature	•Writing Workshop: Description (Draft) •Writing Workshop: Description (Portfolio Item)
	The Research Paper	• Unit Introduction: The Research Paper • Prewriting: Synthesizing Information • Drafting: Integrating Ideas • Revising: Identifying Trouble Spots
Informative/Explanatory **Style**		
CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition.		
• Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Growing Up	• Growing Up: Unit Introduction • The Bass, the River, and Sheila Mant: Wetherell • I Know Why the Caged Bird Sings: Angelou • Writing Workshop: Family Narrative (Draft)
	Other Worlds	• Writing Workshop: Critical Response (Portfolio Item)

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 9 A/B	
	Unit Name	Lesson Name
• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	Growing Up	• Growing Up: Unit Introduction
	The Research Paper	• Unit Introduction: The Research Paper • Drafting: Integrating Ideas • Drafting: Wrapping It Up • Editing: Citing Works Using MLA Format
Informative/Explanatory **Conventions of Language**		
CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Crossing Borders	• Writing Workshop: Informational Essay (Portfolio Item)
Opinion/Argumentative		
CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.	Romeo and Juliet	• Writing Workshop: Persuasive Essay
	Other Worlds	• Writing Workshop: Critical Response (Draft) • Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	• Drafting: Getting Started • Drafting: Integrating Ideas • Drafting: Wrapping It Up
Opinion/Argumentative **Focus**		
CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience.		
Introduce the precise claim.	Romeo and Juliet	• Writing Workshop: Persuasive Essay
	Other Worlds	• Writing Workshop: Critical Response (Draft) • Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	• Drafting: Getting Started • Drafting: Integrating Ideas • Drafting: Wrapping It Up
Opinion/Argumentative **Content**		
CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Romeo and Juliet	• Writing Workshop: Persuasive Essay • Creating a Multimedia Presentation
Opinion/Argumentative **Organization**		
CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	Romeo and Juliet	• Writing Workshop: Persuasive Essay
	Other Worlds	• Writing Workshop: Critical Response (Draft) • Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	• Drafting: Getting Started • Drafting: Integrating Ideas • Drafting: Wrapping It Up

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 9 A/B	
	Unit Name	**Lesson Name**
Opinion/Argumentative **Style**		
CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition.		
• Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Growing Up	• Growing Up: Word Choice and Voice
• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	Echoes from the Past	• Writing Workshop: Summary
	Romeo and Juliet	• Writing Workshop: Persuasive Essay
	Other Worlds	• Writing Workshop: Critical Response (Draft) • Language Focus: Writing Conventions • Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	• Drafting: Getting Started • Drafting: Integrating Ideas • Drafting: Wrapping It Up
Opinion/Argumentative **Conventions of Language**		
CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Other Worlds	• Writing Workshop: Critical Response (Draft) • Language Focus: Writing Conventions • Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	• Drafting: Getting Started • Drafting: Integrating Ideas • Drafting: Wrapping It Up • Revising: Working with Feedback • Editing: Polishing, Proofreading, and Publishing
Narrative		
CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events.	Growing Up	• Writing Workshop: Family Narrative (Draft) • Writing Workshop: Family Narrative (Portfolio Item)
	The Call of the Wild	• Writing Workshop: The Call of the Wild (Portfolio Item)
	The Forces of Nature	• Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
Narrative **Focus**		
CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.	Growing Up	• Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
	The Call of the Wild	• Writing Workshop: The Call of the Wild (Portfolio Item)
	The Forces of Nature	• Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)

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	Unit Name	Lesson Name
Narrative **Content**		
CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	Growing Up	• Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
	The Call of the Wild	• Writing Workshop: The Call of the Wild (Portfolio Item)
	The Forces of Nature	• Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
Narrative **Organization**		
CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Growing Up	• Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
	The Call of the Wild	• Writing Workshop: The Call of the Wild (Portfolio Item)
	The Forces of Nature	• Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
Narrative **Style**		
CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing.		
• Use parallel structure.	This standard is fully met in English 10.	
• Use various types of phrases and clauses to convey meaning and add variety and interest.	This standard is fully met in English 10.	
Narrative **Conventions of Language**		
CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Growing Up	• Writing Workshop: Family Narrative (Portfolio Item)
	The Forces of Nature	• Writing Workshop: Description (Draft) • Writing Workshop: Description (Portfolio Item)
Response to Literature		
CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	The Forces of Nature	• Writing Workshop: Description (Draft)
	Romeo and Juliet	• Romeo and Juliet: Act I, continued • Romeo and Juliet: Act II • Romeo and Juliet: Act III, continued • Romeo and Juliet: Act V • Romeo and Juliet: Act V, continued
	The Research Paper	• Prewriting: Gathering Information • Prewriting: Evaluating Information

Pennsylvania Core Standards (2014)	Language Arts 9 A/B	
English Language Arts: Grades 9-10	Unit Name	Lesson Name
Production and Distribution of Writing		
Writing Process		
CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Growing Up	• Growing Up: Unit Introduction • The Bass, the River, and Sheila Mant: Wetherell • I Know Why the Caged Bird Sings: Angelou • Poems of Passage: Booth, Collins, Lorde • My Forbidden Face: Latifa • Language Focus: Word Choice and Voice • Writing Workshop: Family Narrative (Portfolio Item)
	The Call of the Wild	• Writing Workshop: The Call of the Wild
	The Forces of Nature	• The Forces of Nature: Unit Introduction • Of Wolves and Men: Lopez • Writing Workshop: Description (Draft) • Language Focus: Sentence Fluency and Voice • Writing Workshop: Description (Portfolio Item)
	Echoes from the Past	• Language Focus: Expressing Ideas Concisely • Writing Workshop: Summary
	Romeo and Juliet	• Writing Workshop: Persuasive Essay
	Other Worlds	• Writing Workshop: Critical Response (Draft) • Writing Workshop: Critical Response (Portfolio Item)
	The Research Paper	• Prewriting: Developing a Research Proposal • Prewriting: Taking Notes • Prewriting: Organizing Ideas • Drafting: Getting Started • Revising: Identifying Trouble Spots • Revising: Working With Feedback • Editing: Polishing, Proofreading, and Publishing
	Crossing Borders	• Poems Across the Divide • Writing Workshop: Informational Essay (Portfolio Item)
Technology and Publication		
CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Growing Up	• Poems of Passage: Booth, Collins, Lorde • Language Focus: Word Choice and Voice
	The Research Paper	• Prewriting: Evaluating Information • Prewriting: Synthesizing Information
Conducting Research		
CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	The Research Paper	• Unit Introduction: The Research Paper • Prewriting: Forming Research Questions • Prewriting: Taking Notes • Prewriting: Synthesizing Information • Drafting: Integrating Ideas
	Crossing Borders	• Crossing Borders: Unit Introduction

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 9 A/B	
	Unit Name	Lesson Name
Credibility, Reliability, and Validity of Sources		
CC.1.4.9–10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	The Research Paper	• Unit Introduction: The Research Paper • Prewriting: Forming Research Questions • Prewriting: Developing a Research Proposal • Prewriting: Gathering Information • Prewriting: Taking Notes • Prewriting: Synthesizing Information
Range of Writing		
CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	The Forces of Nature	• Writing Workshop: Description (Draft)
	The Research Paper	• Prewriting: Developing a Research Proposal • Drafting: Wrapping It Up
1.5 Speaking and Listening		
Comprehension and Collaboration **Collaborative Discussion**		
CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Romeo and Juliet	• Romeo and Juliet: Act II • Romeo and Juliet: Act II, continued
	Crossing Borders	• Delfino II: Diez in the Desert • Poems Across the Divide
Comprehension and Collaboration **Critical Listening**		
CC.1.5.9–10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Growing Up	• The Bass, the River, and Sheila Mant: Wetherell
	Romeo and Juliet	• Romeo and Juliet: Unit Introduction
Comprehension and Collaboration **Evaluating Information**		
CC.1.5.9–10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	The Research Paper	• Prewriting: Evaluating Information
Presentation of Knowledge and Ideas **Purpose, Audience, and Task**		
CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	Growing Up	• Poems of Passage: Booth, Collins, Lorde
Presentation of Knowledge and Ideas **Context**		
CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.	Growing Up	• Poems of Passage: Booth, Collins, Lorde
	The Research Paper	• Creating a Multimedia Presentation
	Crossing Borders	• Delfino II: Diez in the Desert
Integration of Knowledge and Ideas **Multimedia**		
CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	The Research Paper	• Creating a Multimedia Presentation
Conventions of Standard English		
CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	This standard is fully met in English 10.	

English 10

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 10 A/B	
	Unit Name	**Lesson Name**
1.2 Reading Informational Text		
Key Ideas and Details **Main Idea**		
CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	The Literature of the Americas	• Course Introduction
Key Ideas and Details **Text Analysis**		
CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	The Literature of the Americas	• Course Introduction • Emancipation • Day of the Butterfly
	East Asia and the Pacific Rim	• From Emperor to Citizen: P'u Yi
	Europe I	• Writing Workshop • Writing Workshop Expository Essay
	East Asia and the Pacific Rim	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
Key Ideas and Details **Text Analysis**		
CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Nonfiction: Persuasion	• Preparation: Develop Arguments • Public Speaking • Writing Workshop: Persuasive Speech: Outline
Craft and Structure **Point of View**		
CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 1
	Nonfiction: Persuasion	• Revising Your Speech • Presentation
Craft and Structure **Text Structure**		
CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Nonfiction: Persuasion	• Prewriting: Persuasive Writing • Preparation: Develop Arguments
Craft and Structure **Vocabulary**		
CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.	The Literature of the Americas	• Crossroads: A Sad Vaudeville
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 1 • Adventures of Huckleberry Finn: Lesson 2
	Nonfiction: Persuasion	• Presentation
	East Asia and the Pacific Rim	• From Emperor to Citizen: P'u Yi
Integration of Knowledge and Ideas **Diverse Media**		
CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Europe I	• The Love Song of J. Alfred Prufrock

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English Language Arts: Grades 9-10	Unit Name	Lesson Name
Integration of Knowledge and Ideas **Evaluating Arguments**		
CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.	Nonfiction: Persuasion	• Prewriting: Persuasive Writing • Revising Your Speech
	Middle East and South Asia II	• Writing Workshop: Research Proposal: Final Draft
Integration of Knowledge and Ideas **Analysis Across Texts**		
CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	The Literature of the Americas	• Emancipation
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 5
Vocabulary Acquisition and Use		
CC.1.2.9–10.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	The Literature of the Americas II	• When Greeks Meet • The Third Bank of the River • The Book of Sand
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 1 • Adventures of Huckleberry Finn: Lesson 2 • Adventures of Huckleberry Finn: Lesson 3 • Adventures of Huckleberry Finn: Lesson 5 • Adventures of Huckleberry Finn: Lesson 6 • Adventures of Huckleberry Finn: Lesson 7 • Adventures of Huckleberry Finn: Lesson 8
	The Importance of Being Earnest	• Act I, First Half • Act I, Second Half • Act II, First Half • Act II, Second Half • Act III
Vocabulary Acquisition and Use		
CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	The Literature of Americas I	• Course Introduction
	East Asia and the Pacific Rim	• From Emperor to Citizen: P'u Yi
Range of Reading		
CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	This standard is fully met in English 9.	

Pennsylvania Core Standards (2014)	Language Arts 10 A/B	
English Language Arts: Grades 9-10	**Unit Name**	**Lesson Name**
1.3 Reading Literature		
Key Ideas and Details		
Theme		
CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	The Literature of the Americas	• Aztec Creation Story • Emancipation • Day of the Butterfly • Crossroads: A Sad Vaudeville
	The Literature of the Americas II	• The Youngest Doll
	Europe I	• The Love Song of J. Alfred Prufrock • The Destructors Part 2 • The Guitar and Poor Fish
	Europe II	• The Black Sheep; The Balek Scales • A Contribution to Statistics; And Yet the Books • The Rhinoceros: Part 1 • Alone; The Nobel Prize; First Frost • Forbidden Fruit
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 1 • Adventures of Huckleberry Finn: Lesson 8
	Africa	• A Meeting in the Dark Part 2 • No Witchcraft for Sale
	Middle East and South Asia II	• Narayan and Ondaatje
	East Asia and the Pacific Rim	• Saboteur: Jin • Cranes: Sun-won • A Way of Talking: Grace
	The Importance of Being Earnest	• Act I, First Half • Act II, Second Half
Key Ideas and Details		
Text Analysis		
CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	The Literature of the Americas	• No Dogs Bark
	The Literature of the Americas II	• The Third Bank of the River • Tonight I Can Write and Serenity
	Europe I	• The Divine Comedy • The Destructors Part 1 • The Guitar and Poor Fish
	Europe II	• A Contribution to Statistics; And Yet the Books • The Rhinoceros: Part 1 • The Rhinoceros: Part 2
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 2
	Africa	• Sunjata Part 1 • Black Girl Part 1 • Black Girl Part 2 • Three Pieces: Senghor, Soyinka, Achebe • In the Shadow of War
	Middle East and South Asia I	• Israeli and Palestinian Literature
	Middle East and South Asia II	• Narayan and Ondaatje
	East Asia and the Pacific Rim	• The Tall Woman and Her Short Husband: Jicai • Thoughts of Hanoi: Thi Vinh • Tokyo: Hayashi • Eve to Her Daughters: Wright
	The Importance of Being Earnest	• Act I, First Half

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English Language Arts: Grades 9-10	Unit Name	Lesson Name
Key Ideas and Details **Literary Elements**		
CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	The Literature of the Americas	• Aztec Creation Story • Crossroads: A Sad Vaudeville
	The Literature of the Americas II	• When Greek Meets Greek • The Third Bank of the River • The Censors • And of Clay Are We Created
	Europe I	• First Confession • The Destructors Part 2 • The Guitar and Poor Fish
	Europe II	• The Last Judgment: Capek
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 5
	Africa	• The Prisoner Who Wore Glasses
	Middle East and South Asia I	• India: The Ramayana
	East Asia and the Pacific Rim	• The Tall Woman and Her Short Husband: Jicai
	The Importance of Being Earnest	• Act I, First Half • Act II, Second Half
Craft and Structure **Point of View**		
CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.	The Literature of the Americas II	• Girls Can We Educate We Dads? and In Trying Times • The Youngest Doll
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 1 • Adventures of Huckleberry Finn: Lesson 2 • Adventures of Huckleberry Finn: Lesson 7 • Adventures of Huckleberry Finn: Lesson 8
	Europe II	• The Black Sheep; The Balek Scales • The Rhinoceros: Part 2
	Africa	• In The Shadow of War
	East Asia and the Pacific Rim	• Thoughts of Hanoi: Thi Vinh • A Way of Talking: Grace
Craft and Structure **Text Structure**		
CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.	The Literature of the Americas	• At The Tourist Center in Boston • No Dogs Bark • Crossroads: A Sad Vaudeville
	The Literature of the Americas II	• The Youngest Doll • The Book of Sand • The Censors
	Europe I	• The Divine Comedy • First Confession • Poems on Life and Death • The Love Song of J. Alfred Prufrock • The Destructors Part 2 • The Guitar and Poor Fish
	Europe II	• The Black Sheep; The Balek Scales • Alone; The Nobel Prize; First Frost
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 5

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English Language Arts: Grades 9-10	Unit Name	Lesson Name
	Africa	• Sunjata Part 1 • Sunjata Part 2 and Africa • Black Girl Part 1 • Loyalties and A Meeting in the Dark Part 1 • The Moment Before the Gun Went Off
	Middle East and South Asia I	• "The Swimming Contest"
	East Asia and the Pacific Rim	• Saboteur: Jin • Cranes: Sun-won
	The Importance of Being Earnest	• Act I, First Half • Act II, Second Half • Act III
Craft and Structure **Vocabulary**		
CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.	The Literature of the Americas	• At The Tourist Center in Boston • No Dogs Bark • Crossroads: A Sad Vaudeville
	The Literature of the Americas II	• Love after Love • When Greek Meet Greek • Girls Can We Educate We Dads? and In Trying Times • Tonight I Can Write and Serenity • And of Clay Are We Created
	Europe I	• The Divine Comedy • First Confession • Poems of Life and Death • The Love Song of J. Alfred Prufrock • The Destructors Part I • The Destructors Part 2
	Europe II	• Alone; The Nobel Prize; The First Frost • Forbidden Fruit
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 1 • Adventures of Huckleberry Finn: Lesson 2 • Adventures of Huckleberry Finn: Lesson 3 • Adventures of Huckleberry Finn: Lesson 5 • Adventures of Huckleberry Finn: Lesson 6 • Adventures of Huckleberry Finn: Lesson 7 • Adventures of Huckleberry Finn: Lesson 8
	Africa	• Sunjata Part 2 and Africa • Three Pieces: Senghor, Soyinka, Achebe • Loyalties and A Meeting in the Dark • The Pig • The Moment Before the Gun Went Off

Pennsylvania Core Standards (2014) English Language Arts: Grades 9-10	Language Arts 10 A/B	
	Unit Name	**Lesson Name**
	Middle East and South Asia I	• India: The Ramayana • Algeria: "My Father Writes to My Mother" • Egypt: "Another Evening at the Club" • Egypt: "The Happy Man" • Isreli and Palestinian Literature • Syria: "The Woman's Baths"
	Middle East and South Asia II	• "Wanted: A Town Without a Crazy": Izgu • "Five Hours to Simla"
	East Asia and the Pacific Rim	• Thoughts of Hanoi: Thi Vinh • Eve to Her Daughters: Wright
	The Importance of Being Earnest	• Act I, First Half • Act I, Second Half • Act II, First Half • Act II, Second Half • Act III
Integration of Knowledge and Ideas **Sources of Information**		
CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 3 • Adventures of Huckleberry Finn: Lesson 5
Integration of Knowledge and Ideas		
CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.	Europe I	• First Confession
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 7
	East Asia and the Pacific Rim	• Eve to Her Daughters: Wright
Vocabulary Acquisition and Use		
CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	The Literature of Americas I	• Course Introduction
	Europe II	• The Last Judgement: Capek
	Africa	• Loyalties and A Meeting in the Dark • No Witchcraft for Sale • The Moment Before the Gun Went Off
	Middle East Asia I	• "The Swimming Contest"
	Middle East Asia II	• Narayan and Ondaatje
	East Asia and the Pacific Rim	• Cranes: Sun-won • Tokoyo: Hayashi
Vocabulary Acquisition and Use		
CC.1.3.9–10.J Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	The Literature of the Americas II	• When Greeks Meets Greeks • The Third Bank of the River • The Book of Sand
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 1 • Adventures of Huckleberry Finn: Lesson 2 • Adventures of Huckleberry Finn: Lesson 5 • Adventures of Huckleberry Finn: Lesson 6 • Adventures of Huckleberry Finn: Lesson 7
	The Importance of Being Earnest	• Act I, First Half • Act I, Second Half • Act II, First Half • Act II, Second Half • Act III

| Pennsylvania Core Standards (2014) | Language Arts 10 A/B | |
English Language Arts: Grades 9-10	Unit Name	Lesson Name
Range of Reading		
	The Literature of the Americas	• Aztec Creation Story • At The Tourist Center in Boston • Crossroads: A Sad Vaudeville
	The Literature of the Americas II	• When Greek Meets Greek • Girls Can We Educate We Dads? and In Trying Times • The Youngest Doll • The Third Bank of the River • The Book of Sand • The Censors • Tonight I Can Write and Serenity • And of Clay Are We Created
	Europe I	• The Divine Comedy • First Confession • Poems on Life and Death • The Love Song of J. Alfred Prufrock • The Destructors Part 1 • The Destructors Part 2 • The Guitar and Poor Fish
	Europe II	• The Black Sheep; The Balek Scales • The Last Judgment: Capek • A Contribution to Statistics; And Yet the Books • The Rhinoceros: Part 1 • The Rhinoceros: Part 2 • Alone; The Nobel Prize; First Frost • Forbidden Fruit
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 1 • Adventures of Huckleberry Finn: Lesson 2 • Adventures of Huckleberry Finn: Lesson 3 • Adventures of Huckleberry Finn: Lesson 4 • Adventures of Huckleberry Finn: Lesson 5 • Adventures of Huckleberry Finn: Lesson 6 • Adventures of Huckleberry Finn: Lesson 7 • Adventures of Huckleberry Finn: Lesson 8
CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Africa	• Sunjata Part 1 • Sunjata Part 2 and Africa • Black Girl Part 1 • Black Girl Part 2 • Three Pieces: Senghor, Soyinka, Achebe • In the Shadow of War • Loyalties and A Meeting in the Dark Part 1 • A Meeting in the Dark Part 2 • The Pig • No Witchcraft for Sale • The Moment Before the Gun Went Off • The Prisoner Who Wore Glasses

Pennsylvania Core Standards (2014)	Language Arts 10 A/B	
English Language Arts: Grades 9-10	Unit Name	Lesson Name
	Middle East and South Asia I	• India: The Ramayana • Algeria: "My Father Writes to My Mother" • Egypt: "Another Evening at the Club" • Egypt: "The Happy Man" • Israeli and Palestinian Literature • "The Swimming Contest" • Syria: "The Women's Baths"
	Middle East and South Asia II	• "Wanted: A Town Without a Crazy": Izgu • "Five Hours to Simla" • "The Cabuliwallah" • Narayan and Ondaatje • Middle East and South Asia II Unit Review
	East Asia and the Pacific Rim	• The Three Kingdoms: Guanzhong • From Emperor to Citizen: P'u Yi • The Tall Woman and Her Short Husband: Jicai • Saboteur: Jin • Cranes: Sun-won • Thoughts of Hanoi: Thi Vinh • Tokyo: Hayashi • Eve to Her Daughters: Wright • A Way of Talking: Grace
	The Importance of Being Earnest	• Act I, First Half • Act I, Second Half • Act II, First Half • Act II, Second Half • Act III
1.4 Writing		
Informative/ Explanatory		
CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	The Literature of Americas II	• Course Introduction
	Nonfiction: Persuasion	• Public Speaking
	The Research Paper	• Prewriting: Synthesizing information and Thesis • Prewriting: Organizing and Outlining • Drafting: Refining the Thesis and Introduction • Drafting: Body and Conclusion • Revising Strategies: Organizing, Support, Voice • Revising: Following a Style Guide
Informative/Explanatory **Focus**		
CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.	Nonfiction: Persuasion	• Preparation: Choose a Topic and Develop a Thesis
Informative/Explanatory **Content**		
CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	The Research Paper	• Prewriting: Synthesizing information and Thesis • Prewriting: Organizing and Outlining • Drafting: Refining the Thesis and Introduction
Informative/Explanatory **Organization**		
CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.	The Research Paper	• Revising Strategies: Organization, Support Voice

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English Language Arts: Grades 9-10	Unit Name	Lesson Name
Informative/Explanatory **Style**		
CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition.		
• Use precise language and domain-specific vocabulary to manage the complexity of the topic.	The Literature of the Americas II	• Love after Love
	Nonfiction: Persuasion	• Public Speaking
• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	The Research Paper	• Revising: Following a Style Guide
Informative/Explanatory **Conventions of Language**		
CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Europe I	• The Divine Comedy • First Confession • Poems on Life and Death • The Love Song of J. Alfred Prufrock • The Destructors Part I • The Destructors Part 2
	Europe II	• The Last Judgement: Capek • A Contribution to Statistics; And Yet the Books • The Rhinoceros: Part 1 • The Rhinoceros: Part 2 • Forbidden Fruit
Opinion/Argumentative		
CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.	Nonfiction: Persuasion	• Preparation: Choose a Topic and Develop a Thesis
	The Research Paper	• Drafting: Body &Conclusion
Opinion/Argumentative **Focus**		
CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience.		
• Introduce the precise claim.	Nonfiction: Persuasion	• Preparation: Choose a Topic and Develop a Thesis
Opinion/Argumentative **Content**		
CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Nonfiction: Persuasion	• Preparation: Choose a Topic and Develop a Thesis
Opinion/Argumentative **Organization**		
CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	Europe I	• A Divine Comedy • First Confession • Poems on Life and Death

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	Unit Name	Lesson Name
Opinion/Argumentative **Style**		
CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition.		
• Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Europe I	• A Divine Comedy • First Confession • Poems on Life and Death
• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	Africa	• The Pig • The Prisoner Who Wore Glasses
	The Research Paper	• Revising: Following a Style Guide
Opinion/Argumentative **Conventions of Language**		
CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Nonfiction: Persuasion	• Public Speaking
Narrative		
	The Literature of Americas II	• Aztec Creation Story
CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events.	Europe II	• Writing Workshop: Personal Narrative (Draft) • Writing Workshop Personal Narrative (Portfolio Item)
	Middle East and South Asia I	• Writing Workshop: Descriptive Portrait • Writing Workshop: Portfolio Item
	The Research Paper	• Drafting: Body &Conclusion
Narrative **Focus**		
CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.	Middle East and South Asia I	• Writing Workshop: Descriptive Portrait • Writing Workshop
Narrative **Content**		
CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	The Literature of the Americas II	• When Greek Meets Greek
	Middle East and South Asia I	• Writing Workshop: Descriptive Portrait • Writing Workshop
Narrative **Organization**		
CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Europe II	• Writing Workshop: Personal Narrative (Draft) • Writing Workshop: Personal Narrative (Portfolio Item)
	Middle East and South Asia I	• Writing Workshop: Descriptive Portrait • Writing Workshop: Portfolio Item
	The Research Paper	• Drafting: Body &Conclusion

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	Unit Name	Lesson Name
Narrative **Style**		
CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing.		
• Use parallel structure.	Nonfiction: Persuasion	• Public Speaking
• Use various types of phrases and clauses to convey meaning and add variety and interest.	Europe I	• The Divine Comedy • First Confession • Poems on Life and Death • The Love Song of J. Alfred Prufrock • The Destructors Part 1 • The Destructors Part 2
	Europe II	• The Last Judgment: Capek • A Contribution to Statistics; And Yet the Books • The Rhinoceros: Part 1 • The Rhinoceros: Part 2 • Forbidden Fruit
Narrative **Conventions of Language**		
CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Europe I	• The Divine Comedy • First Confession • Poems on Life and Death • The Love Song of J. Alfred Prufrock • The Destructors Part 1 • The Destructors Part 2
	Europe II	• The Last Judgement: Capek • A Contribution to Statistics; And Yet the Books • The Rhinoceros: Part 1 • The Rhinoceros: Part 2 • Akone; The Nobel Prize; First Frost
	Nonfiction: Persuasion	• Public Speaking
Response to Literature		
CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 3
	Nonfiction: Persuasion	• Prewriting: Persuasive Writing • Preparation: Choose a Topic and Develop a Topic • Preparation: Develop Arguments • Writing Workshop: Persuasive Speech: Outline • Revising Your Speech

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English Language Arts: Grades 9-10	Unit Name	Lesson Name
Production and Distribution of Writing		
Writing Process		
CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	The Literature of the Americas II	• The Book of Sand • Writing Workshop: Compare and Contrast Essay (Portfolio Item)
	Europe I	• The Divine Comedy • First Confession • Writing Workshop • The Destructors Part 1 • The Guitar and Poor Fish • Writing Workshop Expository Essay
	Europe II	• Writing Workshop: Personal Narrative (Draft) • Writing Workshop Personal Narrative (Portfolio Item)
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 4
	Africa	• Writing Workshop: Poem (Portfolio Item)
	Nonfiction: Persuasion	• Revising Your Speech
	Middle East and South Asia I	• Writing Workshop
	Middle East and South Asia II	• Writing Workshop: Research Proposal: Final Draft
	East Asia and the Pacific Rim	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	The Research Paper	• Prewriting: Organizing and Outlining • Drafting: Refining the Thesis and Introduction • Revising Strategies: Focus • Revising Strategies: Organization, Support, Voice • Editing: Incorporating Feedback • Editing: Polishing and Publishing
Technology and Publication		
CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and	Europe I	• The Destructors Part 1
	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 8
	The Research Paper	• Editing: Polishing and Publishing
Conducting Research		
CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Europe I	• The Destructors Part 1
	Middle East and South Asia II	• Literature of Armenia and Iraq • "The Cabuliwallah" • Writing Workshop: Research Proposal: Final Draft
	The Importance of Being Earnest	• Act I, Second Half • Act II, First Half
	The Research Paper	• Prewriting: Researching and Taking Notes • Drafting: Refining the Thesis and Introduction

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English Language Arts: Grades 9-10	Unit Name	Lesson Name
Credibility, Reliability, and Validity of Sources		
CC.1.4.9–10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Nonfiction: Persuasion	• Preparation: Develop Arguments
	Middle East and South Asia II	• "The Cabuliwallah" • Online Communications
	The Importance of Being Earnest	• Act II, First Half
	The Research Paper	• Prewriting: Researching and Taking Notes • Prewriting: Synthesizing Information and Thesis • Drafting: Refining the Thesis and Introduction • Revising: Following a Style Guide • Revising: Works Cited Page • Editing: Polishing and Publishing
Range of Writing		
CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Europe II	• Writing Workshop Personal Narrative (Portfolio Item)
	Africa	• Writing Workshop: Poem (Draft) • Writing Workshop: Poem (Portfolio Item)
	Middle East and South Asia I	• Writing Workshop
	Middle East and South Asia II	• Online Communications
	The Research Paper	• Prewriting: Synthesizing Information and Thesis
1.5 Speaking and Listening		
Comprehension and Collaboration **Collaborative Discussion**		
CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	The Literature of the Americas	• Emancipation
	Nonfiction: Persuasion	• Prewriting: Persuasive Writing • Critical Listening Skills
	Middle East and South Asia II	• Literature of Armenia and Iraq • Writing Workshop: Research Proposal: Final Draft
	East Asia and the Pacific Rim	• The Three Kingdoms: Guanzhong
	The Research Paper	• Revising Strategies: Focus
Comprehension and Collaboration **Critical Listening**		
CC.1.5.9–10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	The Literature of the Americas	• Emancipation
	Nonfiction: Persuasion	• Prewriting: Persuasive Writing
Comprehension and Collaboration **Evaluating Information**		
CC.1.5.9–10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Middle East and South Asia II	• Writing Workshop: Research Proposal: Final Draft

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Presentation of Knowledge and Ideas **Purpose, Audience, and Task**		
CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 3
	Nonfiction: Persuasion	• Presentation • Writing Workshop: Persuasive Speech Final
Presentation of Knowledge and Ideas **Context**		
CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.	Nonfiction: Persuasion	• Presentation • Writing Workshop: Persuasive Speech Final
Integration of Knowledge and Ideas **Multimedia**		
CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	Adventures of Huckleberry Finn	• Adventures of Huckleberry Finn: Lesson 3 • Adventures of Huckleberry Finn: Lesson 4 • Adventures of Huckleberry Finn: Lesson 8
	Nonfiction: Persuasion	• Public Speaking • Writing Workshop: Persuasive Speech Final
Conventions of Standard English		
CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	Nonfiction: Persuasion	• Public Speaking

English 11

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English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
1.2 Reading Informational Text		
Key Ideas and Details **Main Idea**		
CC.1 2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	Early American and Colonial Literature	• Earliest Voices: William Bradford • Earliest Voice: Jonathan Edwards • Earliest Voices: The Founding Fathers
	The Night Thoreau Spent in Jail	• Opposing the War • A Solitary Man
	The Research Paper	• Introduction to Research Writing • Nonfiction Writing I
Key Ideas and Details **Text Analysis**		
CC.1 2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Early American and Colonial Literature	• Earliest Voices: William Bradford • Earliest Voice: Jonathan Edwards
	American Romanticism	• Ralph Waldo Emerson
	The Night Thoreau Spent in Jail	• Opposing the War
	The Research Paper	• Introduction to Research Writing • Nonfiction Writing I
	The Great Gatsby	• The Great Gatsby: The Jazz Age
Key Ideas and Details **Text Analysis**		
CC.1 2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Early American and Colonial Literature	• Earliest Voices: William Bradford • Earliest Voice: Jonathan Edwards • Earliest Voices: The Founding Fathers
	American Romanticism	• Ralph Waldo Emerson • Walt Whitman
	The Night Thoreau Spent in Jail	• Opposing the War • A Solitary Man
	The Research Paper	• Introduction to Research Writing • Nonfiction Writing I
Craft and Structure **Point of View**		
CC.1 2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	Early American and Colonial Literature	• Contemporary Voices: Fred Veilleux • Earliest Voice: Johnathan Edwards • Earliest Voices: The Founding Fathers • Author's Purpose
	American Romanticism	• Ralph Waldo Emerson • Walt Whitman
	The Research Paper	• Introduction to Research Writing • Nonfiction Writing I
Craft and Structure **Text Structure**		
CC.1 2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Early American and Colonial Literature	• Earliest Voices: William Bradford • Earliest Voice: Jonathan Edwards • Earliest Voices: The Founding Fathers
	American Romanticism	• Ralph Waldo Emerson • Walt Whitman
	The Night Thoreau Spent in Jail	• Opposing the War
	The Research Paper	• Introduction to Research Writing • Nonfiction Writing I

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Craft and Structure **Vocabulary**		
CC.1 2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.	Voices of Modernism (1920s–1940s)	• Hemingway
	The Great Gatsby	• The Great Gatsby: Tone and Point of View
Integration of Knowledge and Ideas **Diverse Media**		
CC.1 2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Early American and Colonial Literature	• Earliest Voices: William Bradford
	The Great Gatsby	• The Great Gatsby: The Jazz Age • The Great Gatsby: F. Scott Fitzgerald
Integration of Knowledge and Ideas **Evaluating Arguments**		
CC.1 2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	Early American and Colonial Literature	• Earliest Voices: William Bradford • Earliest Voices: Thomas Paine • Earliest Voices: The Founding Fathers
Integration of Knowledge and Ideas **Analysis Across Texts**		
CC.1 2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	Early American and Colonial Literature	• Earliest Voices: William Bradford • Earliest Voices: Thomas Paine • Earliest Voices: The Founding Fathers This standard is partially met in this course. The world documents are met in English 12.
Vocabulary Acquisition and Use		
CC.1 2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Early American and Colonial Literature	• Contemporary Voice: Fred Veilleux
Vocabulary Acquisition and Use		
CC.1 2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Early American and Colonial Literature	• American Literature: Our Nation's Voice • Earliest Voices: Anne Bradstreet, Phillis Wheatley • Earliest Voice: Jonathan Edwards • Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine • Earliest Voices: The Founding Fathers
	The Night Thoreau Spent in Jail	• Obedience Versus Nonconformity • Transcendentalism: Progress or Threat? • Opposing the War • A Solitary Man • Doing the Impossible • One of the Crowd
	Post War Voices Emerge (1950s–1960s)	• Beat Generation
	Realism and Regionalism	• Sarah Orne Jewett
Range of Reading		
CC.1 2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	The Research Paper	• Nonfiction Writing I • Nonfiction Writing II
	The Great Gatsby	• The Great Gatsby: The Jazz Age • The Great Gatsby: F. Scott Fitzgerald

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English Language Arts: Grades 11-12	Unit Name	Lesson Name
1.3 Reading Literature		
Key Ideas and Details **Theme**		
CC.1 3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	Early American and Colonial Literature	• Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine • Author's Purpose
	American Romanticism	• Nathaniel Hawthorne • Ralph Waldo Emerson • Henry David Thoreau
	The Night Thoreau Spent in Jail	• One of the Crowd
	Realism and Regionalism	• Emily Dickinson • Sarah Orne Jewett • Mark Twain • Ambrose Bierce • Charles Waddell Chesnutt • Contemporary Connection: Cedric Yamanaka
	Voices of Modernism	• Hemingway • Ellison • Fitzgerald
	Post War Voices Emerge (1950s-1960s)	• Vonnegut • Updike • Compare and Contrast • Speeches • Beat Generation
	The Research Paper	• Nonfiction Writing II
	Contemporary Postmodernism	• Charming Billy • Mortals • Multicultural Meter: Many New Voices in the Mix
Key Ideas and Details **Text Analysis**		
CC.1 3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	American Romanticism	• Nathaniel Hawthorne
	The Night Thoreau Spent in Jail	• Transcendentalism: Progress or Threat? • Doing the Impossible
	Realism and Regionalism	• Emily Dickinson • Sarah Orne Jewett • Mark Twain • Ambrose Bierce • Charles Waddell Chesnutt • Contemporary Connection: Cedric Yamanaka
	Voices of Modernism	• Hemingway • Ellison • Hughes • Writing Workshop: Literary Analysis Rough Draft • Fitzgerald
	Post War Voices Emerge (1950s-1960s)	• Vonnegut • Updike • Compare and Contrast • Speeches • Beat Generation
	The Research Paper	• Nonfiction Writing II
	The Great Gatsby	• The Great Gatsby: Symbols and Allusions • The Great Gatsby: A Timeless Tragedy

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English Language Arts: Grades 11-12	Unit Name	Lesson Name
Key Ideas and Details **Literary Elements**		
CC.1 3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	Early American and Colonial Literature	• Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine • Author's Purpose
	American Romanticism	• Nathaniel Hawthorne • Contemporary Literary Criticism • Edgar Allan Poe
	The Night Thoreau Spent in Jail	• Transcendentalism: Progress or Threat? • Crafting a Scene • One of the Crowd
	Realism and Regionalism	• Emily Dickinson • Sarah Orne Jewett • Mark Twain • Ambrose Bierce • Charles Waddell Chesnutt • Contemporary Connection: Cedric Yamanaka
	Voices of Modernism	• Steinbeck • Ellison • Writing Workshop: Literary Analysis Rough Draft • Fitzgerald • Porter
	Post War Voices Emerge (1950s-1960s)	• Vonnegut • Updike • Compare and Contrast • Speeches • Beat Generation
	The Research Paper	• Nonfiction Writing II
	The Great Gatsby	• The Great Gatsby: The Jazz Age • The Great Gatsby: The Dilemmas of Nick Carraway • The Great Gatsby: The American Dream • The Great Gatsby: Symbols and Allusions • The Great Gatsby: A Timeless Tragedy • The Great Gatsby: Loss of Innocence
	Contemporary Postmodernism	• Contemporary Literature • Charming Billy • Mortals • Multicultural Meter: Many New Voices in the Mix
Craft and Structure **Point of View**		
CC.1 3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	American Romanticism	• Henry David Thoreau
	Realism and Regionalism	• Ambrose Bierce
	Voices of Modernism (1920s–1940s)	• Introduction to Modernism
Craft and Structure **Text Structure**		

Pennsylvania Core Standards (2014)	Language Arts 11 A/B	
English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
CC.1 3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	Early American and Colonial Literature	• Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine
	American Romanticism	• Nathaniel Hawthorne • Edgar Allan Poe
	Realism and Regionalism	• Emily Dickenson • Sarah Orne Jewett • Mark Twain • Ambrose Bierce • Charles Wadell Chestnut • Contemporary Connection: Cedric Yamanaka
	Voices of Modernism	• Steinbeck • Ellis • Fitzgerald • Porter
	Post War Voices Emerge (1950s-1960s)	• Vonnegut • Updike • Speeches • Beat Generation
	Contemporary Postmodernism	• Charming Billy • Mortals • Multicultural Meter: Many New Voices in the Mix
Craft and Structure **Vocabulary**		
CC.1 3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.	Early American and Colonial Literature	• Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine
	American Romanticism	• Nathaniel Hawthorne • Edgar Allen Poe
	Realism and Regionalism	• Emily Dickenson • Sarah Orne Jewett • Mark Twain • Ambroise Bierce • Charles Wadell Chestnutt • Contemporary Connections: Cedric Yamanaka
	Voices of Modernism	• Steinbeck • Ellison • Fitzgerald • Porter
	Post War Voices Emerge (1950s-1960s)	• Vonnegut • Updike • Compare and Contrast • Speeches • Beat Generation
	The Research Paper	• Nonfiction Writing II
	Contemporary Postmodernism	• Charming Billy • Mortals • Multicultural Meter: Many New Voices in the Mix

Pennsylvania Core Standards (2014)	Language Arts 11 A/B	
English Language Arts: Grades 11-12	Unit Name	Lesson Name
Integration of Knowledge and Ideas **Sources of Information**		
CC.1 3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	The Night Thoreau Spent in Jail	• The Play's the Thing This standard is partially met in this course. It is fully met in English 12.
Integration of Knowledge and Ideas		
CC.1 3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	Early American and Colonial Literature	• American Literature: Our Nation's Voice • Earliest Voices: William Bradford • Earliest Voices: Anne Bradstreet, Phillis Wheatley • Earliest Voice: Jonathan Edwards • Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine • Earliest Voices: The Founding Fathers
	American Romanticism	• American Romanticism • Nathaniel Hawthorne • Edgar Allan Poe • Ralph Waldo Emerson • Henry David Thoreau • Walt Whitman
	The Night Thoreau Spent in Jail	• Transcendentalism: Progress or Threat? • Doing the Impossible
	Realism and Regionalism	• Realism • Emily Dickinson • Mark Twain • Ambrose Bierce • Kate Chopin • Charles Waddell Chesnutt
	Voices of Modernism	• Introduction to Modernism • Hemingway • Steinbeck • Harlem Renaissance • Ellison • Hughes • Frost • Fitzgerald • Porter
	Post War Voices Emerge (1950s-1960s)	• Genres and Literary Movements • Vonnegut • Updike • Speeches • Beat Generation
	The Great Gatsby	• The Great Gatsby: F. Scott Fitzgerald • The Great Gatsby: The American Dream • The Great Gatsby: A Timeless Tragedy
	Contemporary Postmodernism	• Contemporary Literature • Mortals • Multicultural Meter: Many New Voices in the Mix • Memoirs • American Beauty

Pennsylvania Core Standards (2014)	Language Arts 11 A/B	
English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
Vocabulary Acquisition and Use		
CC.1 3.11–12.I
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Early American and Colonial Literature	• Earliest Voices: Johnathan Edwards
	American Romanticism	• Contemporary Literary Criticism
	The Night Thoreau Spent in Jail	• Obedience Versus Nonconformity
• Transcendentalism: Progress or Threat?
• Opposing War
• A Solitary Man
• Doing the Impossible
• One of the Crowd
	Realism and Regionalism	• Sarah Orne Jewett
	Post War Voices Emerge (1950s-1960s)	• Beat Generation
	The Great Gatsby	• The Great Gatsby: F. Scott Fitzgerald
• The Great Gatsby: Social Groups and Class
• The Great Gatsby: The American Dream
	Contemporary Postmodernism	• Charming Billy
• Mortals
• American Beauty
Vocabulary Acquisition and Use		
CC.1 3.11–12.J
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Early American and Colonial Literature	• Contemporary Voice: Fred Veilleux
	American Romanticism	• Edgar Allan Poe
	The Night Thoreau Spent in Jail	• Obedience Versus Nonconformity
• Opposing War
• A Solitary Man
• Doing the Impossible
• One of the Crowd
	Realism and Regionalism	• Sarah Orne Jewett
• Mark Twain
• Ambroise Bierce
	Voices of Modernism	• Frost
• Fitzgerald
	Post War Voices Emerge (1950s-1960s)	• Genres and Literary Movements
• Vonnegut
• Updike
• Speeches
• Beat Generation
	The Great Gatsby	• The Great Gatsby: The Jazz Age
• The Great Gatsby: F. Scott Fitzgerald
• The Great Gatsby: Tone and Point of View
• The Great Gatsby: Social Groups and Class
• The Great Gatsby: The American Dream
• The Great Gatsby: A Timeless Tragedy

Pennsylvania Core Standards (2014)	Language Arts 11 A/B	
English Language Arts: Grades 11-12	Unit Name	Lesson Name
Range of Reading		
CC.1 3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Early American and Colonial Literature	• Earliest Voices: William Bradford • Earliest Voices: Anne Bradstreet, Phillis Wheatley • Earliest Voices: Thomas Paine • Earliest Voices: The Founding Fathers
	American Romanticism	• Nathaniel Hawthorne • Edgar Allan Poe • Ralph Waldo Emerson • Henry David Thoreau • Walt Whitman
	The Night Thoreau Spent in Jail	• Doing the Impossible • One of the Crowd
	Realism and Regionalism	• Emily Dickinson • Sarah Orne Jewett • Mark Twain • Ambrose Bierce • Kate Chopin • Charles Waddell Chesnutt • Contemporary Connection: Cedric Yamanaka
	Voices of Modernism	• Hemingway • Steinbeck • Harlem Renaissance • Ellison • Hughes • Frost • Fitzgerald • Porter
	Post War Voices Emerge (1950s-1960s)	• Vonnegut • Updike • Compare and Contrast • Speeches • Beat Generation
	The Research Paper	• Nonfiction Writing I • Nonfiction Writing II
	The Great Gatsby	• The Great Gatsby: F. Scott Fitzgerald • The Great Gatsby: Tone and Point of View • The Great Gatsby: Social Groups and Class • The Great Gatsby: Significance of Time • The Great Gatsby: The Dilemmas of Nick Carraway • The Great Gatsby: The American Dream • The Great Gatsby: Symbols and Allusions • The Great Gatsby: A Timeless Tragedy • The Great Gatsby: Loss of Innocence
	Contemporary Postmodernism	• Contemporary Literature • Charming Billy • Mortals • Memoirs • American Beauty

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	**Lesson Name**
1.4 Writing		
Informative/ Explanatory		
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	American Romanticism	• Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	Post War Voices Emerge (1950s-1960s)	• Beat Generation • The Final Draft
	The Research Paper	• Drafting • Revising, Editing, and Publishing
Informative/Explanatory **Focus**		
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.	American Romanticism	• Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	Post War Voices Emerge (1950s-1960s)	• Beat Generation • The Final Draft
	The Research Paper	• Drafting • Revising, Editing, and Publishing
Informative/Explanatory **Content**		
CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	American Romanticism	• Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	Post War Voices Emerge (1950s-1960s)	• Beat Generation • The Final Draft
	The Research Paper	• Drafting • Revising, Editing, and Publishing
Informative/Explanatory **Organization**		
CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	American Romanticism	• Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	Post War Voices Emerge (1950s-1960s)	• Beat Generation • The Final Draft
	The Research Paper	• Drafting • Revising, Editing, and Publishing
Informative/Explanatory **Style**		
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.		
• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	American Romanticism	• Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	Post War Voices Emerge (1950s-1960s)	• Beat Generation • The Final Draft
	The Research Paper	• Drafting • Revising, Editing, and Publishing
• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	American Romanticism	• Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	Post War Voices Emerge (1950s-1960s)	• Beat Generation • The Final Draft
	The Research Paper	• Drafting • Revising, Editing, and Publishing
Informative/Explanatory **Conventions of Language**		
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	American Romanticism	• Ralph Waldo Emmerson

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Opinion/Argumentative		
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.	American Romanticism	• Ralph Waldo Emerson
	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	Post War Voices Emerge (1950s-1960s)	• Speeches
Opinion/Argumentative **Focus**		
CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.		
• Introduce the precise, knowledgeable claim.	American Romanticism	• Ralph Waldo Emerson
	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	Post War Voices Emerge (1950s-1960s)	• Speeches
Opinion/Argumentative **Content**		
CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	American Romanticism	• Ralph Waldo Emerson
	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	Post War Voices Emerge (1950s-1960s)	• Speeches
Opinion/Argumentative **Organization**		
CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	Post War Voices Emerge (1950s-1960s)	• Compare and Contrast • The Final Draft
Opinion/Argumentative **Style**		
CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.		
• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	American Romanticism	• Ralph Waldo Emerson
	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	Post War Voices Emerge (1950s-1960s)	• Compare and Contrast • Speeches • The Final Draft
• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	American Romanticism	• Ralph Waldo Emerson
	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	Post War Voices Emerge (1950s-1960s)	• Speeches

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 11 A/B	
	Unit Name	Lesson Name
Opinion/Argumentative **Conventions of Language**		
CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	American Romanticism	• Ralph Waldo Emmerson
Narrative		
CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.	The Night Thoreau Spent in Jail	• Crafting a Scene
	Realism and Regionalism	• Alternate Ending: Final Draft
	Contemporary Postmodernism	• Personal Narrative: Final Draft
Narrative **Focus**		
CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	The Night Thoreau Spent in Jail	• Crafting a Scene
	Realism and Regionalism	• Alternate Ending: Final Draft
	Contemporary Postmodernism	• Personal Narrative: Final Draft
Narrative **Content**		
CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	The Night Thoreau Spent in Jail	• Crafting a Scene
	Realism and Regionalism	• Alternate Ending: Final Draft
	Contemporary Postmodernism	• Personal Narrative: Final Draft
Narrative **Organization**		
CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	The Night Thoreau Spent in Jail	• Crafting a Scene
	Realism and Regionalism	• Alternate Ending: Final Draft
	Contemporary Postmodernism	• Personal Narrative: Final Draft
Narrative **Style**		
CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.		
• Use parallel structure.	Incorporate and assign an activity to write with an awareness of the stylistic aspects of writing using parallel structure.	
• Use various types of phrases and clauses to convey specific meanings and add variety and interest.	The Night Thoreau Spent in Jail	• Crafting a Scene
	Realism and Regionalism	• Alternate Ending: Final Draft
	Contemporary Postmodernism	• Personal Narrative: Final Draft
• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The Night Thoreau Spent in Jail	• Crafting a Scene
	Realism and Regionalism	• Alternate Ending: Final Draft
	Contemporary Postmodernism	• Personal Narrative: Final Draft
Narrative **Conventions of Language**		
CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Realism and Regionalism	• Sarah Orne Jewett

| Pennsylvania Core Standards (2014) | Language Arts 11 A/B | |
English Language Arts: Grades 11-12	Unit Name	Lesson Name
Response to Literature		
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Early American and Colonial Literature	• Earliest Voices: William Bradford • Earliest Voices: Johnathan Edwards • Earliest Voices: Olaudah Equiano • Earliest Voices: Thomas Paine • Earliest Voices: The Founding Fathers
	American Romanticism	• Nathaniel Hawthorne • Edgar Allan Poe • Walt Whitman
	The Night Thoreau Spent in Jail	• A Solitary Man • Doing the Impossible • One of the Crowd
	Realism and Regionalism	• Emily Dickenson • Sarah Orne Jewett • Mark Twain • Ambroise Bierce • Kate Chopin • Charles Waddell Chestnutt • Contemporary Connection: Cedric Yamanaka
	Voices of Modernism	• Hemingway • Steinbeck • Harlem Renaissance • Ellison • Frost • Fitzgerald • Porter
	Post War Voices Emerge (1950s-1960s)	• Vonnegut • Updike • Speeches • Beat Generation
	The Great Gatsby	• The Great Gatsby: Social Class and Groups • The Great Gatsby: Significance of Time • The Great Gatsby: The Dilemmas of Nick Carraway • The Great Gatsby: The American Dream • The Great Gatsby: A Timeless Tragedy • The Great Gatsby: Loss of Innocence
	Contemporary Postmodernism	• Charming Billy • Mortals • Multicultural Meter: Many New Voices in the Mix • Memoires • American Beauty

Pennsylvania Core Standards (2014)	Language Arts 11 A/B	
English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
Production and Distribution of Writing		
Writing Process		
CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Early American and Colonial Literature	• Author's Purpose • Timed Writing Assessments
	American Romanticism	• Henry David Thoreau • Descriptive Essay: Rough Draft • Descriptive Essay: Final Draft
	The Night Thoreau Spent in Jail	• Opposing the War • A Solitary Man • The Play's the Thing
	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft • Writing Workshop: Literary Analysis Final Draft
	Post War Voices Emerge (1950s-1960s)	• The Rough Draft • The Final Draft
	The Research Paper	• Introduction to Research Writing • Choosing a Subject • Using Quotations • Synthesizing and Organizing • Outlining • Drafting • Evaluating Research • Revising Editing and Publishing
	Contemporary Postmodernism	• Personal Narrative: Rough Draft • Personal Narrative: Final Draft
Technology and Publication		
CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	The Research Paper	• Revising, Editing, and Publishing
	Contemporary Postmodernism	• Personal Narrative: Final Draft
Conducting Research		
CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Early American and Colonial Literature	• Timed Writing Assessments
	Realism and Regionalism	• Kate Chopin
	The Research Paper	• Introduction to Research Writing
Credibility, Reliability, and Validity of Sources		
CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Early American and Colonial Literature	• American Literature: Our Nation's Voice
	American Romanticism	• Ralph Waldo Emerson • Henry David Thoreau
	Voices of Modernism	• Introduction to Modernism • Writing Workshop: Literary Analysis Rough Draft
	The Research Paper	• Introduction to Research Writing • Choosing a Subject • Introduction to Research • Gathering Information • Synthesizing and Organizing • Documenting • Outlining
	The Great Gatsby	• The Great Gatsby: Significance of Time • The Great Gatsby: The Dilemmas of Nick Carraway

Pennsylvania Core Standards (2014)	Language Arts 11 A/B	
English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
Range of Writing		
CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Early American and Colonial Literature	• Timed Writing Assessments
	American Romanticism	• Descriptive Essay: Rough Draft
	The Night Thoreau Spent in Jail	• A Solitary Man
	Realism and Regionalism	• Alternate Ending: Rough Draft
	Voices of Modernism	• Writing Workshop: Literary Analysis Rough Draft
	Post War Voices Emerge (1950s-1960s)	• Compare and Contrast • The Rough Draft • The Final Draft
	The Research Paper	• Nonfiction Writing I • Nonfiction Writing II
1.5 Speaking and Listening		
Comprehension and Collaboration **Collaborative Discussion**		
CC.1 5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	Early American and Colonial Literature	• Timed Writing Assessments
	American Romanticism	• Walt Whitman
	The Night Thoreau Spent in Jail	• One of the Crowd
	Realism and Regionalism	• Sarah Orne Jewett
	The Research Paper	• Synthesizing and Organizing
	The Great Gatsby	• The Great Gatsby: Significance of Time
Comprehension and Collaboration **Critical Listening**		
CC.1 5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	Early American and Colonial Literature	• Contemporary Voice: Fred Veilleux • Earliest Voices: Thomas Paine
	American Romanticism	• Contemporary Literary Criticism • Ralph Waldo Emerson • Walt Whitman
	The Night Thoreau Spent in Jail	• One of the Crowd
Comprehension and Collaboration **Evaluating Information**		
CC.1 5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Early American and Colonial Literature	• Timed Writing Assessments
Presentation of Knowledge and Ideas **Purpose, Audience, and Task**		
CC.1 5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	Early American and Colonial Literature	• Earliest Voice: Jonathan Edwards
	American Romanticism	• Contemporary Literary Criticism • Ralph Waldo Emerson • Walt Whitman
	The Night Thoreau Spent in Jail	• The Play's the Thing
	Post War Voices Emerge (1950s-1960s)	• The Final Draft

Pennsylvania Core Standards (2014)	Language Arts 11 A/B	
English Language Arts: Grades 11-12	Unit Name	Lesson Name
Presentation of Knowledge and Ideas **Context**		
CC.1 5.11–12E Adapt speech to a variety of contexts and tasks.	The Night Thoreau Spent in Jail	• The Play's the Thing
	Post War Voices Emerge (1950s-1960s)	• The Final Draft
Integration of Knowledge and Ideas **Multimedia**		
CC.1 5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	American Romanticism	• Walt Whitman
	Contemporary Postmodernism	• Multicultural Meter: Many New Voices in the Mix
Conventions of Standard English		
CC.1 5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	Incorporate and assign an activity to demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	

English 12

Pennsylvania Core Standards (2014)	Language Arts 12 A/B	
English Language Arts: Grades 11-12	Unit Name	Lesson Name
1.2 Reading Informational Text		
Key Ideas and Details **Main Idea**		
CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	The Anglo-Saxon Period: 449-1066	• Unit Introduction
	The Middle Ages: 1066-1485	• The Middle Ages: Unit Introduction
	The Renaissance: 1485-1660	• The Renaissance: 1485–1660: Unit Introduction
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction
	The Romantic Period (1798-1832)	• Unit Introduction
	The Victorian Age (1832-1901)	• Unit Introduction
	The Modern Era (1901-Present)	• Unit Introduction: A New Era
Key Ideas and Details **Text Analysis**		
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	The Anglo-Saxon Period: 449-1066	• Unit Introduction
	The Middle Ages: 1066-1485	• The Middle Ages: Unit Introduction
	The Renaissance: 1485-1660	• The Renaissance: 1485–1660: Unit Introduction
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction
	The Victorian Age (1832-1901)	• Unit Introduction
	The Modern Era (1901-Present)	• Unit Introduction: A New Era
Key Ideas and Details **Text Analysis**		
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	The Anglo-Saxon Period: 449-1066	• Unit Introduction
	The Renaissance: 1485-1660	• The Renaissance: 1485–1660: Unit Introduction
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction
	The Victorian Age (1832-1901)	• Unit Introduction
	The Modern Era (1901-Present)	• Unit Introduction: A New Era
Craft and Structure **Point of View**		
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	Frankenstein	• Frankenstein (1)
Craft and Structure **Text Structure**		
CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	The Restoration and the Enlightenment: 1660-1798	• Lesson 2: Diaries: Pepys • Lesson 4: The Satirical Essay: Swift • Lesson 6: Writing Workshop: Creative Writing
	Frankenstein	• Frankenstein (8)
Craft and Structure **Vocabulary**		
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.	The Middle Ages: 1066–1485	• The Canterbury Tales: "The Prologue"
	The Renaissance: 1485–1660	• Epigrams and Songs: Jonson
	The Romantic Period (1798–1832)	• Romantic Poetry: Blake
	The Victorian Age (1832–1901)	• Arnold
	The Modern Era (1901–Present)	• Owen, Brooke, Sassoon

Pennsylvania Core Standards (2014)	Language Arts 12 A/B	
English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
Integration of Knowledge and Ideas **Diverse Media**		
CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Frankenstein	• Frankenstein (3)
Integration of Knowledge and Ideas **Evaluating Arguments**		
CC.1.2.11–12.H **Analyze seminal texts based upon reasoning, premises, purposes, and arguments.**	This standard is fully met in English 11.	
Integration of Knowledge and Ideas **Analysis Across Texts**		
CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	The Anglo-Saxon Period: 449-1066	• Unit Introduction
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction
	The Victorian Age (1832-1901)	• Unit Introduction
	The Modern Era (1901-Present)	• Unit Introduction: A New Era
	This standard is partially met in this course. The U.S. documents are met in English 11.	
Vocabulary Acquisition and Use		
CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	This standard is fully met in English 11.	
Vocabulary Acquisition and Use		
CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	This standard is fully met in English 11.	
Range of Reading		
CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	The Anglo-Saxon Period: 449-1066	• Unit Introduction
	The Renaissance: 1485-1660	• The Renaissance: 1485–1660: Unit Introduction
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction • Lesson 2: Diaries: Pepys
	The Romantic Period (1798-1832)	• Unit Introduction
	The Victorian Age (1832-1901)	• Unit Introduction
	The Modern Era (1901-Present)	• Unit Introduction: A New Era • Virginia Woolf
1.3 Reading Literature		
Key Ideas and Details **Theme**		

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English Language Arts: Grades 11-12	Unit Name	Lesson Name
	The Anglo-Saxon Period: 449-1066	• Unit Introduction
	The Middle Ages: 1066-1485	• The Middle Ages: Unit Introduction • The Canterbury Tales: "The Prologue" (3) • Writing Workshop: Allegory (First Draft)
	Macbeth	• History and Heroes; Witches and Warriors • Act I, Scenes I–II • Act I, Scenes III–V • Act I, Scenes VI–VII • Act II, Scenes I–II • Act II, Scenes III–IV • Act III, Scenes I–III • Act III, Scenes IV–VI • Act IV, Scenes I–III • Act V, Scenes I–VIII
CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	The Renaissance: 1485-1660	• The Renaissance: 1485–1660: Unit Introduction • Sonnets: Shakespeare • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction • Lesson 5: Elegy: Gray
	The Romantic Period (1798-1832)	• Unit Introduction
	Frankenstein	• Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)
	The Victorian Age (1832-1901)	• Unit Introduction • Tennyson • Robert and Elizabeth Browning • Arnold
	The Modern Era (1901-Present)	• Unit Introduction: A New Era • James Joyce • Writing/Language Focus: Unity and Coherence
Key Ideas and Details **Text Analysis**		
	The Anglo-Saxon Period: 449-1066	• Unit Introduction • Grendel, The Coming of Beowulf, The Battle • Grendel's Mother, The Battle with Grendel's Mother • Lyric Poetry: The Exeter Book

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English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	The Middle Ages: 1066-1485	• The Middle Ages: Unit Introduction • The Canterbury Tales: "The Pardoner's Tale" • Writing Workshop: Allegory (First Draft)
	Macbeth	• Act I, Scenes I–II • Act I, Scenes III–V • Act I, Scenes VI–VII • Act II, Scenes I–II • Act II, Scenes III–IV • Act III, Scenes I–III • Act III, Scenes IV–VI • Act IV, Scenes I–III • Act V Scenes I–VIII
	The Renaissance: 1485-1660	• The Renaissance: 1485–1660: Unit Introduction • Sonnets: Wyatt and Spenser • Sonnets: Shakespeare • Metaphysical Poetry: Donne • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction • Lesson 4: The Satirical Essay: Swift • Lesson 5: Elegy: Gray
	The Romantic Period (1798-1832)	• Unit Introduction • Lyric Poetry: Wordsworth • Lyric Poetry: Coleridge
	Frankenstein	• Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)
	The Victorian Age (1832-1901)	• Unit Introduction
	The Modern Era (1901-Present)	• Unit Introduction: A New Era • Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence • Writing Workshop: Literary Analysis Final Draft

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English Language Arts: Grades 11-12	Unit Name	Lesson Name
Key Ideas and Details		
Literary Elements		
CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	The Anglo-Saxon Period: 449-1066	• Unit Introduction • Grendel, The Coming of Beowulf, The Battle • The Battle with the Dragon, The Death of Beowulf
	The Middle Ages: 1066-1485	• The Canterbury Tales: "The Prologue" (2) • The Canterbury Tales: "The Prologue" (4) • The Canterbury Tales: "The Pardoner's Tale" • The Canterbury Tales: "The Wife of Bath's Tale"
	Macbeth	• History and Heroes; Witches and Warriors • Act I, Scenes I–II • Act I, Scenes III–V • Act I, Scenes VI–VII • Act II, Scenes I–II • Act II, Scenes III–IV • Act III, Scenes I–III • Act III, Scenes IV–VI • Act V Scenes I–VIII
	The Renaissance: 1485-1660	• The Renaissance: 1485–1660: Unit Introduction • Epigrams and Songs: Jonson • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction
	The Romantic Period (1798-1832)	• Unit Introduction • Dialect: Robert Burns
	Frankenstein	• Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)
	The Victorian Age (1832-1901)	• Unit Introduction
	The Modern Era (1901-Present)	• Unit Introduction: A New Era • James Joyce • Doris Lessing • Anita Desai • Writing/Language Focus: Unity and Coherence
Craft and Structure		
Point of View		
	The Anglo-Saxon Period: 449-1066	• Lyric Poetry: The Exeter Book
	The Middle Ages: 1066-1485	• The Canterbury Tales: The Prologue (4)
	Macbeth	• Act I, Scenes III-V • Act II, Scenes I-II • Act V, Scenes I-VIII
	The Renaissance: 1485-1660	• Sonnets: Shakespear • Epigrams and Songs: Johnson

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English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	The Restoration and the Enlightenment: 1660-1798	• Lesson 4: The Satirical Essay: Swift • Lesson 5: Elegy: Gray
	The Romantic Period (1798-1832)	• Unit 1: Introduction
	Frankenstein	• Frankenstein (4) • Frankenstein (7)
	The Victorian Age (1832-1901)	• Arnold • Hardy
	The Modern Era (1901-Present)	• William Butler Yeats • Virginia Woolf • T S. Eliot • George Orwell • Anita Desai
Craft and Structure **Text Structure**		
CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	The Anglo-Saxon Period: 449-1066	• Grendel, The Coming of Beowulf, The Battle • Grendel's Mother, The Battle with Grendel's Mother • The Battle with the Dragon, The Death of Beowulf • Lyric Poetry: The Exeter Book
	The Middle Ages: 1066-1485	• The Middle Ages: Unit Introduction • The Canterbury Tales: The Prologue (2) • The Canterbury Tales: The Prologue (3) • The Canterbury Tales: The Prologue (4) • The Canterbury Tales: The Wife of Bath's Tale • Writing Workshop: Allegory (First Draft) • Writing/Language Focus: Style and Voice
	Macbeth	• Act I, Scenes III-V • Act I, Scenes VI-VII • Act II, Scenes I-II • Act II, Scenes III-IV • Act III, Scenes I-III • Act III, Scenes IV-VI • Act III, Scenes I-III • Act V, Scens I-VIII
	The Renaissance: 1485-1660	• The Renaissance: 1485-1660: Unit Introduction • Sonnets: Wyatt and Spenser • Pastoral Poetry: Marlow and Raleigh • Sonnets: Shakespear • Metaphysical Poetry: Donne • Epigrams and Songs: Johnson • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction • Lesson 3: Satire in Poetry: Pope • Lesson 4: The Satirical Essay: Swift • Lesson 5: The Elegy: Gray
	The Romantic Period (1798-1832)	• Unit Introduction • Dialect: Robert Burns • Romantic Poetry: Blake • Lyric Poetry: Wordsworth • Keats

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English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
	Frankenstein	• Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (7) • Frankenstein (8)
	The Victorian Age (1832-1901)	• Tennyson • Robert and Elizabeth Browning • Hopkins • Arnold
	The Modern Era (1901-Present)	• William Butler Yeats • T S. Eliot • Dylan Thomas • Graham Green • Owen, Brooke, Sasson • George Orwell • Stevie Smith • Doris Lessing • Writing/Language Focus: Unity and Coherence
Craft and Structure **Vocabulary**		
	The Anglo-Saxon Period: 449-1066	• Grendel, The Coming of Beowulf, The Battle • Grendel's Mother, The Battle with Grendal's Mother • The Battle with the Dragon, The Death of Beowulf • Lyric Poetry: The Exeter Book • Language Focus: Style and Focus 449-1066
	The Middle Ages: 1066-1485	• The Canterbury Tales: The Prologue (2) • The Canterbury Tales: The Prologue (3) • The Canterbury Tales: The Prologue (4) • The Canterbury Tales: The Wife of Bath's Tale • Writing Workshop: Allegory (First Draft) • Writing/Language Focus: Style and Voice
	Macbeth	• Act I, Scenes I-II • Act I, Scenes III-V • Act I, Scenes VI-VII • Act II, Scenes I-II • Act II, Scenes III-IV • Act III, Scenes I-III • Act III, Scenes IV-VI • Act IV, Scenes I-III • Acts V Scenes I-VIII
CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.	The Renaissance: 1485-1660	• The Renaissance: 1485-1660: Unit Introduction • Sonnets: Wyatt and Spenser • Pastoral Poetry: Marlow and Raleigh • Sonnets: Shakespear • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	• Lesson 4: The Satirical Essay: Swift • Lesson 6: Writing Workshop: Creative Writing

Pennsylvania Core Standards (2014)	Language Arts 12 A/B	
English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
	The Romantic Period (1798-1832)	• Unit Introduction • Dialect: Robert Burns • Lyric Poetry: Wordsworth • Lyric Poetry: Coleridge
	Frankenstein	• Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)
	The Modern Era (1901-Present)	• Virginia Wolfe • Graham Greene • Owen, Brooke, Sasson • George Orwell • Doris Lessing • Writing/Language Focus: Unity and Coherence
Integration of Knowledge and Ideas **Sources of Information**		
CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	The Renaissance: 1485-1660	• Sonnets: Wyatt and Spenser • Sonnets: Shakespeare
	The Romantic Period (1798-1832)	• Unit Introduction • Romantic Poetry: Blake
Integration of Knowledge and Ideas		
CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	The Romantic Period (1798-1832)	• Unit Introduction • Romantic Poetry: Blake
Vocabulary Acquisition and Use		
	The Middle Ages: 1066-1485	• The Canterbury Tales: "The Wife of Bath's Tale"
CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Frankenstein	• Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)
	Macbeth	• Act I, Scenes VI–VII • Act II, Scenes I–II • Act II, Scenes III–IV • Act III, Scenes I–III
Vocabulary Acquisition and Use		
CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and careerreadiness level; demonstrate independence in	The Anglo-Saxon Period: 449–1066	• Language Focus: Style and Voice 449 - 1066
	Writing a Research Paper	• Revising at the Sentence Level
	The Romantic Period (1798-1832)	• Shelley
Range of Reading		

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English Language Arts: Grades 11-12	Unit Name	Lesson Name
CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	The Anglo-Saxon Period: 449-1066	• Unit Introduction • Grendel, The Coming of Beowulf, The Battle • Grendel's Mother, The Battle with Grendel's Mother • The Battle with the Dragon, The Death of Beowulf • Lyric Poetry: The Exeter Book
	The Middle Ages: 1066-1485	• The Middle Ages: Unit Introduction • The Canterbury Tales: "The Prologue" (2) • The Canterbury Tales: "The Prologue" (3) • The Canterbury Tales: "The Prologue" (4) • The Canterbury Tales: "The Pardoner's Tale" • The Canterbury Tales: "The Wife of Bath's Tale" • Medieval Romance: Sir Gawain and the Green Knight • Writing/Language Focus: Style and Voice
	Macbeth	• Act I, Scenes I–II • Act I, Scenes III–V • Act I, Scenes VI–VII • Act II, Scenes I–II • Act II, Scenes III–IV • Act III, Scenes I–III • Act III, Scenes IV–VI • Act IV, Scenes I–III • Act V, Scenes I–VIII
	The Renaissance: 1485-1660	• Sonnets: Wyatt and Spenser • Pastoral Poetry: Marlowe and Raleigh • Sonnets: Shakespeare • Metaphysical Poetry: Donne • Epigrams and Songs: Jonson • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction • Lesson 2: Diaries: Pepys • Lesson 3: Satire in Poetry: Pope • Lesson 4: The Satirical Essay: Swift • Lesson 5: Elegy: Gray
	The Romantic Period (1798-1832)	• Unit Introduction • Dialect: Robert Burns • Romantic Poetry: Blake • Lyric Poetry: Wordsworth • Lyric Poetry: Coleridge • Byron • Keats
	Frankenstein	• Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)

Pennsylvania Core Standards (2014)	Language Arts 12 A/B	
English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
	The Victorian Age (1832-1901)	• Unit Introduction • Tennyson • Robert and Elizabeth Browning • Hopkins • Arnold • Hardy
	The Modern Era (1901-Present)	• Unit Introduction: A New Era • William Butler Yeats • James Joyce • T. S. Eliot • Dylan Thomas • Graham Greene • Owen, Brooke, Sassoon • George Orwell • Stevie Smith • Doris Lessing • Anita Desai
1.4 Writing		
Informative/ Explanatory		
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	Writing a Research Paper	• Drafting the Introduction and Refining the Thesis • Drafting the Body and Conclusion • Editing, Proofreading and Publishing
Informative/Explanatory **Focus**		
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.	Writing a Research Paper	• Writing a Research Paper • Gathering Information • Taking Notes • Organizing Information • Drafting the Introduction and Refining the Thesis
Informative/Explanatory **Content**		
CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	Writing a Research Paper	• Writing a Research Paper • Gathering Information • Taking Notes • Organizing Information • Drafting the Introduction and Refining the Thesis
Informative/Explanatory **Organization**		
CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	Writing a Research Paper	• Organizing Information
Informative/Explanatory **Style**		
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.		
• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	This standard is fully met in English 11.	
• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	The Renaissance	• Writing/Language Focus: Style and Voice • Writing Workshop: Expository Writing (Final Draft)

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	Unit Name	Lesson Name
Informative/Explanatory **Conventions of Language**		
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	The Renaissance: 1485-1660	• Writing Workshop: Expository Writing (First Draft) • Writing Workshop: Expository Writing (Final Draft)
	Writing a Research Paper	• Editing, Proofreading, and Publishing
Opinion/Argumentative		
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.	The Modern Era (1901–Present)	• Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence
Opinion/Argumentative **Focus**		
CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.		
• Introduce the precise, knowledgeable claim.	The Modern Era (1901–Present)	• Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence
Opinion/Argumentative **Content**		
CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	The Modern Era (1901–Present)	• Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence This standard is partially met in this course. It is fully met in English 11.
Opinion/Argumentative **Organization**		
CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	The Modern Era (1901–Present)	• Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence This standard is partially met in this course. It is fully met in English 11.
Opinion/Argumentative **Style**		
CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.		
• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The Modern Era (1901–Present)	• Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence
• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	The Middle Ages: 1066-1485	• Writing Workshop: Allegory (First Draft) • Writing Workshop: Allegory (Final Draft)
	The Renaissance: 1485-1660	• Writing/Language Focus: Style and Voice • Writing Workshop: Expository Writing (Final Draft)

Pennsylvania Core Standards (2014) English Language Arts: Grades 11-12	Language Arts 12 A/B	
	Unit Name	Lesson Name
Opinion/Argumentative **Conventions of Language**		
CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	The Modern Era (1901–Present)	• Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence
Narrative		
CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.	The Middle Ages: 1066-1485	• Writing Workshop: Allegory (First Draft) • Writing Workshop: Allegory (Final Draft)
Narrative **Focus**		
CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	The Anglo-Saxon Period: 449-1066	• Writing Workshop: Description (First Draft) • Writing Workshop: Description (Final Draft)
	The Middle Ages: 1066-1485	• Writing Workshop: Allegory (First Draft) • Writing Workshop: Allegory (Final Draft)
Narrative **Content**		
CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	The Anglo-Saxon Period: 449-1066	• Writing Workshop: Description (First Draft) • Writing Workshop: Description (Final Draft)
	The Middle Ages: 1066-1485	• Writing Workshop: Allegory (First Draft) • Writing Workshop: Allegory (Final Draft)
Narrative **Organization**		
CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	The Anglo-Saxon Period: 449-1066	• Writing Workshop: Description (First Draft) • Writing Workshop: Description (Final Draft)
Narrative **Style**		
CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.		
• Use parallel structure.	Incorporate and assign an activity to write with an awareness of the stylistic aspects of writing using parallel structure.	
• Use various types of phrases and clauses to convey specific meanings and add variety and interest.	The Anglo-Saxon Period: 449-1066	• Language Focus: Style and Focus 449-1066
• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The Anglo-Saxon Period: 449-1066	• Writing Workshop: Description (First Draft) • Writing Workshop: Description (Final Draft)
Narrative **Conventions of Language**		
CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	The Middle Ages: 1066–1485	• The Canterbury Tales: "The Pardoner's Tale"
	The Middle Ages: 1066-1485	• Writing Workshop: Allegory (First Draft) • Writing Workshop: Allegory (Final Draft)

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English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
Response to Literature		
CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	The Anglo-Saxon Period: 449-1066	• Unit Introduction • Grendel, The Coming of Beowulf, The Battle • Grendel's Mother, The Battle with Grendel's Mother • The Battle with the Dragon, The Death of Beowulf • Lyric Poetry: The Exeter Book
	The Middle Ages: 1066–1485	• The Middle Ages: Unit Introduction • The Canterbury Tales: "The Prologue" (1) • The Canterbury Tales: "The Prologue" (2) • The Canterbury Tales: "The Prologue" (3) • The Canterbury Tales: "The Pardoner's Tale" • The Canterbury Tales: "The Wife of Bath's Tale" • Medieval Romance: Sir Gawain and the Green Knight
	Macbeth	• Act I, Scenes I–II • Act I, Scenes III–V • Act I, Scenes VI–VII • Act II, Scenes I–II • Act II, Scenes III–IV • Act III, Scenes I–III • Act III, Scenes IV–VI • Act IV, Scenes I–III • Act V, Scenes I–VIII
	The Renaissance: 1485-1660	• The Renaissance: 1485–1660: Unit Introduction • Sonnets: Wyatt and Spenser • Pastoral Poetry: Marlowe and Raleigh • Sonnets: Shakespeare • Metaphysical Poetry: Donne • Epigrams and Songs: Jonson • John Milton: Paradise Lost
	The Restoration and the Enlightenment: 1660-1798	• Lesson 1: Unit Introduction • Lesson 2: Diaries: Pepys • Lesson 3: Satire in Poetry: Pope • Lesson 4: The Satirical Essay: Swift • Lesson 5: Elegy: Gray
	The Romantic Period (1798–1832)	• Unit Introduction • Dialect: Robert Burns • Romantic Poetry: Blake • Lyric Poetry: Wordsworth • Lyric Poetry: Coleridge • Byron • Shelley • Keats

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English Language Arts: Grades 11-12	Unit Name	Lesson Name
	Frankenstein	• Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4) • Frankenstein (5) • Frankenstein (6) • Frankenstein (7) • Frankenstein (8)
	The Victorian Age (1832–1901)	• Unit Introduction • Tennyson • Robert and Elizabeth Browning • Hopkins • Arnold • Hardy
	The Modern Era (1901-Present)	• Unit Introduction: A New Era • William Butler Yeats • James Joyce • Virginia Woolf • T. S. Eliot • Dylan Thomas • Graham Greene • Owen, Brooke, Sassoon • George Orwell • Stevie Smith • Doris Lessing • Anita Desai
Production and Distribution of Writing **Writing Process**		
CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	The Anglo-Saxon Period: 449-1066	• Grendel, The Coming of Beowulf, The Battle • Grendel's Mother, The Battle with Grendel's Mother • The Battle with the Dragon, The Death of Beowulf • Language Focus: Style and Voice 449 - 1066 • Writing Workshop: Description (Final Draft)
	The Middle Ages: 1066-1485	• The Canterbury Tales: "The Wife of Bath's Tale" • Medieval Romance: Sir Gawain and the Green Knight
	Macbeth	• Act II, Scenes III–IV • The Art of Persuasion
	The Renaissance: 1485-1660	• Writing Workshop: Expository Writing (First Draft) • Writing/Language Focus: Style and Voice • Writing Workshop: Expository Writing (Final Draft)
	Writing a Research Paper	• Writing a Research Paper • Taking Notes • Organizing a Paper • Drafting the Introduction and Refining the Thesis • Drafting the Body and Conclusion • Revising for Clarity, Coherence, and Unity • Revising at the Sentence Level • Editing, Proofreading, and Publishing

Pennsylvania Core Standards (2014)	Language Arts 12 A/B	
English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
	The Restoration and the Enlightenment: 1660-1798	• Lesson 9: Writing Workshop: Creative Writing
	The Modern Era (1901-Present)	• James Joyce • Writing Workshop: Literary Analysis Rough Draft • Writing/Language Focus: Unity and Coherence • Writing Workshop: Literary Analysis Final Draft
Technology and Publication		
CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	Writing a Research Paper	• Gathering Information
Conducting Research		
CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Writing a Research Paper	• Writing a Research Paper • Gathering Information • Organizing a Paper • Drafting the Introduction and Refining the Thesis • Drafting the Body and Conclusion • Revising for Clarity, Coherence, and Unity
Credibility, Reliability, and Validity of Sources		
CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Writing a Research Paper	• Writing a Research Paper • Gathering Information • Organizing a Paper • Citations and Works Cited Page • Editing Proofreading and Publishing
Range of Writing		
CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	The Anglo-Saxon Period: 449-1066	• Unit Introduction • Writing Workshop: Description (First Draft)
	The Middle Ages: 1066-1485	• Medieval Romance: Sir Gawain and the Green Knight
	Macbeth	• Act IV, Scenes I–III
	Writing a Research Paper	• Writing a Research Paper • Editing, Proofreading, and Publishing
	The Restoration and the Enlightenment: 1660-1798	• Lesson 6: Writing Workshop: Creative Writing • Lesson 9: Writing Workshop: Creative Writing
	The Modern Era (1901-Present)	• Writing Workshop: Literary Analysis Final Draft
1.5 Speaking and Listening		
Comprehension and Collaboration		
Collaborative Discussion		
CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	Frankenstein	• Frankenstein (7) This standard is partially met in this course. It is fully met in English 11.

Pennsylvania Core Standards (2014)	Language Arts 12 A/B	
English Language Arts: Grades 11-12	**Unit Name**	**Lesson Name**
Comprehension and Collaboration **Critical Listening**		
CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	Macbeth	• History and Heroes; Witches and Warriors • Act I, Scenes I–II • Act I, Scenes III–V • Act I, Scenes VI–VII
	The Renaissance: 1485-1660	• Sonnets: Shakespeare
	Frankenstein	• Frankenstein (1) • Frankenstein (2) • Frankenstein (3) • Frankenstein (4)
Comprehension and Collaboration **Evaluating Information**		
CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Writing a Research Paper	• Writing a Research Paper • Gathering Information
Presentation of Knowledge and Ideas **Purpose, Audience, and Task**		
CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	Writing a Research Paper	• Editing, Proofreading, and Publishing
Presentation of Knowledge and Ideas **Context**		
CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.	The Anglo-Saxon Period: 449-1066	• Unit Introduction
	Writing a Research Paper	• Revising at the Sentence Level
Integration of Knowledge and Ideas **Multimedia**		
CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	Writing a Research Paper	• Writing a Research Paper • Gathering Information • Organizing a Paper • Citations and Works Cited Page
Conventions of Standard English		
CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	Incorporate and assign an activity to demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	

APPENDIX A

CURRICULUM

A.5 ALIGNMENT DOCUMENTS

b. MATHEMATICS K - 12

This document is part of Appendix A: Curriculum.

It includes alignment documents for each Mathematics core class for students in Kindergarten through Grade 12.

- Math K
- Math 1
- Math 2
- Math 3
- Math 4
- Math 5

- Math 6
- Math 7
- Algebra Readiness (Pre-Algebra)
- Algebra 1
- Algebra 2
- Geometry

Math K

Pennsylvania Core Standards Mathematics: Kindergarten	Math K A/B	
	Unit Name	Lesson Number
2.1. Numbers and Operations		
(A) Counting & Cardinality		
CC.2.1.K.A.1 Know number names and write and recite the count sequence.	One to Five	5, 6, 7, 8, 9
	Comparing and Ordering 0 to 5	5, 8, 9
	Six to Ten	1, 2, 3, 4, 6, 7, 8, 9
	Comparing and Ordering Numbers 0 to 10	1, 10
	Numbers to 100	1, 3, 5
	Decomposing Numbers 11 to 19	1
CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.	One to Five	5, 6, 7, 8
	Comparing and Ordering 0 to 5	8, 9
	Six to Ten	1, 2, 3, 4, 6, 7, 8
	Comparing and Ordering Numbers 0 to 10	9, 10
	Numbers to 100	1, 3, 5
	Decomposing Numbers 11 to 19	1
CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.	One to Five	5, 6, 8, 9
	Comparing and Ordering 0 to 5	2, 3, 4, 8, 9, 10
	Six to Ten	1, 3, 6, 9
	Comparing and Ordering Numbers 0 to 10	1, 2, 3, 4, 5, 7, 8, 9, 10, 11
	Numbers to 100	1, 2
	Understanding Subtraction	3
	Composing and Decomposing Numbers to 10	10
(B) Numbers & Operations in Base Ten		
CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.	Understanding Addition	2, 3, 6, 8
	Understanding Subtraction	2, 3, 6, 8
	Composing and Decomposing Numbers to 10	1, 2, 3, 4, 6, 7, 8, 9
	Composing Numbers 11 to 19	5
	Decomposing Numbers 11 to 19	6
(C) Numbers & Operations— Fractions		
Intentionally Blank		
2.2 Algebraic Concepts		
(A) Operations and Algebraic Thinking		
CC.2.2.K.A.1 Extend concepts of putting together and taking apart to add and subtract within 10.	Comparing and Ordering Numbers 0 to 10	4, 5, 7, 8, 9, 10
	Understanding Addition	1, 2, 3, 4, 6, 7, 8
	Understanding Subtraction	1, 2, 4, 6, 7, 8
	Composing and Decomposing Numbers to 10	2, 4, 7, 9, 10
2.3 Geometry		
(A) Geometry		
CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.	Identifying and Describing Shapes	1, 2, 3, 4, 5, 7, 8, 10
	Geometry	2, 3, 6, 7
CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.	Identifying and Describing Shapes	1, 2, 4, 7, 8, 9
	Geometry	2, 3, 5, 6, 7, 9

Pennsylvania Core Standards	Math K A/B	
Mathematics: Kindergarten	Unit Name	Lesson Number
2.4 Measurement, Data, and Probability		
(A)Measurement and Data		
CC.2.4.K.A.1	Measurement	1, 2, 3, 6, 7, 8, 9
Describe and compare attributes of length, area, weight, and capacity of everyday objects.	Identifying and Describing Shapes	10
CC.2.4.K.A.4 Classify objects and count the number of objects in each category.	One to Five	5, 6, 7, 8
	Comparing and Ordering 0 to 5	8, 9
	Six to Ten	1, 2, 3, 4, 6, 7, 8
	Numbers to 100	1, 3, 5
	Decomposing Numbers 11 to 19	1
	Measurement	1
	Identifying and Describing Shapes	7, 10
	Geometry	7

Math 1

Pennsylvania Core Standards	Math 1 A/B	
Mathematics: Grade 1	Unit Name	Lesson Number
2.1. Numbers and Operations		
(A) Counting & Cardinality		
Intentionally Blank		
(B) Numbers & Operations in Base Ten		
CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.	Addition Facts to 20: Use Strategies	1, 2
	Subtraction Facts to 20: Use Strategies	3
	Extend the Counting Sequence	2, 3, 4, 5
	Understand Place Value	1
	Compare Two-Digit Numbers	1, 2
CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.	Addition and Subtraction Problems to 10	2, 5
	Work With Addition and Subtraction Equations	6
	Understand Place Value	1, 2, 3, 4, 5
	Compare Two-Digit Numbers	1, 2, 3, 4, 5
	Use Models and Strategies to Add Tens and Ones	5, 6, 7, 8
	Use Models to Subtract Tens	1, 2, 4, 5, 6, 7
CC.2.1.1.B.3 Use place value concepts and properties of operations to add and subtract within 100.	Use Models and Strategies to Add Tens and Ones	1, 2, 4, 5, 6, 7, 8, 9
	Use Models to Subtract Tens	1, 2, 3, 4, 5, 6
(C) Numbers & Operations— Fractions		
Intentionally Blank		
2.2 Algebraic Concepts		
(A) Operations and Algebraic Thinking		
CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.	Addition and Subtraction Problems to 10	1, 2, 3, 4, 5, 6, 7, 8
	Fluently Add and Subtract within 10	1, 2, 3, 4, 5, 6, 7, 8, 9
CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.	Addition and Subtraction Problems to 10	1, 2, 4, 5, 6, 7, 8
	Fluently Add and Subtract within 10	1, 3, 4, 5, 6, 7, 8, 9
	Addition Facts to 20: Use Strategies	1, 2, 3, 4, 5, 6, 7, 8
	Subtraction Facts to 20: Use Strategies	1, 2, 3, 4, 5, 6, 7, 8
2.3 Geometry		
(A) Geometry		
CC.2.3.1.A.1 Compose and distinguish between two- and three-dimensional shapes based on their attributes.	Reason with Shapes and Their Attributes	1, 2, 3, 4, 5, 6, 7, 8
CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.	Equal Shares of Circles and Rectangles	1, 2, 3, 4
2.4 Measurement, Data, and Probability		
(A)Measurement and Data		
CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.	Measure Lengths	3, 4
CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.	Time	3
CC.2.4.1.A.4 Represent and interpret data using tables/charts	Represent and Interpret Data	1, 2, 3, 4

Math 2

Pennsylvania Core Standards	Math 2 A/B	
Mathematics: Grade 2	**Unit Name**	**Lesson Number**
2.1. Numbers and Operations		
(A) Counting & Cardinality		
Intentionally Blank		
(B) Numbers & Operations in Base Ten		
	Numbers to 1,000	1, 2, 3, 4, 5, 6, 8, 9, 10
CC.2.1.2.B.1	Add using Models and Strategies	1, 5, 6, 7
Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.	Subtract using Models and Strategies	1, 5, 6, 7
CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000.	Numbers to 1,000	1, 2, 4, 5, 6, 7
	Add within 100 Using Strategies	1, 2, 3, 4, 5, 7
	Fluently Add within 100	1, 2, 3, 4, 6
	Subtract within 100 Using Strategies	1, 2, 3, 4, 5, 6, 7
CC.2.1.2.B.3	Fluently Subtract within 100	1, 2, 3, 4, 5, 6
Use place value understanding and properties of operations to add and subtract within 1000.	Solving with Addition and Subtraction	1, 2, 3, 4
	Add using Models and Strategies	1, 2, 3, 4, 5, 6, 7
	Subtract using Models and Strategies	1, 2, 3, 4, 5, 6, 7
(C) Numbers & Operations— Fractions		
Intentionally Blank		
2.2 Algebraic Concepts		
(A) Operations and Algebraic Thinking		
	Add within 100 Using Strategies	1, 2, 3, 4, 5, 7
	Fluently Add within 100	1, 2, 3, 4, 6
	Subtract within 100 Using Strategies	1, 2, 3, 4, 5, 6, 7
CC.2.2.2.A.1	Fluently Subtract within 100	1, 2, 3, 4, 5, 6
Represent and solve problems involving addition and subtraction within 100.	Solving with Addition and Subtraction	1, 2, 3, 4
	Add using Models and Strategies	1, 2, 3, 4, 5, 6, 7
	Subtract using Models and Strategies	1, 2, 3, 4, 5, 6, 7
CC.2.2.2.A.2	Fluently Add and Subtract within 20	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Use mental strategies to add and subtract within 20.	Work with Equal Groups	2, 3
CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.	Work with Equal Groups	3
2.3 Geometry		
(A) Geometry		
CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.	Shapes and Their Attributes	3, 4
CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	Shapes and Their Attributes	6, 7, 8
2.4 Measurement, Data, and Probability		
(A)Measurement and Data		
	Measuring Length	1, 2, 3, 4, 5, 6, 7, 8

Pennsylvania Core Standards	Math 2 A/B	
Mathematics: Grade 2	Unit Name	Lesson Number
CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.	More Addition, Subtraction, and Length	1, 2, 4
	Graphs and Data	1
CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.	Work with Time and Money	3
CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.	Work with Time and Money	1, 2, 6
CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.	Graphs and Data	1, 2, 3, 4, 5
CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.	Measuring Length	7, 8
	More Addition, Subtraction, and Length	1, 2, 3

Math 3

Pennsylvania Core Standards	Math 3 A/B	
Mathematics: Grade 3	**Unit Name**	**Lesson Number**
2.1. Numbers and Operations		
(A) Counting & Cardinality		
Intentionally Blank		
(B) Numbers & Operations in Base Ten		
CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.	Strategies to Add and Subtract	1, 2, 4, 7
	Fluently Add and Subtract within 1,000	1, 2, 3, 4, 5, 6
(C) Numbers & Operations— Fractions		
CC.2.1.3.C.1 Explore and develop an understanding of fractions as numbers.	Understand Fractions as Numbers	1, 2, 3, 4, 5, 6
	Fraction Equivalence and Comparison	1, 2, 3, 4, 5, 6, 7, 8
2.2 Algebraic Concepts		
(A) Operations and Algebraic Thinking		
CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.	Whole Number Multiplication and Division	1, 2, 3, 4, 5, 6, 7
	Multiplication Facts: Use Patterns	1, 2, 3, 4, 5, 6
	Apply Properties of Multiplication	1, 2, 3, 4, 5, 6, 7
	Division Facts: Use Multiplication	1, 2, 3, 4, 5, 6, 7, 8, 9
	Fluently Multiply and Divide Within 100	1, 2, 3, 4, 5, 6, 7
	Multiply by Multiples of 10	1, 2, 3
CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.	Whole Number Multiplication and Division	1
	Division Facts: Use Multiplication	1, 2, 3, 4, 5, 7, 8, 9
	Fluently Multiply and Divide Within 100	2, 3, 5, 6, 7
CC.2.2.3.A.3 Demonstrate multiplication and division fluency.	Whole Number Multiplication and Division	1, 2, 3, 4, 5, 6, 7
	Multiplication Facts: Use Patterns	1, 2, 3, 4, 5, 6
	Apply Properties of Multiplication	1, 2, 3, 4, 5, 6, 7
	Division Facts: Use Multiplication	1, 2, 3, 4, 5, 6, 7, 8, 9
	Fluently Multiply and Divide Within 100	1, 2, 3, 4, 5, 6, 7
	Multiply by Multiples of 10	1, 2, 3
CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.	Whole Number Multiplication and Division	1, 2, 3, 4, 5, 6, 7
	Multiplication Facts: Use Patterns	1, 2, 3, 4, 5, 6
	Apply Properties of Multiplication	1, 2, 3, 4, 5, 6, 7
	Division Facts: Use Multiplication	1, 2, 3, 4, 5, 6, 7, 8, 9
	Fluently Multiply and Divide Within 100	1, 2, 3, 4, 5, 6, 7
	Multiply by Multiples of 10	1, 2, 3
	Strategies to Add and Subtract	1, 2, 4, 5, 6
	Fluently Add and Subtract within 1,000	1, 2, 3, 4, 5, 6
	Solve Problems with Whole Numbers	1, 2, 3, 4
2.3 Geometry		
(A) Geometry		

Pennsylvania Core Standards	Math 3 A/B	
Mathematics: Grade 3	**Unit Name**	**Lesson Number**
CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes.	Attributes of Two-Dimensional Shapes	1, 2, 3, 4
CC.2.3.3.A.2	Understand Fractions as Numbers	1, 2, 3, 4, 5, 6
Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.	Fraction Equivalence and Comparison	1, 2, 3, 4, 5, 6, 7, 8
2.4 Measurement, Data, and Probability		
(A)Measurement and Data		
CC.2.4.3.A.1	Represent and Interpret Data	1
Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.	Time, Mass, Capacity	4, 5, 6, 7, 8
CC.2.4.3.A.2 Tell and write time to the nearest minute and solve problems by calculating time intervals.	Time, Mass, Capacity	1, 2, 3, 8
CC.2.4.3.A.3	Solve Problems with Whole Numbers	1, 2, 3, 4
Solve problems and make change involving money using a combination of coins and bills.	Represent and Interpret Data	6
CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	Represent and Interpret Data	1, 2, 3, 4, 5
	Whole Number Multiplication and Division	1, 3
CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.	Multiplication Facts: Use Patterns	5, 6
	Apply Properties of Multiplication	2, 3, 4, 5, 6
	Division Facts: Use Multiplication	1, 2, 3, 4, 9
	Connect Area to Multiplication and Addition	4, 5, 6, 7
CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.	Solve Perimeter Problems	1, 2, 3, 4, 5

Math 4

Pennsylvania Core Standards Mathematics: Grade 4	Math 4 A/B	
	Unit Name	Lesson Number
2.1. Numbers and Operations		
(A) Counting & Cardinality		
Intentionally Blank		
(B) Numbers & Operations in Base Ten		
	Generalize Place Value Understanding	1, 2, 3, 4, 5
CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.	Fluently Add and Subtract Multi-Digit Numbers	1, 4
	Multiply by 1-Digit Numbers	1, 4, 6, 7, 8, 9
	Multiply by 2-Digit Numbers	5, 7, 8
	Divide by 1-Digit Numbers	1, 3, 5, 7, 9
	Understand and Compare Decimals	2, 5
CC.2.1.4.B.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.	Fluently Add and Subtract Multi-Digit Numbers	1, 3, 4, 5, 6
	Multiply by 1-Digit Numbers	1
	Multiply by 2-Digit Numbers	1, 3, 4, 5, 6, 7, 8, 9, 10
(C) Numbers & Operations— Fractions		
CC.2.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering.	Fraction Equivalence and Ordering	1, 2, 3, 4, 5, 6
	Addition and Subtraction of Fractions	7, 8
CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Addition and Subtraction of Fractions	2, 9, 10
	Multiplication Concepts with Fractions	1
CC.2.1.4.C.3 Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g, 19/100).	Understand and Compare Decimals	1, 3
2.2 Algebraic Concepts		
(A) Operations and Algebraic Thinking		
	Fluently Add and Subtract Multi-Digit Numbers	1, 3, 4, 5, 6
	Multiply by 1-Digit Numbers	1, 2, 3, 4, 6, 7, 8, 9
CC.2.2.4.A.1 Represent and solve problems involving the four operations.	Multiply by 2-Digit Numbers	1, 3, 4, 5, 6, 7, 8, 9
	Divide by 1-Digit Numbers	1, 2, 3, 4, 5, 6, 7, 8, 9
	Solve Problems with Whole Numbers	1, 2, 3, 4
	Factors and Multiples	2, 4, 5
	Angles and Angle Measurement	5
CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.	Factors and Multiples	1, 2, 3, 4, 5
CC.2.2.4.A.4 Generate and analyze patterns using one rule.	Algebra: Generate and Analyze Patterns	2, 4
2.3 Geometry		
(A) Geometry		
CC.2.3.4.A.1 Draw lines and angles and identify these in two-dimensional figures.	Angles and Angle Measurement	4, 5
CC.2.3.4.A.2 Classify two-dimensional figures by properties of their lines and angles.	Lines, Angles, and Shapes	2, 3, 6
CC.2.3.4.A.3 Recognize symmetric shapes and draw lines of symmetry.	Lines, Angles, and Shapes	4, 5

Pennsylvania Core Standards		Math 4 A/B	
Mathematics: Grade 4		Unit Name	Lesson Number
2.4 Measurement, Data, and Probability			
(A)Measurement and Data			
CC.2.4.4.A.1 Solve problems involving measurement and conversions from a larger unit to a smaller unit.		Find Equivalence in Units of Measure	1, 2, 3, 4, 5
CC.2.4.4.A.2 Translate information from one type of data display to another.		Show and Interpret Data on Line Plots	3: Extend the lesson to translate information from one data display to another.
CC.2.4.4.A.4 Represent and interpret data involving fractions using information provided in a line plot.		Show and Interpret Data on Line Plots	1, 2, 3, 4
CC.2.4.4.A.6 Measure angles and use properties of adjacent angles to solve problems.		Angles and Angle Measurement	2, 3, 4, 5, 6

Math 5

Pennsylvania Core Standards Mathematics: Grade 5	Math 5 A/B	
	Unit Name	Lesson Number
2.1. Numbers and Operations		
(A) Counting & Cardinality		
Intentionally Blank		
(B) Numbers & Operations in Base Ten		
CC.2.1.5.B.1 Apply place value to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	Understand Place Value	1, 2, 3, 4, 5, 6, 7
	Add and Subtract Decimals to Hundredths	2
	Multiply Multi-Digit Whole Numbers	2, 4
	Strategies to Multiply Decimals	1, 2, 3, 7, 8, 9
	Strategies to Divide Whole Numbers	1, 2, 3
	Strategies to Divide Decimals	1, 2, 3, 4, 5, 6
CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.	Add and Subtract Decimals to Hundredths	1, 3, 4, 5, 6
	Strategies to Multiply Decimals	1, 2, 3, 4, 5, 6, 7, 8
	Strategies to Divide Decimals	1, 2, 3, 4, 5, 6, 7
(C) Numbers & Operations— Fractions		
CC.2.1.5.C.1 Use the understanding of equivalency to add and subtract fractions.	Add and Subtract Fractions	3, 4, 5, 7, 8, 9, 10
CC.2.1.5.C.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Multiply Fractions	1, 2, 3, 4, 6, 7
	Divide Fractions	2, 3, 4, 5, 6, 7, 8
2.2 Algebraic Concepts		
(A) Operations and Algebraic Thinking		
CC.2.2.5.A.1 Interpret and evaluate numerical expressions using order of operations.	Algebra: Numerical Expressions	1, 2, 5
CC.2.2.5.A.4 Analyze patterns and relationships using two rules.	Understand Place Value	7
	Multiply Multi-Digit Whole Numbers	1
	Strategies to Multiply Decimals	1
	Strategies to Divide Whole Numbers	1, 2
	Strategies to Divide Decimals	1, 6
	Graph Points on the Coordinate Plane	3, 4
	Algebra: Patterns and Relationships	1, 2, 3, 4
2.3 Geometry		
(A) Geometry		
CC.2.3.5.A.1 Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.	Graph Points on the Coordinate Plane	1, 2, 3, 4
	Algebra: Patterns and Relationships	3, 4
CC.2.3.5.A.2 Classify two-dimensional figures into categories based on an understanding of their properties.	Classify Two-Dimensional Figures	1, 2, 3, 4
2.4 Measurement, Data, and Probability		
(A) Measurement and Data		
CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.	Convert Measurements	1, 2, 3, 4, 5, 6, 7, 8

| Pennsylvania Core Standards | Math 5 A/B | |
Mathematics: Grade 5	Unit Name	Lesson Number
CC.2.4.5.A.2 Represent and interpret data using appropriate scale.	Represent and Interpret Data	1, 2, 3: Extend lesson 3 to represent and interpret data using appropriate scale.
CC.2.4.5.A.4 Solve problems involving computation of fractions using information provided in a line plot.	Represent and Interpret Data	1, 2, 3, 4
CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.	Understand Volume Concepts	1, 2, 3, 4, 5, 6

Math 6

Pennsylvania Core Standards (2014) Mathematics: Grade 6	Math 6 A/B	
	Unit Name	**Lesson Name**
2.1. Numbers and Operations		
(D) Ratios & Proportional Relationships		
CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems.	Ratios, Proportions, and Percents	• Ratios and Equivalent Ratios • Understanding and Using Unit Rates • Proportions • Scale Drawings • Putting It All Together:Ratios, Rates, Proportions
(E) The Number System		
CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Multiplying and Dividing Fractions	• Multiplying a Whole Number and a Fraction • Multiplying Two or More Fractions • Multiplication with Mixed Numbers • Multiplication of Fractions Review • Division with Fractions • Division with Mixed Numbers • Solving Equations with Fractions
CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers.	Whole Numbers and Decimals	• Order of Operations in Numerical Expressions • Problem Solving: The Four-Step Plan
	Patterns and Variables	• Algebraic Expressions • What Are Equations? • Problem Solving and Equations
CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples.	Number Theory and Fractions	• Divisibility and Mental Math • Prime Time • Greatest Common Factor • Multiples
CC.2.1.6.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.	Whole Numbers and Decimals	• Identifying the Value of Whole Numbers • Whole Number Estimation • Identifying the Value of Decimals • Comparing and Ordering Decimals
	Number Theory and Fractions	• Equivalent Fractions • Fractions Greater Than 1 • Comparing and Ordering Fractions • Fractions and Decimals
	Ratios, Proportions, and Percents	• Writing Percents, Fractions, and Decimals • What Is the Percent of that Number? • Using Percents in Everyday Life
	Integers	• What Is an Integer? • Comparing and Ordering Integers

Pennsylvania Core Standards (2014)	Math 6 A/B	
Mathematics: Grade 6	**Unit Name**	**Lesson Name**
2.2 Algebraic Concepts		
(B) Expressions and Equations		
CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.	Whole Numbers and Decimals	• Computing with Whole Numbers • Properties of Addition and Multiplication • Order of Operations in Numerical Expressions • Decimal Addition and Subtraction • Decimal Multiplication • Multiplying and Dividing Decimals by Powers of Ten • Decimal Division
	Patterns and Variables	• Patterns, Rules, and Numerical Expressions • What Is an Exponent? • Scientific Notation • Algebraic Expressions • From Words to Algebraic Expressions
	Number Theory and Fractions	• Writing Expressions that Are Equivalent
	Adding and Subtracting Fractions	• Estimating Fractions/Mixed Numbers • Add and Subtract Fractions with Like Denominators • Addition of Fractions with Unlike Denominators • Subtraction of Fractions with Unlike Denominators • Addition with Mixed Numbers • Subtraction with Mixed Numbers • Solving Equations with Fractions • Elapsed Time
	Integers	• Addition of Integers • Subtraction of Integers • Multiplication of Integers • Division of Integers • Applications of Integers
	Graphing, Equations, and Inequalities	• Finding Distances on the Coordinate Plane
CC.2.2.6.B.2 Understand the process of solving a one-variable equation or inequality and apply it to real-world and mathematical problems.	Patterns and Variables	• What Are Equations? • Equations with Addition • Equations with Subtraction • Equations with Multiplication and Division • Distributive Property • Problem Solving and Equations
	Integers	• Solving Equations with Integers
	Graphing, Equations, and Inequalities	• Solving Equations with Two Steps • Writing and Graphing Inequalities • Solving One-Step Inequalities
CC.2.2.6.B.3 Represent and analyze quantitative relationships between dependent and independent variables.	Graphing, Equations, and Inequalities	• Independent and Dependent Variables
(C) Functions		
Intentionally Blank		

| Pennsylvania Core Standards (2014) | Math 6 A/B | |
Mathematics: Grade 6	Unit Name	Lesson Name
2.3 Geometry		
A) Geometry		
CC.2.3.6.A.1 Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.	Geometry and Measurement	• Areas of Parallelograms, Trapezoids, and Triangles • Finding the Area of Composite Figures • Area of a Circle • Prisms and Surface Area • Rectangular Prisms and Volume
2.4 Measurement, Data, and Probability		
(B) Statistics and Probability		
CC.2.4.6.B.1 Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.	Data and Graphs	• Mean and Outliers • Median and Mode • Tables and Plots • Bar Graphs and Line Graphs • Histograms • Shape and Variability of Data • Stem-and-Leaf Plots • Misleading Graphs and Statistics • Statistical Questions

Math 7

Pennsylvania Core Standards (2014)	Math 7 A/B	
Mathematics: Grade 7	**Unit Name**	**Lesson Name**
2.1. Numbers and Operations		
(D) Ratios & Proportional Relationships		
CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.	Ratios, Rates, and Proportions	• Ratios • Unit Rates and Proportional Reasoning • Unit Rates and Ratios of Fractions • Using Conversion Factors • Proportions • Solving Proportions • Similar Figures • Maps and Scale Drawings
(E) The Number System		
CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers.	Decimals and Integers	• Adding and Subtracting Decimals • Multiplying Decimals • Dividing Decimals • Comparing and Ordering Integers • Adding Integers • Subtracting Integers • Multiplying and Dividing Integers • Mean, Median, Mode, and Range • Box-and-Whisker Plots
	Exponents, Factors, and Fractions	• Exponents and Order of Operations • Divisibility Tests • Prime Factorization • Simplifying Fractions • Comparing and Ordering Fractions • Mixed Numbers and Improper Fractions • Fractions and Decimals • Rational Numbers • Scientific Notation
	Operations with Fractions and Rational Numbers	• Estimating With Fractions and Mixed Numbers • Adding and Subtracting Fractions • Adding and Subtracting Mixed Numbers • Adding and Subtracting Rational Numbers • Multiplying Fractions and Mixed Numbers • Multiplication of Rational Numbers • Dividing Fractions and Mixed Numbers • Division of Rational Numbers • Changing Units in the Customary System • Changing Units in the Metric System
2.2 Algebraic Concepts		
(B) Expressions and Equations		
CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions.	Equations and Inequalities	• Simplifying Expressions
Intentionally Blank		
	Decimals and Integers	• Mean, Median, Mode, and Range • Box-and-Whisker Plots

Pennsylvania Core Standards (2014) Mathematics: Grade 7	Math 7 A/B	
	Unit Name	Lesson Name
CC.2.2.7.B.3 Model and solve realworld and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	Graphing in the Coordinate Plane	• Graphing Points in Four Quadrants • Graphing Linear Equations • Finding the Slope of a Line • Graphs and Proportional Relationships • Constant of Proportionality • Graphing Nonlinear Relationships • Translations • Line Symmetry and Reflections • Exploring Tessellations • Rotational Symmetry and Rotations
	Equations and Inequalities	• Using Number Sense to Solve Equations • Solving One-Step Equations by Adding/Subtracting • Solving One-Step Equations by Multiplying/Dividing • Exploring Two-Step Problems • Solving Two-Step Equations • Solving Equations of the Form p(x + q) = r • Graphing and Writing Inequalities • Solving Inequalities by Adding and Subtracting • Solving Inequalities by Multiplying or Dividing • Solving Two-Step Inequalities
	Percents	• Understanding Percents • Percents, Fractions, and Decimals • Percents Greater Than 100% or Less than 1% • Finding a Percent of a Number • Solving Percent Problems Using Proportions • Solving Percent Problems Using Equations • Applications of Percent • Finding Percent of Change
(C) Functions		
Intentionally Blank		
2.3 Geometry		
A) Geometry		
CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.	Geometry	• Identifying and Classifying Angles: 1 • Identifying and Classifying Angles: 2 • Classifying Triangles • Classifying Quadrilaterals • Congruent Figures
	Measurement	• Area and Perimeter of Parallelograms • Area and Perimeter of Triangles • Area of Trapezoids and Other Figures • Circumference and Area of a Circle • Surface Area of Prisms and Cylinders • Volume of Prisms and Cylinders

| Pennsylvania Core Standards (2014) | Math 7 A/B | |
Mathematics: Grade 7	Unit Name	Lesson Name
CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationships between them.	Geometry	• Lines and Planes • Identifying and Classifying Angles: 1 • Identifying and Classifying Angles: 2 • Classifying Triangles • Drawing Triangles • Classifying Polygons • Classifying Quadrilaterals • Congruent Figures • Circles
2.4 Measurement, Data, and Probability		
(B) Statistics and Probability		
CC.2.4.7.B.1 Draw inferences about populations based on random sampling concepts.	Displaying and Analyzing Data	• Reporting Frequency • Stem-and-Leaf Plots • Choosing the Best Data Display • Data Variability • Random Samples and Surveys • Estimating Population Size • Using Data to Persuade • Exploring Scatter Plots
CC.2.4.7.B.2 Draw informal comparative inferences about two populations.	Displaying and Analyzing Data	• Stem-and-Leaf Plots • Data Variability • Using Data to Persuade
CC.2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability models.	Using Probability	• Probability • Experimental Probability • Sample Spaces • Compound Events • Simulating Compound Events • Permutations • Combinations

Algebra Readiness (Pre-Algebra)

Pennsylvania Core Standards (2014) Mathematics: Grade 8	Algebra Readiness (Pre-Algebra) A/B	
	Unit Name	Lesson Name
2.1. Numbers and Operations		
(D) Ratios & Proportional Relationships		
Intentionally Blank		
(E) The Number System		
CC.2.1.8.E.1 Distinguish between rational and irrational numbers using their properties.	Rational Numbers	• Rational and Irrational Numbers
	Real Numbers and the Coordinate Plane	• Real Numbers
Intentionally Blank		
Intentionally Blank		
CC.2.1.8.E.4 Estimate irrational numbers by comparing them to rational numbers.	Real Numbers and the Coordinate Plane	• Estimating Irrationals
2.2 Algebraic Concepts		
(B) Expressions and Equations		
CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions.	Integers and Algebraic Expressions	• Order of Operations
	Rational Numbers	• Exponent Basics • Properties of Exponents • Scientific Notation Basics • Scientific Notation Comparison • Operations and Applications of Scientific Notation
	Real Numbers and the Coordinate Plane	• Squares and Square Roots • Real Numbers • Estimating Irrationals • Roots as Solutions to Equations, Cube Roots • Pythagorean Theorem • Converse of Pythagorean Theorem • Coordinate Plane
	Equations and Inequalities	• Simplifying Algebraic Expressions
	Polynomials and Properties of Exponents	• Polynomials • Adding and Subtracting Polynomials • Exponents and Multiplication • Multiplying Polynomials • Exponents and Division
CC.2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.	Functions	• Understanding Slope • Slope and Similar Triangles • Graphing Linear Functions • Graphing Proportional Relationships • Writing Rules for Linear Functions • Comparing Functions
CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations.	Functions	• Functions • Graphing Linear Functions • Graphing Proportional Relationships • Writing Rules for Linear Functions • Solving Systems of Equations

| Pennsylvania Core Standards (2014) | Algebra Readiness (Pre-Algebra) A/B | |
Mathematics: Grade 8	Unit Name	Lesson Name
(C) Functions		
CC.2.2.8.C.1 Define, evaluate, and compare functions.	Functions	• Functions • Understanding Slope • Slope and Similar Triangles • Graphing Linear Functions • Graphing Proportional Relationships • Writing Rules for Linear Functions • Solving Systems of Equations • Nonlinear Functions • Comparing Functions
CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.	Functions	• Understanding Slope • Graphing Proportional Relationships • Writing Rules for Linear Functions • Comparing Functions
2.3 Geometry		
A) Geometry		
CC.2.3.8.A.1 Apply the concepts of volume of cylinders, cones, and spheres to solve realworld and mathematical problems.	Measurement	• Volumes of Prisms and Cylinders • Volumes of Pyramids and Cones • Spheres
CC.2.3.8.A.2 Understand and apply congruence, similarity, and geometric transformations using various tools.	Geometry	• Geometric Constructions
CC.2.3.8.A.3 Understand and apply the Pythagorean Theorem to solve problems.	Real Numbers and the Coordinate Plane	• Pythagorean Theorem • Converse of Pythagorean Theorem • Coordinate Plane
	Measurement	• Using Pythagorean Theorem with 3-D Figures
2.4 Measurement, Data, and Probability		
(B) Statistics and Probability		
CC.2.4.8.B.1 Analyze and/or interpret bivariate data displayed in multiple representations.	Using Graphs to Analyze Data	• Bivariate Data • Modeling Data with Lines • Choosing the Right Graph
CC.2.4.8.B.2 Understand that patterns of association can be seen in bivariate data utilizing frequencies.	Using Graphs to Analyze Data	• Relative Frequency

Algebra 1

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 1 A/B	
	Unit Name	**Lesson Name**
2.1. Numbers and Operations		
(F) Number and Quantity		
CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.	Exponents and Exponential Functions	• Zero and Negative Exponents • Scientific Notation • Multiplying Powers with the Same Base • More Multiplication Properties of Exponents • Division Properties of Exponents • Exponential Functions • Exponential Growth and Decay
CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.	Rational Expressions and Functions	• Simplifying Rational Expressions • Multiplying and Dividing Rational Expressions • Dividing Polynomials • Adding and Subtracting Rational Expressions • Solving Rational Equations
CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.	Solving Equations	• Solving Multi-Step Equations • Solving Equations with Variables on Both Sides • Literal Equations and Formulas
	Introduction to Functions	• Graphing a Function Rule
	Radical Expressions and Data Analysis	• Frequency and Histograms
CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.	Solving Equations	• Solving Multi-Step Equations • Solving Equations with Variables on Both Sides • Literal Equations and Formulas
	Solving Inequalities	• Solving Multi-Step Inequalities • Working with Sets • Compound Inequalities • Absolute Value Equations and Inequalities • Unions and Intersections of Sets
CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Exponents and Exponential Functions	• Scientific Notation
	Radical Expressions and Data Analysis	• Simplifying Radicals • Operations with Radical Expressions
CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.	Foundational Concepts	• Variables and Expressions • Order of Operations and Evaluating Expressions • Real Numbers and the Number Line • Properties of Real Numbers • Adding and Subtracting Real Numbers • Multiplying and Dividing Real Numbers • The Distributive Property
CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.	Polynomials and Factoring	• Adding and Subtracting Polynomials • Multiplying and Factoring Polynomials • Multiplying Binomials • Multiplying Special Cases
	Rational Expressions and Functions	• Dividing Polynomials

Pennsylvania Core Standards (2014)	Algebra 1 A/B	
Mathematics: High School	**Unit Name**	**Lesson Name**
2.2 Algebraic Concepts		
(C) Functions		
CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context.	Introduction to Functions	• Formalizing Relations and Functions • Sequences and Functions
CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.	Introduction to Functions	• Using Graphs to Relate Two Quantities • Patterns and Linear Functions • Patterns and Nonlinear Functions • Graphing a Function Rule • Writing a Function Rule • Formalizing Relations and Functions • Sequences and Functions
	Linear Functions	• Direct Variation • Slope-Intercept Form • Standard Form • Graphing Absolute Value Functions
	Exponents and Exponential Functions	• Exponential Functions • Exponential Growth and Decay
	Radical Expressions and Data Analysis	• Graphing Square Root Functions
	Rational Expressions and Functions	• Inverse Variation
	Quadratic Functions and Equations	• Quadratic Graphs and Their Properties • Quadratic Functions • Solving Quadratic Equations
CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.	Solving Equations	• Introduction to Equations • Patterns, Equations, and Graphs • Literal Equations and Formulas
	Introduction to Functions	• Writing a Function Rule • Sequences and Functions
	Linear Functions	• Direct Variation • Slope-Intercept Form • Point-Slope Form • Standard Form • Parallel and Perpendicular Lines
CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.	Introduction to Functions	• Formalizing Relations and Functions
	Linear Functions	• Graphing Absolute Value Functions
CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems.	Quadratic Functions and Equations	• Linear, Quadratic, and Exponential Models • Systems of Linear and Quadratic Equations
CC.2.2.HS.C.6 Interpret functions in terms of the situations they model.	Exponents and Exponential Functions	•Exponential Growth and Decay
	Quadratic Functions and Equations	• Linear, Quadratic, and Exponential Models • Systems of Linear and Quadratic Equations
CC.2.2.HS.C.7 Apply radian measure of an angle and the unit circle to analyze the trigonometric functions.	This standard is fully met in Algebra 2.	
CC.2.2.HS.C.8 Choose trigonometric functions to model periodic phenomena and describe the properties of the graphs.	This standard is fully met in Algebra 2.	
CC.2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.	This standard is fully met in Geometry.	
(D) Algebra		

Pennsylvania Core Standards (2014)	Algebra 1 A/B	
Mathematics: High School	Unit Name	Lesson Name
CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context.	Foundational Concepts	• Variables and Expressions
	Quadratic Functions and Equations	• The Quadratic Formula and the Discriminant
CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.	Foundational Concepts	• Order of Operations and Evaluating Expressions • The Distributive Property
	Solving Equations	• Solving Equations with Variables on Both Sides
	Exponents and Exponential Functions	• Zero and Negative Exponents
	Radical Expressions and Data Analysis	• Simplifying Radicals • Operations with Radical Expressions
	Rational Expressions and Functions	• Simplifying Rational Expressions
CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials.	Polynomials and Factoring	• Adding and Subtracting Polynomials • Multiplying and Factoring Polynomials • Multiplying Binomials • Multiplying Special Cases • Factoring $x^2 + bx + c$ • Factoring $ax^2 + bx + c$ •Factoring Special Cases
CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs.	Polynomials and Factoring	• Factoring $x^2 + bx + c$ • Factoring $ax^2 + bx + c$ •Factoring Special Cases
	Quadratic Functions and Equations	• Quadratic Graphs and Their Properties • Quadratic Functions • Solving Quadratic Equations • Factoring to Solve Quadratic Equations • Systems of Linear and Quadratic Equations
CC.2.2.HS.D.5 Use polynomial identities to solve problems.	Polynomials and Factoring	• Adding and Subtracting Polynomials • Multiplying and Factoring Polynomials • Multiplying Binomials • Multiplying Special Cases • Factoring $x^2 + bx + c$ • Factoring $ax^2 + bx + c$ •Factoring Special Cases
CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	Foundational Concepts	• Order of Operations and Evaluating Expressions • The Distributive Property

Pennsylvania Core Standards (2014)	Algebra 1 A/B	
Mathematics: High School	Unit Name	Lesson Name
CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.	Solving Inequalities	• Graphing Inequalities • Solving Inequalities Using Addition or Subtraction • Solving Inequalities Using Multiplication/Division • Compound Inequalities
	Introduction to Functions	• Using Graphs to Relate Two Quantities • Patterns and Linear Functions • Patterns and Nonlinear Functions • Graphing a Function Rule • Writing a Function Rule • Formalizing Relations and Functions • Sequences and Functions
	Linear Functions	• Direct Variation • Slope-Intercept Form • Standard Form • Graphing Absolute Value Functions
	Exponents and Exponential Functions	• Exponential Functions • Exponential Growth and Decay
	Radical Expressions and Data Analysis	• Graphing Square Root Functions
	Rational Expressions and Functions	• Inverse Variation
	Quadratic Functions and Equations	• Quadratic Graphs and Their Properties • Quadratic Functions • Solving Quadratic Equations
CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.	Solving Equations	• Solving One-Step Equations • Solving Two-Step Equations • Solving Multi-Step Equations • Solving Equations with Variables on Both Sides • Literal Equations and Formulas
	Systems of Equations and Inequalities	• Solving Systems Using Substitution • Solving Systems Using Elimination • Applications of Linear Systems
	Exponents and Exponential Functions	• Exponential Functions
	Rational Expressions and Functions	• Solving Rational Equations
	Quadratic Functions and Equations	• Solving Quadratic Equations • Factoring to Solve Quadratic Equations • Completing the Square • Systems of Linear and Quadratic Equations
CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.	Solving Equations	• Introduction to Equations • Solving One-Step Equations • Solving Two-Step Equations • Solving Multi-Step Equations • Solving Equations with Variables on Both Sides • Literal Equations and Formulas
	Systems of Equations and Inequalities	• Applications of Linear Systems

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 1 A/B	
	Unit Name	Lesson Name
CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Solving Equations	• Introduction to Equations • Patterns, Equations, and Graphs • Solving One-Step Equations • Solving Two-Step Equations • Solving Multi-Step Equations • Solving Equations with Variables on Both Sides • Literal Equations and Formulas
	Solving Inequalities	• Graphing Inequalities • Solving Inequalities Using Addition or Subtraction • Solving Inequalities Using Multiplication/Division • Solving Multi-Step Inequalities • Compound Inequalities • Absolute Value Equations and Inequalities
	Introduction to Functions	• Using Graphs to Relate Two Quantities • Patterns and Linear Functions • Patterns and Nonlinear Functions • Graphing a Function Rule • Writing a Function Rule • Formalizing Relations and Functions • Sequences and Functions
	Linear Functions	• Direct Variation • Slope-Intercept Form • Standard Form • Parallel and Perpendicular Lines • Graphing Absolute Value Functions
	Systems of Equations and Inequalities	• Solving Systems by Graphing • Solving Systems Using Substitution • Solving Systems Using Elimination • Applications of Linear Systems • Linear Inequalities • Systems of Linear Inequalities
	Exponents and Exponential Functions	• Exponential Functions • Exponential Growth and Decay
	Radical Expressions and Data Analysis	• Graphing Square Root Functions
	Rational Expressions and Functions	• Solving Rational Equations • Inverse Variation
	Quadratic Functions and Equations	• Quadratic Graphs and Their Properties • Quadratic Functions • Solving Quadratic Equations • Factoring to Solve Quadratic Equations • Completing the Square • The Quadratic Formula and the Discriminant • Linear, Quadratic, and Exponential Models • Systems of Linear and Quadratic Equations

Pennsylvania Core Standards (2014)	Algebra 1 A/B	
Mathematics: High School	Unit Name	Lesson Name
2.3 Geometry		
A) Geometry		
CC.2.3.HS A.1 Use geometric figures and their properties to represent transformations in the plane.	This standard is fully met in Geometry.	
CC.2.3.HS A.2 Apply rigid transformations to determine and explain congruence.	This standard is fully met in Geometry.	
CC.2.3.HS A.3 Verify and apply geometric theorems as they relate to geometric figures.	This standard is fully met in Geometry.	
CC.2.3.HS A.4 Apply the concept of congruence to create geometric constructions.	This standard is fully met in Geometry.	
CC.2.3.HS A.5 Create justifications based on transformations to establish similarity of plane figures.	This standard is fully met in Geometry.	
CC.2.3.HS A.6 Verify and apply theorems involving similarity as they relate to plane figures.	This standard is fully met in Geometry.	
CC.2.3.HS A.7 Apply trigonometric ratios to solve problems involving right triangles.	This standard is fully met in Geometry.	
CC.2.3.HS A.8 Apply geometric theorems to verify properties of circles.	This standard is fully met in Geometry.	
CC.2.3.HS A.9 Extend the concept of similarity to determine arc lengths and areas of sectors of circles.	This standard is fully met in Geometry.	
CC.2.3.HS A.10 Translate between the geometric description and the equation for a conic section.	This standard is fully met in Geometry and Algebra 2.	
CC.2.3.HS A.11 Apply coordinate geometry to prove simple geometric theorems algebraically.	This standard is fully met in Geometry.	
CC.2.3.HS A.12 Explain volume formulas and use them to solve problems.	This standard is fully met in Geometry.	
CC.2.3.HS A.13 Analyze relationships between two-dimensional and three-dimensional objects.	This standard is fully met in Geometry.	
CC.2.3.HS A.14 Apply geometric concepts to model and solve real world problems.	This standard is fully met in Geometry.	

Pennsylvania Core Standards (2014)	Algebra 1 A/B	
Mathematics: High School	**Unit Name**	**Lesson Name**
2.4 Measurement, Data, and Probability		
(B) Statistics and Probability		
CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.	Radical Expressions and Data Analysis	• Frequency and Histograms • Measures of Central Tendency and Dispersion • Box-and-Whisker Plots
CC.2.4.HS.B 2 Summarize, represent, and interpret data on two categorical and quantitative variables.	Linear Functions	• Scatter Plots and Regression Lines
	Radical Expressions and Data Analysis	• Frequency and Histograms
	Quadratic Functions and Equations	• Linear, Quadratic, and Exponential Models
CC.2.4.HS.B 3 Analyze linear models to make interpretations based on the data.	Linear Functions	• Scatter Plots and Regression Lines
CC.2.4.HS.B.4 Recognize and evaluate random processes underlying statistical experiments.	This standard is fully met in Algebra 2.	
CC.2.4.HS.B 5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.	Radical Expressions and Data Analysis	• Frequency and Histograms • Measures of Central Tendency and Dispersion • Box-and-Whisker Plots
CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.	This standard is fully met in Algebra 2.	
CC.2.4.HS.B.7 Apply the rules of probability to compute probabilities of compound events in a uniform probability model.	This standard is fully met in Algebra 2.	

Algebra 2

Pennsylvania Core Standards (2014)	Algebra 2 A/B	
Mathematics: High School	Unit Name	Lesson Name
2.1. Numbers and Operations		
(F) Number and Quantity		
CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.	Exponential and Logarithmic Functions	• Exploring Exponential Models • Properties of Exponential Functions • Exponential and Logarithmic Equations
	Radical Functions and Rational Exponents	• Rational Exponents
CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.	Linear Systems	• Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.	Linear Systems	• Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
	Polynomials and Polynomial Functions	• Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations • Dividing Polynomials • Theorems About Roots of Polynomial Equations • The Fundamental Theorem of Algebra • The Binomial Theorem • The Polynomial Models in the Real World • Transforming Polynomial Functions
	Exponential and Logarithmic Functions	• Exploring Exponential Models • Properties of Exponential Functions • Logarithmic Functions as Inverses • Properties of Logarithms • Exponential and Logarithmic Equations • Natural Logarithms
	Probability and Statistics	• Analyzing Data
	This standard is partially met in this course. It is fully met in Algebra 1.	

| Pennsylvania Core Standards (2014) | Algebra 2 A/B | |
Mathematics: High School	Unit Name	Lesson Name
CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.	Linear Systems	• Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
	Polynomials and Polynomial Functions	• Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations • Dividing Polynomials • Theorems About Roots of Polynomial Equations • The Fundamental Theorem of Algebra • The Binomial Theorem • The Polynomial Models in the Real World • Transforming Polynomial Functions
	Exponential and Logarithmic Functions	• Exploring Exponential Models • Properties of Exponential Functions • Logarithmic Functions as Inverses • Properties of Logarithms • Exponential and Logarithmic Equations • Natural Logarithms
CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Exponential and Logarithmic Functions	• Exploring Exponential Models • Properties of Exponential Functions • Exponential and Logarithmic Equations
	Radical Functions and Rational Exponents	• Solving Square Root and Other Radical Equations
	Periodic Functions and Trigonometry	• Angles and the Unit Circle • Radian Measure • Solving Trigonometric Equations Using Inverses
	Probability and Statistics	• Analyzing Data • Standard Deviation • Binomial Distributions • Normal Distributions

Pennsylvania Core Standards (2014)	Algebra 2 A/B	
Mathematics: High School	**Unit Name**	**Lesson Name**
CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.	Quadratic Functions and Equations	• Complex Numbers • Quadratic Systems
CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.	Quadratic Functions and Equations	• Complex Numbers • Quadratic Systems
2.2 Algebraic Concepts		
(C) Functions		
CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context.	Expressions, Equations, and Inequalities	• Patterns and Expressions
	Functions, Equations, and Graphs	• Linear Functions and Slope Intercept • More About Linear Equations
	Linear Systems	• Solving Systems Using Tables and Graphs
	Quadratic Functions and Equations	• Quadratic Functions and Transformations • Standard Form of a Quadratic Function • Modeling with Quadratic Functions • Quadratic Equations • Quadratic Systems
	Polynomials and Polynomial Functions	• Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations
	Exponential and Logarithmic Functions	• Properties of Exponential Functions • Logarithmic Functions as Inverses
	Radical Functions and Rational Exponents	• Roots and Radical Expressions • Graphing Radical Functions
	Sequences and Series	• Mathematical Patterns • Arithmetic Sequences • Geometric Sequences • Arithmetic Series • Geometric Series

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.	Functions, Equations, and Graphs	• Relations and Functions • Direct Variation • Linear Functions and Slope Intercept • More About Linear Equations • Families of Functions • Two-Variable Inequalities
	Linear Systems	• Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
	Quadratic Functions and Equations	• Quadratic Functions and Transformations • Standard Form of a Quadratic Function • Modeling with Quadratic Functions • Factoring Quadratic Expressions • Quadratic Equations • The Quadratic Formula • Complex Numbers • Quadratic Systems
	Polynomials and Polynomial Functions	• Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations • Dividing Polynomials • Theorems About Roots of Polynomial Equations • The Fundamental Theorem of Algebra • The Binomial Theorem • The Polynomial Models in the Real World • Transforming Polynomial Functions
	Exponential and Logarithmic Functions	• Exploring Exponential Models • Properties of Exponential Functions • Logarithmic Functions as Inverses • Properties of Logarithms • Exponential and Logarithmic Equations • Natural Logarithms
	Radical Functions and Rational Exponents	• Function Operations • Inverse Relations and Functions • Graphing Radical Functions
	Rational Functions	• Inverse Variation • The Reciprocal Function Family • Rational Functions and Their Graphs
	Sequences and Series	• Mathematical Patterns • Arithmetic Sequences • Geometric Sequences • Arithmetic Series • Geometric Series

Pennsylvania Core Standards (2014)	Algebra 2 A/B	
Mathematics: High School	Unit Name	Lesson Name
	Periodic Functions and Trigonometry	• The Sine Function • The Cosine Function • The Tangent Function • Reciprocal Trigonometric Functions
CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.	Sequences and Series	• Mathematical Patterns • Arithmetic Sequences • Geometric Sequences • Arithmetic Series • Geometric Series
CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.	Functions, Equations, and Graphs	• Families of Functions
	Exponential and Logarithmic Functions	• Logarithmic Functions as Inverses
	Inverse Relations and Functions	• Inverse Relations and Functions
	Periodic Functions and Trigonometry	• Solving Trigonometric Equations Using Inverses
CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems.	Exponential and Logarithmic Functions	• Exploring Exponential Models • Properties of Exponential Functions • Exponential and Logarithmic Equations
	Radical Functions and Rational Exponents	• Rational Exponents
	Polynomials and Polynomial Function	• The Polynomial Models in the Real World

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
CC.2.2.HS.C.6 Interpret functions in terms of the situations they model.	Functions, Equations, and Graphs	• Relations and Functions • Direct Variation • Linear Functions and Slope Intercept • More About Linear Equations • Families of Functions • Two-Variable Inequalities
	Linear Systems	• Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
	Quadratic Functions and Equations	• Quadratic Functions and Transformations • Standard Form of a Quadratic Function • Modeling with Quadratic Functions • Factoring Quadratic Expressions • Quadratic Equations • The Quadratic Formula • Complex Numbers • Quadratic Systems
	Polynomials and Polynomial Functions	• Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations • Dividing Polynomials • Theorems About Roots of Polynomial Equations • The Fundamental Theorem of Algebra • The Binomial Theorem • The Polynomial Models in the Real World • Transforming Polynomial Functions
	Exponential and Logarithmic Functions	• Exploring Exponential Models • Properties of Exponential Functions • Logarithmic Functions as Inverses • Properties of Logarithms • Exponential and Logarithmic Equations • Natural Logarithms
	Radical Functions and Rational Exponents	• Function Operations • Inverse Relations and Functions • Graphing Radical Functions
	Rational Functions	• Inverse Variation • The Reciprocal Function Family • Rational Functions and Their Graphs
	Periodic Functions and Trigonometry	• The Sine Function • The Cosine Function • The Tangent Function • Reciprocal Trigonometric Functions

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
CC.2.2.HS.C.7 Apply radian measure of an angle and the unit circle to analyze the trigonometric functions.	Periodic Functions and Trigonometry	• Angles and the Unit Circle • Radian Measure
CC.2.2.HS.C.8 Choose trigonometric functions to model periodic phenomena and describe the properties of the graphs.	Periodic Functions and Trigonometry	• Exploring Periodic Data • Angles and the Unit Circle • Radian Measure • The Sine Function • The Cosine Function • The Tangent Function • Reciprocal Trigonometric Functions • Trigonometric Identities • Solving Trigonometric Equations Using Inverses
CC.2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.	This standard is fully met in Geometry.	
(D) Algebra		
CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context.	Expressions, Equations, and Inequalities	• Patterns and Expressions • Properties of Real Numbers • Algebraic Expressions
	Polynomials and Polynomial Functions	• Patterns and Expressions
CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.	Functions, Equations, and Graphs	• Relations and Functions • Direct Variation • Linear Functions and Slope Intercept • More About Linear Equations • Families of Functions • Two-Variable Inequalities
CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials.	Polynomials and Polynomial Functions	• Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations • Dividing Polynomials • Theorems About Roots of Polynomial Equations • The Fundamental Theorem of Algebra • The Binomial Theorem • The Polynomial Models in the Real World • Transforming Polynomial Functions
CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs.	Polynomials and Polynomial Functions	• Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations • Dividing Polynomials • Theorems About Roots of Polynomial Equations • The Fundamental Theorem of Algebra • The Binomial Theorem • The Polynomial Models in the Real World • Transforming Polynomial Functions

Pennsylvania Core Standards (2014)	Algebra 2 A/B	
Mathematics: High School	Unit Name	Lesson Name
CC.2.2.HS.D.5 Use polynomial identities to solve problems.	Polynomials and Polynomial Functions	• Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations • Dividing Polynomials • Theorems About Roots of Polynomial Equations • The Fundamental Theorem of Algebra • The Binomial Theorem • The Polynomial Models in the Real World • Transforming Polynomial Functions
CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	Radical Functions and Rational Exponents	• Rational Exponents
	Rational Functions	• Rational Expressions
CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.	Expressions, Equations, and Inequalities	• Patterns and Expressions • Properties of Real Numbers • Algebraic Expressions • Solving Equations • Solving Inequalities • Absolute Value Equations and Inequalities
	Functions, Equations, and Graphs	• Relations and Functions • Direct Variation • Linear Functions and Slope Intercept • More About Linear Equations • Families of Functions • Two-Variable Inequalities
CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.	Linear Systems	• Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
	Quadratic Functions and Equations	• Quadratic Systems
CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.	Linear Systems	• Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
	Quadratic Functions and Equations	• Quadratic Systems

Pennsylvania Core Standards (2014) Mathematics: High School	Algebra 2 A/B	
	Unit Name	Lesson Name
CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Expressions, Equations, and Inequalities	• Patterns and Expressions • Properties of Real Numbers • Algebraic Expressions • Solving Equations • Solving Inequalities • Absolute Value Equations and Inequalities
	Functions, Equations, and Graphs	• Relations and Functions • Direct Variation • Linear Functions and Slope Intercept • More About Linear Equations • Families of Functions • Two-Variable Inequalities
	Linear Systems	• Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
	Quadratic Functions and Equations	• Quadratic Functions and Transformations • Standard Form of a Quadratic Function • Modeling with Quadratic Functions • Factoring Quadratic Expressions • Quadratic Equations • The Quadratic Formula • Complex Numbers • Quadratic Systems
	Polynomials and Polynomial Functions	• Polynomial Functions • Polynomials, Linear Factors, and Zeroes • Solving Polynomial Equations • Dividing Polynomials • Theorems About Roots of Polynomial Equations • The Fundamental Theorem of Algebra • The Binomial Theorem • The Polynomial Models in the Real World • Transforming Polynomial Functions
	Exponential and Logarithmic Functions	• Exploring Exponential Models • Properties of Exponential Functions • Logarithmic Functions as Inverses • Properties of Logarithms • Exponential and Logarithmic Equations • Natural Logarithms
	Radical Functions and Rational Exponents	• Function Operations • Inverse Relations and Functions • Graphing Radical Functions
	Rational Functions	• Inverse Variation • The Reciprocal Function Family • Rational Functions and Their Graphs

Pennsylvania Core Standards (2014)	Algebra 2 A/B	
Mathematics: High School	Unit Name	Lesson Name
	Periodic Functions and Trigonometry	• The Sine Function • The Cosine Function • The Tangent Function • Reciprocal Trigonometric Functions
2.3 Geometry		
A) Geometry		
CC.2.3.HS.A.1 Use geometric figures and their properties to represent transformations in the plane.	This standard is fully met in Geometry.	
CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence.	This standard is fully met in Geometry.	
CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.	This standard is fully met in Geometry.	
CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions.	This standard is fully met in Geometry.	
CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures.	This standard is fully met in Geometry.	
CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.	This standard is fully met in Geometry.	
CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.	This standard is fully met in Geometry.	
CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.	This standard is fully met in Geometry.	
CC.2.3.HS.A.9 Extend the concept of similarity to determine arc lengths and areas of sectors of circles.	This standard is fully met in Geometry.	
CC.2.3.HS.A.10 Translate between the geometric description and the equation for a conic section.	Quadratic Relations and Conic Sections	• Exploring Conic Sections • Parabolas • Circles • Ellipses • Hyperbolas
CC.2.3.HS.A.11 Apply coordinate geometry to prove simple geometric theorems algebraically.	This standard is fully met in Geometry.	
CC.2.3.HS.A.12 Explain volume formulas and use them to solve problems.	This standard is fully met in Geometry.	
CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects.	This standard is fully met in Geometry.	
CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems.	This standard is fully met in Geometry.	

Pennsylvania Core Standards (2014)	Algebra 2 A/B	
Mathematics: High School	Unit Name	Lesson Name
2.4 Measurement, Data, and Probability		
(B) Statistics and Probability		
CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.	Probability and Statistics	• Analyzing Data • Standard Deviation
CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.	Linear Systems	• Solving Systems Using Tables and Graphs • Solving Systems Algebraically • Systems of Inequalities • Linear Programming • Systems With Three Variables • Solving Systems Using Matrices
CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data.	Linear Systems	• Systems of Inequalities
CC.2.4.HS.B.4 Recognize and evaluate random processes underlying statistical experiments.	Probability and Statistics	• Permutations and Combinations • Probability • Probability of Multiple Events • Conditional Probability • Analyzing Data • Standard Deviation • Samples and Surveys
CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.	Probability and Statistics	• Permutations and Combinations • Probability • Probability of Multiple Events • Conditional Probability • Analyzing Data • Standard Deviation • Samples and Surveys • Binomial Distributions • Normal Distributions
CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.	Probability and Statistics	• Permutations and Combinations • Probability • Probability of Multiple Events • Conditional Probability
CC.2.4.HS.B.7 Apply the rules of probability to compute probabilities of compound events in a uniform probability model.	Probability and Statistics	• Permutations and Combinations • Probability • Probability of Multiple Events • Conditional Probability

Geometry

Pennsylvania Core Standards (2014)	Geometry A/B	
Mathematics: High School	Unit Name	Lesson Name
2.1. Numbers and Operations		
(F) Number and Quantity		
CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.	Right Triangles and Trigonometry	• The Pythagorean Theorem and Its Converse • Perimeters and Areas of Similar Figures • Areas of Circles and Sectors
	Surface Area and Volume	• Surface Areas of Prisms and Cylinders • Surface Areas and Volumes of Spheres • Areas and Volumes of Similar Solids
	Circles	• Chords and Arcs • Circles in the Coordinate Plane
CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.	Tools of Geometry	•Points, Lines, and Planes
	Triangles	• Midsegments of Triangles • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes
	Polygons and Quadrilaterals	• Properties of Parallelograms • Proving That a Quadrilateral Is a Parallelogram • Properties of Rhombuses, Rectangles, and Squares • Conditions for Rhombuses, Rectangles, and Squares • Trapezoids and Kites
	Similarity	Ratios and Proportions Similarity in Right Triangles Proportions in Triangles
	Right Triangles and Trigonometry	• The Pythagorean Theorem and Its Converse • Special Right Triangles
	Area	• Areas of Parallelograms and Triangles • Areas of Trapezoids, Rhombuses, and Kites • Areas of Regular Polygons • Perimeters and Areas of Similar Figures • Trigonometry and Area • Circles and Arcs • Areas of Circles and Sectors
	Surface Area and Volume	• Space Figures and Cross Sections • Surface Areas of Prisms and Cylinders • Surface Areas of Pyramids and Cones • Volumes of Prisms and Cylinders • Volumes of Pyramids and Cones • Surface Areas and Volumes of Spheres • Areas and Volumes of Similar Solids
	Circles	• Tangent Lines • Chords and Arcs • Inscribed Angles • Angle Measures and Segment Lengths • Circles in the Coordinate Plane
	Polygons and Quadrilaterals	• Blueprint Project
CC.2.1.HS.F.3	Area	• Areas of Circles and Sectors

Pennsylvania Core Standards (2014) Mathematics: High School	Geometry A/B	
	Unit Name	Lesson Name
Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.	Circles	• Circles in the Coordinate Plane
	This standard is partially met in this course. It is fully met in Algebra 1.	
CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.	Area	• Areas of Parallelograms and Triangles • Areas of Trapezoids, Rhombuses, and Kites • Areas of Regular Polygons • Perimeters and Areas of Similar Figures • Trigonometry and Area • Circles and Arcs • Areas of Circles and Sectors
	Surface Area and Volume	• Space Figures and Cross Sections • Surface Areas of Prisms and Cylinders • Surface Areas of Pyramids and Cones • Volumes of Prisms and Cylinders • Volumes of Pyramids and Cones • Surface Areas and Volumes of Spheres • Areas and Volumes of Similar Solids
	Circles	• Circles in the Coordinate Plane
CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Right Triangles and Trigonometry	• The Pythagorean Theorem and Its Converse • Special Right Triangles • Trigonometry • Angles of Elevation and Depression • Law of Sines and Law of Cosines
CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems.	This standard is fully met in Algebra 1 and Algebra 2.	
2.2 Algebraic Concepts		
(C) Functions		
CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.C.4 Interpret the effects transformations have on functions and find the inverses of functions.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.C.5 Construct and compare linear, quadratic, and exponential models to solve problems.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.C.6 Interpret functions in terms of the situations they model.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.C.7 Apply radian measure of an angle and the unit circle to analyze the trigonometric functions.	This standard is fully met in Algebra 2.	
CC.2.2.HS.C.8 Choose trigonometric functions to model periodic phenomena and describe the properties of the graphs.	This standard is fully met in Algebra 2.	

Pennsylvania Core Standards (2014) Mathematics: High School	Geometry A/B	
	Unit Name	Lesson Name
CC.2.2.HS.C.9 Prove the Pythagorean identity and use it to calculate trigonometric ratios.	Right Triangles and Trigonometry	• The Pythagorean Theorem and Its Converse • Special Right Triangles • Trigonometry • Angles of Elevation and Depression • Law of Sines and Law of Cosines
(D) Algebra		
CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context.	Triangles	• Midsegments of Triangles • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes
CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.	Triangles	• Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes
	Polygons and Quadrilaterals	• Polygons in the Coordinate Plane
CC.2.2.HS.D.3 Extend the knowledge of arithmetic operations and apply to polynomials.	Tools of Geometry	•Points, Lines, and Planes
	Triangles	• Midsegments of Triangles • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes
	Polygons and Quadrilaterals	• Properties of Parallelograms • Proving That a Quadrilateral Is a Parallelogram • Properties of Rhombuses, Rectangles, and Squares • Conditions for Rhombuses, Rectangles, and Squares • Trapezoids and Kites
	Right Triangles and Trigonometry	• The Pythagorean Theorem and Its Converse • Special Right Triangles
CC.2.2.HS.D.4 Understand the relationship between zeros and factors of polynomials to make generalizations about functions and their graphs.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.2.HS.D.5 Use polynomial identities to solve problems.	Triangles	• Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes
	Polygons and Quadrilaterals	• Properties of Parallelograms • Proving That a Quadrilateral Is a Parallelogram • Properties of Rhombuses, Rectangles, and Squares • Conditions for Rhombuses, Rectangles, and Squares • Trapezoids and Kites
	Right Triangles and Trigonometry	• The Pythagorean Theorem and Its Converse • Special Right Triangles
CC.2.2.HS.D.6 Extend the knowledge of rational functions to rewrite in equivalent forms.	This standard is fully met in Algebra 1 and Algebra 2.	

Pennsylvania Core Standards (2014) Mathematics: High School	Geometry A/B	
	Unit Name	Lesson Name
CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.	Triangles	• Midsegments of Triangles • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes • Inequalities in One Triangle
CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.	Triangles	• Midsegments of Triangles • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes
CC.2.2.HS.D.9 Use reasoning to solve equations and justify the solution method.	Right Triangles and Trigonometry	• Special Right Triangles
CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.	Triangles	• Midsegments of Triangles • Perpendicular and Angle Bisectors • Bisectors in Triangles • Medians and Altitudes • Inequalities in One Triangl
2.3 Geometry		
A) Geometry		
CC.2.3.HS.A.1 Use geometric figures and their properties to represent transformations in the plane.	Transformations	• Translations • Reflections • Rotations • Symmetry • Dilations • Compositions of Isometries • Personal Logo
CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence.	Congruent Triangles	• Congruent Figures • Triangle Congruence by SSS and SAS • Triangle Congruence by ASA and AAS • Using Corresponding Parts of Congruent Triangles • Isosceles and Equilateral Triangles • Congruence in Right Triangles • Congruence in Overlapping Triangles • Exploring Congruent Triangles
CC.2.3.HS.A.3 Verify and apply geometric theorems as they relate to geometric figures.	Reasoning and Proof	• Conditional Statements • Biconditionals and Definitions • Reasoning in Algebra and Geometry • Proving Angles Congruent
	Parallel and Perpendicular Lines	• Properties of Parallel Lines • Proving Lines Parallel • Parallel and Perpendicular Lines • Lines and Triangles
	Congruent Triangles	• Triangle Congruence by SSS and SAS • Triangle Congruence by ASA and AAS • Using Corresponding Parts of Congruent Triangles • Isosceles and Equilateral Triangles • Congruence in Right Triangles • Congruence in Overlapping Triangles

Pennsylvania Core Standards (2014)	Geometry A/B	
Mathematics: High School	Unit Name	Lesson Name
	Polygons and Quadrilaterals	• Proofs Using Coordinate Geometry
CC.2.3.HS.A.4 Apply the concept of congruence to create geometric constructions.	Tools of Geometry	• Basic Constructions
	Parallel and Perpendicular Lines	• Constructing Parallel and Perpendicular Lines • Constructions
CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures.	Transformations	• Translations • Reflections • Rotations • Symmetry • Dilations • Compositions of Isometries • Personal Logo
CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.	Congruent Triangles	• Congruent Figures • Triangle Congruence by SSS and SAS • Triangle Congruence by ASA and AAS • Using Corresponding Parts of Congruent Triangles • Isosceles and Equilateral Triangles • Congruence in Right Triangles • Congruence in Overlapping Triangles • Exploring Congruent Triangles
CC.2.3.HS.A.7 Apply trigonometric ratios to solve problems involving right triangles.	Right Triangles and Trigonometry	• Special Right Triangles • Trigonometry • Angles of Elevation and Depression • Law of Sines and Law of Cosines
CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.	Circles	• Tangent Lines • Chords and Arcs
CC.2.3.HS.A.9 Extend the concept of similarity to determine arc lengths and areas of sectors of circles.	Circles	• Chords and Arcs • Inscribed Angles • Angle Measures and Segment Lengths • Circles in the Coordinate Plane
CC.2.3.HS.A.10 Translate between the geometric description and the equation for a conic section.	Circles	• Circles in the Coordinate Plane
CC.2.3.HS.A.11 Apply coordinate geometry to prove simple geometric theorems algebraically.	Polygons and Quadrilaterals	• Proofs Using Coordinate Geometry
CC.2.3.HS.A.12 Explain volume formulas and use them to solve problems.	Surface Area and Volume	• Volumes of Prisms and Cylinders • Volumes of Pyramids and Cones • Surface Areas and Volumes of Spheres • Areas and Volumes of Similar Solids • Cereal Box Design Project
CC.2.3.HS.A.13 Analyze relationships between two-dimensional and three-dimensional objects.	Tools of Geometry	• Nets and Drawings for Visualizing Geometry
	Surface Area and Volume	• Space Figures and Cross Sections • Surface Areas of Prisms and Cylinders • Surface Areas of Pyramids and Cones • Volumes of Prisms and Cylinders • Volumes of Pyramids and Cones • Surface Areas and Volumes of Spheres • Areas and Volumes of Similar Solids
	Transformations	• Personal Logo
CC.2.3.HS.A.14	Polygons and Quadrilaterals	• Blueprint Project

Pennsylvania Core Standards (2014)	Geometry A/B	
Mathematics: High School	**Unit Name**	**Lesson Name**
Apply geometric concepts to model and solve real world problems.	Area	• Car Wheel Project
	Surface Area and Volume	• Cereal Box Design Project
2.4 Measurement, Data, and Probability		
(B) Statistics and Probability		
CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.4.HS.B.3 Analyze linear models to make interpretations based on the data.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.4.HS.B.4 Recognize and evaluate random processes underlying statistical experiments.	This standard is fully met in Algebra 2.	
CC.2.4.HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.	This standard is fully met in Algebra 1 and Algebra 2.	
CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.	This standard is fully met in Algebra 2.	
CC.2.4.HS.B.7 Apply the rules of probability to compute probabilities of compound events in a uniform probability model.	This standard is fully met in Algebra 2.	

APPENDIX A

CURRICULUM

A.5 ALIGNMENT DOCUMENTS

c. SCIENCE K - 12

This document is part of Appendix A: Curriculum.

It includes alignment documents for each Science core class for students in Kindergarten through Grade 12.

- Science K
- Science 1
- Science 2
- Science 3
- Science 4
- Science 5
- Science 6

- Science 7
- Science 8
- Physical Science
- Biology
- Chemistry
- Physics

Science K

Pennsylvania Academic Standards	Science K A/B	
Science: Kindergarten	Unit Name	Lesson Number
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.K.A1. Identify the similarities and differences of living and nonliving things.	Living and Nonliving Things	1, 2, 3
2 Energy Flow		
Intentionally Blank		
3 Life Cycles		
3.1.K.A3 Observe, compare, and describe stages of life cycles for plants and/or animals.	Plants and Animals	1, 2, 3, 4, 5
4 Cell Cycles		
Intentionally Blank		
5 Form and Function		
3.1.K.A5 Observe and describe structures and behaviors of a variety of common animals.	Living and Nonliving Things	5, 6, 7
6 Organization		
Intentionally Blank		
7 Molecular Basis of Life		
Intentionally Blank		
8 Unifying Themes		
Intentionally Blank		
3.1.B. Genetics		
1 Heredity		
3.1.K.B1. Observe and describe how young animals resemble their parents and other animals of the same kind.	Plants and Animals	1, 2, 3
2 Reproduction		
Intentionally Blank		
3 Molecular Basis of Life		
Intentionally Blank		
4 Biotechnology		
Intentionally Blank		
5 Unifying Themes		
Intentionally Blank		
3.1.C. Evolution		
1 Natural Selection		
Intentionally Blank		
2 Adaptation		
3.1.K.C2. Describe changes animals and plants undergo throughout the seasons.	More Plants and Animals	1
3 Unifying Themes		

Pennsylvania Academic Standards	Science K A/B	
Science: Kindergarten	Unit Name	Lesson Number
3.1.K.C3. CONSTANCY AND CHANGE Describe changes that occur as a result of climate.	More Plants and Animals	1
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.K.A1. Identify and classify objects by observable properties of matter. Compare different kinds of materials and	All About Objects	1, 2, 3, 4, 5, 6, 8
	Matter and Mixtures	2, 3, 4
2 Structure of Matter		
Intentionally Blank		
3 Matter and Energy		
3.2.K.A3. Describe the way matter can change.	Matter and Mixtures	1, 5
4 Reactions		
Intentionally Blank		
5 Unifying Themes		
3.2.K.A5. CONSTANCY AND CHANGE	All About Objects	2
	Matter and Mixtures	1, 2, 3
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
Intentionally Blank		
2 Energy Storage and Transformations: Conservation Laws		
Intentionally Blank		
3 Heat/Heat Transfer		
3.2.K.B3. Describe how temperature can affect the body.	More Plants and Animals	3: Incorporate and assign an activity to describe how temperature can affect the body.
4 Electrical and Magnetic Energy		
Intentionally Blank		
5 Nature of Waves (Sound and Light Energy)		
Intentionally Blank		
6 Unifying Themes		
3.2.K.B6. ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	Living and Nonliving Things	4: Extend the lesson to recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		

Pennsylvania Academic Standards	Science K A/B	
Science: Kindergarten	Unit Name	Lesson Number
3.3.K.A1. Distinguish between three types of earth materials – rock, soil, and sand.	Earth and Sky	2: Extend the lesson to distinguish between three types of earth materials– rock, soil, and sand.
2 Earth's Resources/Materials		
Intentionally Blank		
3 Earth's History		
Intentionally Blank		
4 Water		
3.3.K.A4. Identify sources of water for human consumption and use.	More Plants and Animals	2
5 Weather and Climate		
3.3.K.A5. Record daily weather conditions using simple charts and graphs	More Plants and Animals	1
	Earth and Sky	6, 7, 8
6 Unifying Themes		
Intentionally Blank		
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
Intentionally Blank		
2 Unifying Themes		
Intentionally Blank		
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
Intentionally Blank		
2 Core Concepts of Technology		
Intentionally Blank		
3.4.B. Technology and Society		
1 Effects of Technology		
Intentionally Blank		
2 Technology and Environment		
Intentionally Blank		
3 Society and Development of Technology		
Intentionally Blank		
4 Technology and History		
Intentionally Blank		
3.4.C. Technology and Engineering Design		
1 Design Attributes		
Intentionally Blank		
2 Engineering Design		
Intentionally Blank		
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		

Pennsylvania Academic Standards	Science K A/B	
Science: Kindergarten	Unit Name	Lesson Number
Intentionally Blank		
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
Intentionally Blank		
2 Using and Maintaining Technological Systems		
Intentionally Blank		
3 Assessing Impact of Products and Systems		
Intentionally Blank		
3.4.E. The Designed World		
1 Medical Technologies		
Intentionally Blank		
2 Agricultural and Related Biotechnologies		
Intentionally Blank		
3 Energy and Power Technologies		
Intentionally Blank		
4 Information and Communication Technologies		
Intentionally Blank		
5 Transportation Technologies		
Intentionally Blank		
6 Manufacturing Technologies		
Intentionally Blank		
7 Construction Technologies		
Intentionally Blank		

Science 1

Pennsylvania Academic Standards Science: Grade 1	Science 1 A/B	
	Unit Name	Lesson Number
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.1.A1. Categorize living and nonliving things by external characteristics.	Be a Scientist	1
	Plants are Living Things	1
	All About Animals	1, 2, 4, 5
2 Energy Flow		
3.1.1.A2. Investigate the dependence of living things on the sun's energy, water, food/nutrients, air, living space, and shelter.	Plants Grow and Change	3
	All About Animals	3
	Places to Live	1, 3, 4
3 Life Cycles		
Intentionally Blank		
4 Cell Cycles		
Intentionally Blank		
5 Form and Function		
3.1.1.A5. Identify and describe plant parts and their function.	Plants are Living Things	2, 3, 4
	Places to Live	2
6 Organization		
Intentionally Blank		
7 Molecular Basis of Life		
Intentionally Blank		
8 Unifying Themes		
Intentionally Blank		
3.1.B. Genetics		
1 Heredity		
3.1.1.B1. Grow plants from seed and describe how they grow and change. Compare to adult plants.	Plants Grow and Change	3
2 Reproduction		
Intentionally Blank		
3 Molecular Basis of Life		
Intentionally Blank		
4 Biotechnology		
Intentionally Blank		
5 Unifying Themes		
Intentionally Blank		
3.1.C. Evolution		
1 Natural Selection		
Intentionally Blank		
2 Adaptation		
Intentionally Blank		
3 Unifying Themes		

| Pennsylvania Academic Standards | Science 1 A/B | |
Science: Grade 1	Unit Name	Lesson Number
3.1.1.C3. CONSTANCY AND CHANGE Describe changes that occur as a result of habitat.	Places to Live	4
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.1.A1.	Matter Everywhere	1, 2, 4
Observe and describe the properties of liquids and solids. Investigate what happens when solids are mixed with	Changes in Matter	3
water and other liquids are mixed with water.	On the Move	4
2 Structure of Matter		
Intentionally Blank		
3 Matter and Energy		
3.2.1.A3.	Matter Everywhere	2
	Changes in Matter	1, 2, 4
Identify how heating, melting, cooling, etc., may cause changes in properties of materials.	Energy Everywhere	1
4 Reactions		
3.2.1.A4.	Matter Everywhere	2
Observe and describe what happens when substances are heated or cooled. Distinguish between changes that	Changes in Matter	1, 2, 4
are reversible (melting, freezing) and not reversible (e.g. baking a cake, burning fuel).	Energy Everywhere	1
5 Unifying Themes		
3.2.1.A5.	Matter Everywhere	1, 2, 4
CONSTANCY AND CHANGE	Changes in Matter	2
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
3.2.1.B1. Demonstrate various types of motion.	On the Move	1
3.2.1.B1. Observe and describe how pushes and pulls change the motion of objects.	On the Move	1, 3
2 Energy Storage and Transformations: Conservation Laws		
Intentionally Blank		
3 Heat/Heat Transfer		
3.2.1.B3.	Weather and Seasons	4
Observe and record daily temperatures. Draw conclusions from daily temperature records as related to heating	The Sky	2
4 Electrical and Magnetic Energy		
Intentionally Blank		
5 Nature of Waves (Sound and Light Energy)		
3.2.1.B5. Compare and contrast how light travels through different materials. Explore how mirrors and prisms can be used to redirect a light beam.	Energy Everywhere	4

| Pennsylvania Academic Standards | Science 1 A/B | |
Science: Grade 1	Unit Name	Lesson Number
6 Unifying Themes		
3.2.1.B6. ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	Places to Live	4
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		
3.3.1.A1.	Looking at Earth	3
Observe, describe, and sort earth materials. Compare the composition of different soils.	Caring for Earth	2
2 Earth's Resources/Materials		
Intentionally Blank		
3 Earth's History		
Intentionally Blank		
4 Water		
3.3.1.A4.	Places to Live	3
Identify and describe types of fresh and salt-water bodies (ocean, rivers, lakes, ponds).	Looking at Earth	1
5 Weather and Climate		
3.3.1.A5.	Weather and Seasons	1, 3, 4
Become familiar with weather instruments.	The Sky	2
6 Unifying Themes		
Intentionally Blank		
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
3.3.1.B1.	The Sky	3
Explain why shadows fall in different places at different times of the day.		
2 Unifying Themes		
Intentionally Blank		
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
Intentionally Blank		
2 Core Concepts of Technology		
Intentionally Blank		
3.4.B. Technology and Society		
1 Effects of Technology		
Intentionally Blank		
2 Technology and Environment		
Intentionally Blank		
3 Society and Development of Technology		
Intentionally Blank		
4 Technology and History		

Pennsylvania Academic Standards	Science 1 A/B	
Science: Grade 1	Unit Name	Lesson Number
Intentionally Blank		
3.4.C. Technology and Engineering Design		
1 Design Attributes		
Intentionally Blank		
2 Engineering Design		
Intentionally Blank		
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
Intentionally Blank		
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
Intentionally Blank		
2 Using and Maintaining Technological Systems		
Intentionally Blank		
3 Assessing Impact of Products and Systems		
Intentionally Blank		
3.4.E. The Designed World		
1 Medical Technologies		
Intentionally Blank		
2 Agricultural and Related Biotechnologies		
Intentionally Blank		
3 Energy and Power Technologies		
Intentionally Blank		
4 Information and Communication Technologies		
Intentionally Blank		
5 Transportation Technologies		
Intentionally Blank		
6 Manufacturing Technologies		
Intentionally Blank		
7 Construction Technologies		
Intentionally Blank		

Science 2

| Pennsylvania Academic Standards | Science 2 A/B | |
Science: Grade 2	Unit Name	Lesson Number
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
Intentionally Blank		
2 Energy Flow		
Intentionally Blank		
3 Life Cycles		
3.1.2.A3.	Plants	3, 4
Identify similarities and differences in the life cycles of plants and animals.	Looking at Habitats	2, 3
4 Cell Cycles		
Intentionally Blank		
5 Form and Function		
3.1.2.A5.	Plants	1, 3
Explain how different parts of a plant work together to make the organism function.		
6 Organization		
Intentionally Blank		
7 Molecular Basis of Life		
Intentionally Blank		
8 Unifying Themes		
Intentionally Blank		
3.1.B. Genetics		
1 Heredity		
Intentionally Blank		
2 Reproduction		
Intentionally Blank		
3 Molecular Basis of Life		
Intentionally Blank		
4 Biotechnology		
Intentionally Blank		
5 Unifying Themes		
Intentionally Blank		
3.1.C. Evolution		
1 Natural Selection		
Intentionally Blank		
2 Adaptation		
3.1.2.C2.	Plants	1
Explain that living things can only survive if their needs are being met.	Looking at Habitats	4
	Kinds of Habitats	1, 2, 4
3 Unifying Themes		

Pennsylvania Academic Standards Science: Grade 2	Science 2 A/B	
	Unit Name	Lesson Number
3.1.2.C3. CONSTANCY AND CHANGE Describe some plants and animals that once lived on Earth, (e.g., dinosaurs) but cannot be found anymore. Compare them to now living things that resemble them in some way (e.g. lizards and birds).	Looking at Habitats	4, 5
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
Intentionally Blank		
2 Structure of Matter		
Intentionally Blank		
3 Matter and Energy		
3.2.2.A3. Demonstrate how heating and cooling may cause changes in the properties of materials.	Changes in Matter	1, 3, 4
	Using Energy	1, 5
4 Reactions		
3.2.2.A4. Experiment and explain what happens when two or more substances are combined (e.g. mixing, dissolving, and separated (e.g. filtering, evaporation).	Changes in Matter	5
5 Unifying Themes		
3.2.2.A5. CONSTANCY AND CHANGE Recognize that everything is made of matter.	Looking at Matter	1, 3, 4
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
Intentionally Blank		
2 Energy Storage and Transformations: Conservation Laws		
3.2.2.B2. Explore and describe how different forms of energy cause changes. (e.g., sunlight, heat, wind)	Changes in Matter	4
	Using Energy	1, 3, 6
3 Heat/Heat Transfer		
Intentionally Blank		
4 Electrical and Magnetic Energy		
Intentionally Blank		
5 Nature of Waves (Sound and Light Energy)		
Intentionally Blank		
6 Unifying Themes		
3.2.2.B6. ENERGY	Plants	1
	Looking at Habitats	3
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		
Intentionally Blank		
2 Earth's Resources/Materials		

| Pennsylvania Academic Standards | Science 2 A/B | |
Science: Grade 2	Unit Name	Lesson Number
Intentionally Blank		
3 Earth's History		
Intentionally Blank		
4 Water		
3.3.2.A4.	Land and Water	3
Explore and describe that water exists in solid (ice) and liquid (water) form.	Observing Weather	2
3.3.2.A4.	Land and Water	3
Explain and illustrate evaporation and condensation.	Observing Weather	2
5 Weather and Climate		
Intentionally Blank		
6 Unifying Themes		
Intentionally Blank		
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
3.3.2.B1. Observe and record • location of the Sun and the Moon in the sky over a day. • changes in the appearance of the Moon over a month.	Earth and Space	1, 2, 4, 5
3.3.2.B1. Observe, describe, and predict seasonal patterns of sunrise and sunset.	Earth and Space	3
2 Unifying Themes		
Intentionally Blank		
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
Intentionally Blank		
2 Core Concepts of Technology		
Intentionally Blank		
3.4.B. Technology and Society		
1 Effects of Technology		
Intentionally Blank		
2 Technology and Environment		
Intentionally Blank		
3 Society and Development of Technology		
Intentionally Blank		
4 Technology and History		
Intentionally Blank		
3.4.C. Technology and Engineering Design		
1 Design Attributes		
Intentionally Blank		
2 Engineering Design		
Intentionally Blank		

Pennsylvania Academic Standards	Science 2 A/B	
Science: Grade 2	Unit Name	Lesson Number
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
Intentionally Blank		
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
Intentionally Blank		
2 Using and Maintaining Technological Systems		
Intentionally Blank		
3 Assessing Impact of Products and Systems		
Intentionally Blank		
3.4.E. The Designed World		
1 Medical Technologies		
Intentionally Blank		
2 Agricultural and Related Biotechnologies		
Intentionally Blank		
3 Energy and Power Technologies		
Intentionally Blank		
4 Information and Communication Technologies		
Intentionally Blank		
5 Transportation Technologies		
Intentionally Blank		
6 Manufacturing Technologies		
Intentionally Blank		
7 Construction Technologies		
Intentionally Blank		

Science 3

Pennsylvania Academic Standards Science: Grade 3	Science 3 A/B	
	Unit Name	Lesson Name
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.3.A1 Describe characteristics of living things that help to identify and classify them.	Variation and Change	• Features of Living Things • Living Things and Non Living Thing • Compare Living and Non Living Things • Characteristics of Living Things
2 Energy Flow		
3.1.3.A2 Describe the basic needs of living things and their dependence on light, food, air, water, and shelter.	Plant and Animal Life Cycles	• Plant Needs • Plant Needs Portfolio: Investigate • Plant Needs Portfolio: Communicate • Plants and Animal Life Cycles Apply
3 Life Cycles		
3.1.3.A3 Illustrate how plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.	Plant and Animal Life Cycles	• Animal Life Cycles • Plant Life Cycles • Life Cycle Comparison • Plants and Animal Life Cycles Apply
4 Cell Cycles		
3.1.3.A4 Intentionally Blank		
5 Form and Function		
3.1.3.A5 Identify the structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.	Plant Structures	• Plant Parts • Internal Plant Structures • Plant Reproduction • Plant Structure Portfolio: Plan • Plant Structure Portfolio: Investigate • Plant Structure Portfolio: Communicate
6 Organization		
3.1.3.A6 Intentionally Blank		
7 Molecular Basis of Life		
3.1.3.A7 Intentionally Blank		
8 Unifying Themes		
3.1.3.A8 Intentionally Blank		
3.1.B. Genetics		
1 Heredity		
3.1.3.B1 Understand that plants and animals closely resemble their parents.	Plant Structures	• Inherited Traits of Plants • Comparing Offspring to Parent
2 Reproduction		
3.1.3.B2 Intentionally Blank		
3 Molecular Basis of Life		

Pennsylvania Academic Standards	Science 3 A/B	
Science: Grade 3	Unit Name	Lesson Name
3.1.3.B3 Intentionally Blank		
4 Biotechnology		
3.1.3.B4 Intentionally Blank		
5 Unifying Themes		
3.1.3.B5 PATTERNS Identify characteristics that appear in both parents and offspring.	Heredity	• Comparing Offspring to Parent
3.1.C. Evolution		
1 Natural Selection		
3.1.3.C1 Recognize that plants survive through adaptations, such as stem growth towards light and root growth downward in response to gravity.	Plant Structures	• Plant Adaptations
3.1.3.C1 Recognize that many plants and animals can survive harsh environments because of seasonal behaviors (e.g. hibernation, migration, trees shedding leaves).	Animal Groups	• Environmental Changes
2 Adaptation		
3.1.3.C2 Describe animal characteristics that are necessary for survival.	Variation and Change	• Features of Living Things • Living Things and Non Living Thing • Compare Living and Non Living Things • Characteristics of Living Things
3 Unifying Themes		
3.1.3.C3 CONSTANCY AND CHANGE Recognize that fossils provide us with information about living things that inhabited the Earth long ago.	Fossils	• Fossil Formation • Fossil Clues • Fossil Discovery • Extinction • Characteristics of Organisms • Fossil Apply
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.3.A1 Differentiate between properties of objects such as size, shape, and weight and properties of materials that make up the objects such as color, texture, and hardness.	States of Matter	• Physical Properties of Matter
3.2.3.A1 Differentiate between the three states of matter, classifying a substance as a solid, liquid, or gas.	States of Matter	• States of Matter • Properties of Matter
2 Structure of Matter		
3.2.3.A2 Recognize that all objects and materials in the world are made of matter.	States of Matter	• States of Matter Introduction • States of Matter • Properties of Matter • Physical Properties of Matter • States of Matter Apply
3 Matter and Energy		

Pennsylvania Academic Standards Science: Grade 3	Science 3 A/B	
	Unit Name	Lesson Name
3.2.3.A3 Demonstrate how heating and cooling may cause changes in the properties of materials including phase changes.	States of Matter	• Heating and Cooling Matter • Changing States • States of Matter Apply
4 Reactions		
3.2.3.A4 Use basic reactions to demonstrate observable changes in properties of matter (e.g., burning, cooking).	States of Matter	• Heating and Cooling Matter • Changing States • States of Matter Apply
5 Unifying Themes		
3.2.3.A5 CONSTANCY AND CHANGE Recognize that everything is made of matter.	States of Matter	• States of Matter Introduction • States of Matter • Properties of Matter • Physical Properties of Matter • States of Matter Apply
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
3.2.3.B1 Explain how movement can be described in many ways.	Forces and Motion	• Changes in Motion • Patterns of Motion
2 Energy Storage and Transformations: Conservation Laws		
3.2.3.B2 Explore energy's ability to cause motion or create change.	Forces and Motion	• Objects in Motion and at Rest • Tug of War • Moving a Feather Part 1 Portfolio • Moving a Feather Part 2 Portfolio • Moving a Feather Part 3 Portfolio
3.2.3.B2 Explore how energy can be found in moving objects, light, sound, and heat.	Forces and Motion	• Energy
3 Heat/Heat Transfer		
3.2.3.B3 Explore temperature changes that result from the addition or removal of heat.	States of Matter	• Heating and Cooling Matter
4 Electrical and Magnetic Energy		
3.2.3.B4 Identify and classify objects and materials that are conductors or insulators of electricity.	Magnets	• Characteristics of Magnets
3.2.3.B4 Identify and classify objects and materials as magnetic or non-magnetic.	Magnets	• Characteristics of Magnets
5 Nature of Waves (Sound and Light Energy)		
3.2.3.B5 Recognize that light travels in a straight line until it strikes an object or travels from one material to another.	Forces and Motion	• Energy
6 Unifying Themes		
3.2.3.B6 ENERGY Recognize that light from the sun is an important source of energy for living and nonliving systems and some source of energy is needed for all organisms to stay alive and grow.	Plant and Animal Life Cycles	• Plant Needs
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		

Pennsylvania Academic Standards	Science 3 A/B	
Science: Grade 3	Unit Name	Lesson Name
3.3.3.A1 Explain and give examples of the ways in which soil is formed.	Fossils	• Minerals
2 Earth's Resources/Materials		
3.3.3.A2 Identify the physical properties of minerals and demonstrate how minerals can be tested for these different physical properties.	Fossils	• Minerals
3 Earth's History		
3.3.3.A3 Intentionally Blank		
4 Water		
3.3.3.A4 Connect the various forms of precipitation to the weather in a particular place and time.	Weather and Climate	• Climate • Climate Data • Comparing Climates • Weather Data • Comparing Weather Data • Weather Trends
5 Weather and Climate		
3.3.3.A5 Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.	Weather and Climate	• Climate • Climate Data • Comparing Climates • Weather Data • Comparing Weather Data • Weather Trends
6 Unifying Themes		
3.3.3.A6 Intentionally Blank		
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
3.3.3.B1 Relate the rotation of the earth and day/night, to the apparent movement of the sun, moon, and stars across the sky.	Weather and Climate	• Earth's Rotation
3.3.3.B1 Describe the changes that occur in the observable shape of the moon over the course of a month.	Weather and Climate	• Earth's Rotation
2 Unifying Themes		
3.3.3.B2 Intentionally Blank		
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
3.4.3.A1 Identify how the natural made world and the human made world are different.	Technology	• Introduction Technology and Engineering
2 Core Concepts of Technology		
3.4.3.A2 Identify that some systems are found in nature and some systems are made by humans.	Weather and Climate	• Weather Hazards Portfolio: Analyzing
3 Technology Connections		

Pennsylvania Academic Standards	Science 3 A/B	
Science: Grade 3	**Unit Name**	**Lesson Name**
3.4.3.A3 Identify how the study of technology uses many of the same ideas and skills as many other subjects.	Plant and Animal Life Cycles	• Environmental Changes
3.4.B. Technology and Society		
1 Effects of Technology		
3.4.3.B1 Describe how using technology can be good or bad.	Technology	• Engineering and the Design Process
2 Technology and Environment		
3.4.3.B2 Explain how materials are re-used or recycled.	Technology	• Engineering and the Design Process
3 Society and Development of Technology		
3.4.3.B3 Identify and define products made to meet individual needs versus wants.	Technology	• Engineering and the Design Process
4 Technology and History		
3.4.3.B4 Illustrate how people have made tools to provide food, clothing, and shelter.	Technology	• Engineering and the Design Process
3.4.C. Technology and Engineering Design		
1 Design Attributes		
3.4.3.C1 Recognize design is a creative process and everyone can design solutions to problems.	Technology	• Products, Procedures, and Processes
2 Engineering Design		
3.4.3.C2 Explain why the design process requires creativity and consideration of all ideas.	Technology	• Products, Procedures, and Processes
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
3.4.3.C3 Recognize that all products and systems are subject to failure; many products and systems can be fixed.	Technology	• Products, Procedures, and Processes
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
3.4.3.D1 Identify people's needs and wants and define some problems that can be solved through the design process.	Magnets	• Designing Magnet Solutions • Magnet Solutions Portfolio • Magnets Apply
	Technology	• Construction and Design
2 Using and Maintaining Technological Systems		
3.4.3.D2 Observe, analyze and document how simple systems work.	Forces and Motion	• Moving a Feather Part 2 Portfolio
3 Assessing Impact of Products and Systems		
3.4.3.D3 Collect information about everyday products and systems by asking questions.	Forces and Motion	• Moving a Feather Part 2 Portfolio
3.4.E. The Designed World		
1 Medical Technologies		
3.4.3.E1 Identify the technologies that support and improve quality of life.	Technology	• Technology and Industry
2 Agricultural and Related Biotechnologies		
3.4.3.E2 Identify some processes used in agriculture that require different procedures, products, or systems.	Technology	• Technology and Industry

Pennsylvania Academic Standards	Science 3 A/B	
Science: Grade 3	Unit Name	Lesson Name
3 Energy and Power Technologies		
3.4.3.E3 Recognize that tools, machines, products, and systems use energy in order to do work.	Technology	• Technology and Industry • Transportation and Construction
4 Information and Communication Technologies		
3.4.3.E4 Recognize that information and communication technology is the transfer of messages among people and/or machines over distances through the use of technology.	Technology	• Technology and Industry
5 Transportation Technologies		
3.4.3.E5 Understand that transportation has many parts that work together to help people travel.	Technology	• Transportation and Construction
6 Manufacturing Technologies		
3.4.3.E6 Explain how manufacturing systems design and produce products in quantity.	Technology	• Transportation and Construction
7 Construction Technologies		
3.4.3.E7 Recognize that people live, work, and go to school in buildings which are different types of structures.	Technology	• Construction and Design

Science 4

Pennsylvania Academic Standards Science: Grade 4	Science 4 A/B	
	Unit Name	Lesson Name
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.4.A1 Classify plants and animals according to the physical characteristics that they share.	Habitats	• Plants and Animals
2 Energy Flow		
3.1.4.A2 Describe the different resources that plants and animals need to live.	Habitats	• Types of Resources in habitats • Living Things in Habitats • Habitats
3 Life Cycles		
3.1.4.A3 Identify differences in the life cycles of plants and animals.	Habitats	• Plants and Animals
4 Cell Cycles		
3.1.4.A4 Intentionally Blank		
5 Form and Function		
3.1.4.A5 Describe common functions living things share to help them function in a specific environment.	Animal Structures	• External and Internal Animal Structures • Environmental Adaptations
	Habitats	• Living Things in Habitats
6 Organization		
3.1.4.A6 Intentionally Blank		
7 Molecular Basis of Life		
3.1.4.A7 Intentionally Blank		
8 Unifying Themes		
3.1.4.A8 MODELS Construct and interpret models and diagrams of various animal and plant life cycles.	Habitats	• Plants and Animals
3.1.B. Genetics		
1 Heredity		
3.1.4.B1 Describe features that are observable in both parents and their offspring.	Animal Structures	• External and Internal Animal Structures • Adaptations for Reproduction
2 Reproduction		
3.1.4.B2 Recognize that reproduction is necessary for the continuation of life.	Animal Structures	• Adaptations for Reproduction • Animal Structures Apply
	Habitats	• Habitats
	Environmental Changes	• Population Survival • Population Survival
3 Molecular Basis of Life		
3.1.4.B3 Intentionally Blank		
4 Biotechnology		
3.1.4.B4 Intentionally Blank		

Pennsylvania Academic Standards Science: Grade 4	Science 4 A/B	
	Unit Name	Lesson Name
5 Unifying Themes		
3.1.4.B5 PATTERNS Identify observable patterns in the physical characteristics of plants or groups of animals.	Animal Structures	• External and Internal Animal Structures • Environmental Adaptations
3.1.C. Evolution		
1 Natural Selection		
3.1.4.C1 Identify different characteristics of plants and animals that help some populations survive and reproduce in greater numbers.	Animal Structures	• Environmental Adaptations • Animal Structures Apply
	Habitats	• Living things in habitats • Habitats Apply
	Environmental Changes	• Population Survival
3.1.4.C1 Describe how environmental changes can cause extinction in plants and animals.	Habitats	• living things in habitats • Habitats Apply
2 Adaptation		
3.1.4.C2 Describe plant and animal adaptations that are important to survival.	Animal Structures	• External and Internal Animal Structures • Environmental Adaptations • Animal Structures Apply
	Habitats	• Living Things in habitats • Habitats Apply
3 Unifying Themes		
3.1.4.C3 CONSTANCY AND CHANGE Compare fossils to one another and to currently living organisms according to their anatomical similarities and differences.	Earth's Layers and Features	• Patterns and Fossil Identification
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.4.A1 Identify and classify objects based on their observable and measurable physical properties.	Properties of Matter	• Solids, LIquids, and Gases • Color, Hardness, and Reflectivity • Thermal and Electrical Conductivity • Freezing and Boiling • Solubility • Matter Portfolio: Investigate
	Electricity and Magnets	• Insulators And Conductors
3.2.4.A1 Compare and contrast solids, liquids, and gases based on their properties.	Properties of Matter	• Solids, Liquids, and Gases
2 Structure of Matter		
3.2.4.A2 Demonstrate that materials are composed of parts that are too small to be seen without magnification.	Properties of Matter	• Matter Composition • Modeling Matter
3 Matter and Energy		
3.2.4.A3 Demonstrate the conservation of mass during physical changes such as melting or freezing.	Properties of Matter	• Modeling Matter
	Changes in Matter	• Physical and Chemical Change
4 Reactions		

| Pennsylvania Academic Standards | Science 4 A/B | |
Science: Grade 4	Unit Name	Lesson Name
3.2.4.A4 Recognize that combining two or more substances may make new materials with different properties.	Changes in Matter	• Physical and Chemical Change • Mixing Substances Portfolio: Plan • Substances Portfolio: Investigate • Changes in Matter Apply
5 Unifying Themes		
3.2.4.A5 MODELS Use models to demonstrate the physical change as water goes from liquid to ice and from liquid to vapor.	Properties of Matter	• Solids, LIquids, and Gases
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
3.2.4.B1 Explain how an object's change in motion can be observed and measured.	Electricity and Magnets	• Energy
2 Energy Storage and Transformations: Conservation Laws		
3.2.4.B2 Identify types of energy and their ability to be stored and changed from one form to another.	Electricity and Magnets	• Energy
3 Heat/Heat Transfer		
3.2.4.B3 Understand that objects that emit light often emit heat.	Light and Sound	• Light Interactions
4 Electrical and Magnetic Energy		
3.2.4.B4 Apply knowledge of basic electrical circuits to the design and construction of simple direct current circuits.	Electricity and Magnets	• Electricity and Magnets Apply
3.2.4.B4 Compare and contrast series and parallel circuits.	Electricity and Magnets	• Types of Circuits
3.2.4.B4 Demonstrate that magnets have poles that repel and attract each other.	Electricity and Magnets	• Magnets
5 Nature of Waves (Sound and Light Energy)		
3.2.4.B5 Demonstrate how vibrating objects make sound and sound can make things vibrate.	Light and Sound	• Sound Investigation • Light and Sound: Create
3.2.4.B5 Demonstrate how light can be reflected, refracted, or absorbed by an object.	Light and Sound	• Light Interactions • Classify Light Interactions • Mirror Investigation • Refraction Investigation
6 Unifying Themes		
3.2.4.B6 ENERGY Give examples of how energy can be transformed from one form to another.	Electricity and Magnets	• Energy
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		
3.3.4.A1 Describe basic landforms.	Earth's Layers and Features	• Earth's Features
3.3.4.A1 Identify the layers of the earth.	Earth's Layers and Features	• Earth's Features
3.3.4.A1 Recognize that the surface of the earth changes due to slow processes and rapid processes.	Earth's Layers and Features	• Rock Layers • Changes in Environment

Pennsylvania Academic Standards Science: Grade 4	Science 4 A/B	
	Unit Name	Lesson Name
2 Earth's Resources/Materials		
3.3.4.A2 Identify basic properties and uses of Earth's materials including rocks, soils, water, and gases of the atmosphere.	Earth's Layers and Features	• Earth's Major Systems
3 Earth's History		
3.3.4.A3 Recognize that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.	Earth's Layers and Features	• Patterns and Fossil Identification • Changes in Environment
4 Water		
3.3.4.A4 Recognize Earth's different water resources, including both fresh and saltwater.	Earth's Layers and Features	• Earth's Major Systems • Saltwater and Freshwater • Water on Earth
3.3.4.A4 Describe phase changes in the forms of water on Earth.	Properties of Matter	• Freezing and Boiling
5 Weather and Climate		
3.3.4.A5 Describe basic weather elements.	Earth's Layers and Features	• Weather on Earth
3.3.4.A5 Identify weather patterns over time.	Earth's Layers and Features	• Weather on Earth
6 Unifying Themes		
3.3.4.A6 MODELS/SCALE Identify basic landforms using models and simple maps.	Earth's Layers and Features	• Earth's Features • Identify Patterns
3.3.4.A6 CONSTANCY/ CHANGE Identify simple changes in the earth system as air, water, soil and rock interact.	Earth's Systems and Water Resources	• Interaction of Earth's Systems
3.3.4.A6 SCALE Explain how basic weather elements are measured.	Earth's Layers and Features	• Weather on Earth
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
3.3.4.B1 Identify planets in our solar system and their basic characteristics.	The Solar System	• Objects in the Solar System • Properties of Objects in Solar System • Size of Objects in the Solar System
3.3.4.B1 Describe the earth's place in the solar system that includes the sun (a star), planets, and many moons.	The Solar System	• Objects in the Solar System
3.3.4.B1 Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.	The Solar System	• Objects in the Solar System
2 Unifying Themes		
3.3.4.B2 SCALES Know the basic characteristics and uses of telescopes.	The Solar System	• Objects in the Solar System

Pennsylvania Academic Standards Science: Grade 4	Science 4 A/B	
	Unit Name	Lesson Name
3.3.4.B2 PATTERNS/PHASES Identify major lunar phases.	The Solar System	• Properties of Objects in the Solar System
3.3.4.B2 PATTERNS Explain time (days, seasons) using solar system motions.	The Solar System	• Motion of Objects in Solar System • Size of Objects in the Solar System • Properties of Objects in the Solar System
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
3.4.4.A1 Understand that tools, materials, and skills are used to make things and carry out tasks.	Technology	• Working Together
2 Core Concepts of Technology		
3.4.4.A2 Understand that systems have parts and components that work together.	Technology	• Working Together
3 Technology Connections		
3.4.4.A3 Describe how various relationships exist between technology and other fields.	Technology	• Impact of Technology
3.4.B. Technology and Society		
1 Effects of Technology		
3.4.4.B1 Describe how technology affects humans in various ways.	Technology	• Impact of Technology
2 Technology and Environment		
3.4.4.B2 Explain how the use of technology affects the environment in good and bad ways.	Technology	• Impact of Technology
3 Society and Development of Technology		
3.4.4.B3 Explain why new technologies are developed and old ones are improved in terms of needs and wants.	Technology	• Development of Technology
4 Technology and History		
3.4.4.B4 Describe how the history of civilization is linked closely to technological development.	Technology	• Development of Technology
3.4.C. Technology and Engineering Design		
1 Design Attributes		
3.4.4.C1 Understand that there is no perfect design.	Technology	• Development of Technology
2 Engineering Design		
3.4.4.C2 Describe the engineering design process: Define a problem. Generate ideas. Select a solution and test it. Make the item. Evaluate the item. Communicate the solution with others. Present the results.	Technology	• The Design Process
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
3.4.4.C3 Explain how asking questions and making observations help a person understand how things work and can be repaired.	Technology	• Repairs and Improvements
3.4.D. Abilities for a Technological World		

Pennsylvania Academic Standards	Science 4 A/B	
Science: Grade 4	**Unit Name**	**Lesson Name**
1 Applying the Design Process		
3.4.4.D1 Investigate how things are made and how they can be improved.	Technology	• Repairs and Improvements
2 Using and Maintaining Technological Systems		
3.4.4.D2 Recognize and use everyday symbols (e.g. icons, simple electrical symbols measurement) to communicate key ideas.	Technology	• Repairs and Improvements
3.4.4.D2 Identify and use simple hand tools (e.g., hammer, scale) correctly and safely.	Technology	• Repairs and Improvements • Working Together
3 Assessing Impact of Products and Systems		
3.4.4.D3 Investigate and assess the influence of a specific technology or system on the individual, family, community, and environment.	Environmental Changes	• Environmental Changes: Research • Environmental Changes: Analyzing • Environmental Changes: Discussion
3.4.E. The Designed World		
1 Medical Technologies		
3.4.4.E1 Identify tools and devices that have been designed to provide information about a healthy lifestyle.	Technology	• The Design Process
2 Agricultural and Related Biotechnologies		
3.4.4.E2 Identify the technologies in agriculture that make it possible for food to be available year round.	Technology	• The Design Process
3 Energy and Power Technologies		
3.4.4.E3 Identify types of energy and the importance of energy conservation.	Electricity and Magnets	• Energy
4 Information and Communication Technologies		
3.4.4.E4 Explain how information and communication systems allow information to be transferred from human to human.	Light and Sound	• Light and Sound: Design
5 Transportation Technologies		
3.4.4.E5 Recognize that a transportation system has many parts that work together to help people travel and to move goods from place to place.	Technology	• Transportation and Manufacturing
6 Manufacturing Technologies		
3.4.4.E6 Identify key aspects of manufacturing processes (designing products, gathering resources and using tools to separate, form and combine materials in order to produce products).	Technology	• Transportation and Manufacturing
7 Construction Technologies		
3.4.4.E7 Understand that structures rest on foundations and that some structures are temporary, while others are permanent.	Technology	• Transportation and Manufacturing

Science 5

Pennsylvania Academic Standards	Science 5 A/B	
Science: Grade 5	Unit Name	Lesson Name
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.5.A1 Intentionally Blank		
2 Energy Flow		
3.1.5.A2 Describe how life on earth depends on energy from the sun.	Transfer of Energy	• Plant Growth • Photosynthesis • Animals and Food • Food Chains • Energy Flow • Transfer of Energy Apply
3 Life Cycles		
3.1.5.A3 Compare and contrast the similarities and differences in life cycles of different organisms.	Heredity and Living Cells	• Comparing Life Cylces
4 Cell Cycles		
3.1.5.A4 Intentionally Blank		
5 Form and Function		
3.1.5.A5 Explain the concept of a cell as the basic unit of life.	Heredity and Living Cells	• Plant and Animal Cells
3.1.5.A5 Compare and contrast plant and animal cells.	Heredity and Living Cells	• Plant and Animal Cells • Comparing Cells • Heredity and Living Cells Apply
6 Organization		
3.1.5.A6 Intentionally Blank		
7 Molecular Basis of Life		
3.1.5.A7 Intentionally Blank		
8 Unifying Themes		
3.1.5.A8 Intentionally Blank		
3.1.B. Genetics		
1 Heredity		
3.1.5.B1 Differentiate between inherited and acquired characteristics of plants and animals.	Heredity and Living Cells	• Instincts and Learned Behaviors • Inherited and Acquired Traits
2 Reproduction		
3.1.5.B2 Intentionally Blank		
3 Molecular Basis of Life		
3.1.5.B3 Intentionally Blank		
4 Biotechnology		

Pennsylvania Academic Standards	Science 5 A/B	
Science: Grade 5	Unit Name	Lesson Name
3.1.5.B4 Intentionally Blank		
5 Unifying Themes		
3.1.5.B5 Intentionally Blank		
3.1.C. Evolution		
1 Natural Selection		
3.1.5.C1 Describe how organisms meet some of their needs in an environment by using behaviors (patterns of activities) in response to information (stimuli) received from the environment.	Heredity and Living Cells	• Instincts and Learned Behaviors • Advantages and Survival
2 Adaptation		
3.1.5.C2 Give examples of how inherited characteristics (e.g., shape of beak, length of neck, location of eyes, shape of teeth) may change over time as adaptations to changes in the environment that enable organisms to survive.	Heredity and Living Cells	• Inherited Traits
3 Unifying Themes		
3.1.5.C3 Intentionally Blank		
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.5.A1 Describe how water can be changed from one state to another by adding or taking away heat.	Energy Transfer	• Heat Energy
2 Structure of Matter		
3.2.5.A2 Intentionally Blank		
3 Matter and Energy		
3.2.5.A3 Intentionally Blank		
4 Reactions		
3.2.5.A4 Intentionally Blank		
5 Unifying Themes		
3.2.5.A5 Intentionally Blank		
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
3.2.5.B1 Explain how mass of an object resists change to motion.	Energy Transfer	• Mass and Motion
2 Energy Storage and Transformations: Conservation Laws		

Pennsylvania Academic Standards Science: Grade 5		Science 5 A/B	
		Unit Name	Lesson Name
3.2.5.B2 Examine how energy can be transferred from one form to another.		Energy Transfer	• Light Energy • Electric Currents • Electrical Circuits • Converting Energy Portfolio: Day 1 • Converting Energy Portfolio: Design • Converting Energy Portfolio: Create • Converting Energy Portfolio: Test
		Transfer of Energy	• Plant Growth • Photosynthesis • Plant Matter • Animals and Food • Food Chains
3 Heat/Heat Transfer			
3.2.5.B3 Demonstrate how heat energy is usually a by-product of an energy transformation.		Energy Transfer	• Heat energy
4 Electrical and Magnetic Energy			
3.2.5.B4 Demonstrate how electrical circuits provide a means of transferring electrical energy when heat, light, sound, and chemical changes are produced.		Energy Transfer	• Electric Currents • Electrical Circuits
3.2.5.B4 Demonstrate how electromagnets can be made and used.		Energy Transfer	• Electromagnets
5 Nature of Waves (Sound and Light Energy)			
3.2.5.B5 Compare the characteristics of sound as it is transmitted through different materials.		Energy Transfer	• Sound Waves • Electric Currents
		Sound	• Sound Investigation: Plan
3.2.5.B5 Relate the rate of vibration to the pitch of the sound.		Sound	• Pitch, Volume, Vibration • Changes in Vibration • Sound Investigation: Plan • Sound Investigation: Conduct • Sound Apply
6 Unifying Themes			
3.2.5.B6 Intentionally Blank			
3.3. Earth and Space Sciences			
3.3.A. Earth Structure, Processes and Cycles			
1 Earth Features and the Processes that Change It			
3.3.5.A1 Describe how landforms are the result of a combination of destructive forces such as erosion and constructive erosion, deposition of sediment, etc.		Weathering and Erosion	• Constructive Forces • Constructive Forces and Landforms • Destructive Forces and Landforms • Erosion and Soil • Weathering and Erosion Apply
2 Earth's Resources/Materials			
3.3.5.A2 Describe the usefulness of Earth's physical resources as raw materials for the human made world.		Natural Energy Resources	• Renewable Resources • Nonrenewable Resources • Comparison of Energy Resources

| Pennsylvania Academic Standards | Science 5 A/B | |
Science: Grade 5	Unit Name	Lesson Name
3 Earth's History		
3.3.5.A3 Explain how geological processes observed today such as erosion, movement of lithospheric plates, and changes in the composition of the atmosphere are similar to those in the past.	Weathering and Erosion	• Erosion and Soil
4 Water		
3.3.5.A4 Explain the basic components of the water cycle.	Transfer of Energy	• The Water Cycle
5 Weather and Climate		
3.3.5.A5 Differentiate between weather and climate.	Weather and Climate	• Weather and Climate • Tracking Weather Data
3.3.5.A5 Explain how the cycling of water, both in and out of the atmosphere, has an effect on climate.	Transfer of Energy	• The Water Cycle
6. Unifying Themes		
3.3.5.A6 Intentionally Blank		
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
3.3.5.B1 Provide evidence that the earth revolves around (orbits) the sun in a year's time and that the earth rotates on its axis once approximately every 24 hours.	Weather and Climate Earth, Sun, and Stars	• Weather Patterns • Patterns of Change Portfolio: Patterns • Earth, Sun, and Stars Apply
2 Unifying Themes		
3.3.5.B2 Intentionally Blank		
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
3.4.5.A1 Explain how people use tools and techniques to help them do things.	Weather and Climate Earth, Sun, and Stars	• Weather Data • The Sun and Other Stars • Brightness and Distance
2 Core Concepts of Technology		
3.4.5.A2 Understand that a subsystem is a system that operates as part of a larger system.	Technology	• Introduction Technology and Engineering
3 Technology Connections		
3.4.5.A3 Describe how technologies are often combined.	Technology	• Introduction Technology and Engineering
3.4.B. Technology and Society		
1 Effects of Technology		
3.4.5.B1 Explain how the use of technology can have unintended consequences.	Technology	• Engineering and the Design Process
2 Technology and Environment		
3.4.5.B2 Describe how waste may be appropriately recycled or disposed of to prevent unnecessary harm to the environment.	Technology	• Engineering and the Design Process
3 Society and Development of Technology		

Pennsylvania Academic Standards Science: Grade 5	Science 5 A/B	
	Unit Name	Lesson Name
3.4.5.B3 Describe how community concerns support or limit technological developments.	Technology	• Engineering and the Design Process
4 Technology and History		
3.4.5.B4 Identify how the way people live and work has changed history in terms of technology.	Technology	• Products, Procedures, and Processes
3.4.C. Technology and Engineering Design		
1 Design Attributes		
3.4.5.C1 Explain how the design process is a purposeful method of planning practical solutions to problems.	Technology	• Products, Procedures, and Processes
2 Engineering Design		
3.4.5.C2 Describe how design, as a dynamic process of steps, can be performed in different sequences and repeated.	Technology	• Products, Procedures, and Processes
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
3.4.5.C3 Identify how invention and innovation are creative ways to turn ideas into real things.	Technology	• Products, Procedures, and Processes
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
3.4.5.D1 Identify ways to improve a design solution.	Energy Transfer	• Converting Energy Portfolio: Improve
2 Using and Maintaining Technological Systems		
3.4.5.D2 Use information provided in manuals, protocols, or by experienced people to see and understand how things work.	Technology	• Technology and Industry
3 Assessing Impact of Products and Systems		
3.4.5.D3 Determine if the human use of a product or system creates positive or negative results.	Technology	• Technology and Industry
3.4.E. The Designed World		
1 Medical Technologies		
3.4.5.E1 Identify how technological advances have made it possible to create new devices and to repair or replace certain parts of the human body.	Technology	• Technology and Industry
2 Agricultural and Related Biotechnologies		
3.4.5.E2 Understand that there are many different tools necessary to maintain an ecosystem, whether natural or man-made.	Ecosystems	• Terrestrial Ecosystems • Aquatic Ecosystems • Ecosystems Apply
3 Energy and Power Technologies		
3.4.5.E3 Explain how tools, machines, products, and systems use energy in order to do work.	Energy Transfer	• Electrical Circuits
4 Information and Communication Technologies		
3.4.5.E4 Describe how the use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas.	Sound Transfer of Energy Weather and Climate	• Changes in Vibration • Energy Flow • Weather Data
5 Transportation Technologies		

Pennsylvania Academic Standards Science: Grade 5	Science 5 A/B	
	Unit Name	Lesson Name
3.4.5.E5 Examine reasons why a transportation system may lose efficiency or fail (e.g., one part is missing or	Technology	• Transportation and Construction
6 Manufacturing Technologies		
3.4.5.E6 Examine how manufacturing technologies have become an integral part of the engineered world.	Technology	• Transportation and Construction
7 Construction Technologies		
3.4.5.E7 Describe the importance of guidelines when planning a community.	Technology	• Transportation and Construction

Science 6

Pennsylvania Academic Standards	Science 6 A/B	
Science: Grade 6	Unit Name	Lesson Name
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.6.A1 Describe the similarities and differences of major physical characteristics in plants, animals, fungi, protists, and bacteria.	Biodiversity	• Common Characteristics • Physical Characteristics
2 Energy Flow		
3.1.6.A2 Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.	Matter and Energy	• Making Food • Photosynthesis Portfolio 1 • Photosynthesis Portfolio 3 • Energy and Matter in an Ecosystem • Matter and Energy Apply
3 Life Cycles		
3.1.6.A3 Intentionally Blank		
4 Cell Cycles		
3.1.6.A4 Recognize that all organisms are composed of cells and that many organisms are unicellular and must carry out all life functions in one cell.	Reproductive Success	• Animal Structures
	Matter and Energy	• Matter and Energy Introduction • Breaking Down Food
5 Form and Function		
3.1.6.A5 Describe basic structures that plants and animals have that contribute to their ability to make or find food and reproduce.	Reproductive Success	• Reproduction in Flowering Plants • Non-Flowering Plants Reproduction • Successful Plant Reproduction • Animal Structures • Animal Behaviors • Reproductive Success Apply
6 Organization		
3.1.6.A6 Identify examples of unicellular and multicellular organisms.	Biodiversity	• Unicellular and Multicellular
7 Molecular Basis of Life		
3.1.6.A7 Intentionally Blank		
8 Unifying Themes		
3.1.6.A8 SCALE Explain why the details of most cells are visible only through a microscope.	Reproductive Success	• Animal Structures
3.1.B. Genetics		
1 Heredity		
3.1.6.B1 Intentionally Blank		
2 Reproduction		
3.1.6.B2 Intentionally Blank		
3 Molecular Basis of Life		

Pennsylvania Academic Standards	Science 6 A/B	
Science: Grade 6	Unit Name	Lesson Name
3.1.6.B3 Intentionally Blank		
4 Biotechnology		
3.1.6.B4 Intentionally Blank		
5 Unifying Themes		
3.1.6.B5 Intentionally Blank		
3.1.C. Evolution		
1 Natural Selection		
3.1.6.C1 Differentiate between instinctive and learned animal behaviors that relate to survival.	Reproductive Success	• Animal Structures
2 Adaptation		
3.1.6.C2 Intentionally Blank		
3 Unifying Themes		
3.1.6.C3 Intentionally Blank		
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.6.A1 Distinguish the differences in properties of solids, liquids, and gases.	Properties of Matter	• Thermal Energy
3.2.6.A1 Differentiate between volume and mass. Investigate that equal volumes of different substances usually have different masses.	Properties of Matter	• Mass, Weight, and Density
2 Structure of Matter		
3.2.6.A2 Compare and contrast pure substances with mixtures.	Properties of Matter	• Separating Mixtures
3 Matter and Energy		
3.2.6.A3 Explain and give examples of how mass is conserved in a closed system.	Properties of Matter	• Closed Systems
4 Reactions		
3.2.6.A4 Differentiate between physical changes and chemical changes.	Properties of Matter	• Physical vs. Chemical Change
5 Unifying Themes		
3.2.6.A5 CONSTANCY AND CHANGE Identify characteristic properties of matter that can be used to separate one substance from the other.	Properties of Matter	• Separating Mixtures • Matter and Atomic Structure Apply
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
3.2.6.B1 Explain how changes in motion require a force.	Energy of Motion	• Kinetic and Potential Energy
2 Energy Storage and Transformations: Conservation Laws		

Pennsylvania Academic Standards Science: Grade 6	Science 6 A/B	
	Unit Name	Lesson Name
3.2.6.B2 Describe energy as a property of objects associated with heat, light, electricity, magnetism, mechanical motion, and sound.	Properties of Matter	• Thermal Energy
	Energy of Motion Properties of Matter	• Energy Transfer and Kinetic Energy • Thermal Energy
3.2.6.B2 Differentiate between potential and kinetic energy.	Energy of Motion	• Kinetic and Potential Energy
3 Heat/Heat Transfer		
3.2.6.B3 Give examples of how heat moves in predictable ways, normally flowing from warmer objects to cooler ones until they reach the same temperature.	Properties of Matter	•Thermal Energy Transfer
3.2.6.B3 Explain the effect of heat on particle motion by describing what happens to particles during a phase change.	Properties of Matter	• Thermal Energy
4 Electrical and Magnetic Energy		
3.2.6.B4 Describe how electric current produces magnetic forces and how moving magnets produce electric current.	Non-Contact Forces	• Non-Contact Forces Portfolio 1 • Non-Contact Forces Portfolio 2 • Non-Contact Forces Portfolio 3
3.2.6.B4 Derive Ohm's Law through investigation of voltage, current, and resistance.	Non-Contact Forces	• Electric Circuits
5 Nature of Waves (Sound and Light Energy)		
3.2.6.B5 Intentionally Blank		
6 Unifying Themes		
3.2.6.B6 ENERGY Demonstrate that heat moves in predictable ways from warmer objects to cooler ones.	Thermal Energy	• Kinetic Energy Transfer • Energy Transfer Device Portfolio 3 • Thermal Energy Apply
3.2.6.B6 SCALE Investigate that materials may be composed of parts too small to be seen without magnification.	Matter and Atomic Structure	• Matter and Atomic Structure Introduction • Thermal Energy
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		
3.3.6.A1 Recognize and interpret various mapping representations of Earth's common features.	Earth's Changing Surface	• Plate Tectonics • Ring of Fire • Volcanoes Change Earth's Surface • Earth's Changing Surface Apply
2 Earth's Resources/Materials		
3.3.6.A2 Examine how soil fertility, composition, resistance to erosion, and texture are affected by many factors.	Earth's Changing Surface	• Soil
3 Earth's History		
3.3.6.A3 Intentionally Blank		
4 Water		

Pennsylvania Academic Standards	Science 6 A/B	
Science: Grade 6	Unit Name	Lesson Name
3.3.6.A4 Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.	Earth's Changing Surface	• Water Cycle
5 Weather and Climate		
3.3.6.A5 Describe the composition and layers of the atmosphere.	Atmosphere	• Atmospheric Layers
3.3.6.A5 Explain the effects of oceans on climate.	Atmosphere	• Polar Ice and Climate Change
3.3.6.A5 Describe how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.	Atmosphere	• Atmospheric Layers
6 Unifying Themes		
3.3.6.A6 MODELS/SCALES Describe the scales involved in characterizing Earth and its atmosphere.	Atmosphere	• Atmospheric Layers
3.3.6.A6 MODELS/SCALES Create models of Earth's common physical features.	Earth's Changing Surface	• Rocks Under Pressure • Volcanoes Change Earth's Surface • Earth's Changing Surface Apply
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
3.3.6.B1 Compare and contrast the size, composition, and surface features of the planets that comprise the solar system as well as the objects orbiting them.	Sun, Moon, Earth, Solar System	• Orbiting Bodies' Properties • Solar system Distancer System Scale
3.3.6.B1 Recognize the role of gravity as a force that pulls all things on or near the earth toward the center of the earth and in the formation of the solar system and the motions of objects in the solar system.	Sun, Moon, Earth, Solar System	• Gravity and Orbits • Orbiting Bodies' Properties
3.3.6.B1 Explain why the planets orbit the sun in nearly circular paths.	Sun, Moon, Earth, Solar System	• Gravity and Orbits
3.3.6.B1 Describe how the planets change their position relative to the background of the stars.	Sun, Moon, Earth, Solar System	• Introduction to Space
3.3.6.B1 Explain how the tilt of the earth and its revolution around the sun cause an uneven heating of the earth which in turn causes the seasons and weather patterns.	Sun, Moon, Earth, Solar System	• Reason for the Seasons • Asteroid Impact Portfolio 2 • Asteroid Impact Portfolio 3
2 Unifying Themes		
3.3.6.B2 MODELS Use models to demonstrate that earth has different seasons and weather patterns.	Sun, Moon, Earth, Solar System	• Reason for the Seasons • Asteroid Impact Portfolio 3
3.3.6.B2 MODELS Use models to demonstrate that the phases of the moon are a result of its orbit around Earth.	Sun, Moon, Earth, Solar System	• Moon Phases • Asteroid Impact Portfolio 2
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
3.4.6.A1 Identify how creative thinking and economic and cultural influences shape technological development.	Waves	• Technologies for Information Transfer

| Pennsylvania Academic Standards | Science 6 A/B | |
Science: Grade 6	Unit Name	Lesson Name
2 Core Concepts of Technology		
3.4.6.A2 Describe how systems thinking involves considering how every part relates to others.	Solar System	• Gravity
3 Technology Connections		
3.4.6.A3 Explain how knowledge from other fields of study (STEM) integrate to create new technologies.	Technology	• Development of Technologies
3.4.B. Technology and Society		
1 Effects of Technology		
3.4.6.B1 Describe how economic, political, and cultural issues are influenced by the development and use of technology.	Technology	• Development of Technologies
2 Technology and Environment		
3.4.6.B2 Describe how technologies can be used to repair damage caused by natural disasters and to break down waste from the use of various products and systems.	Technology	• Technology Usage
3 Society and Development of Technology		
3.4.6.B3 Interpret how societal and cultural priorities are reflected in technological devices.	Technology	• Technology and STEM
4 Technology and History		
3.4.6.B4 Demonstrate how new technologies are developed based on people's needs, wants, values, and/ or interests.	Sun, Moon, Earth, Solar System	• Gravity and Orbits
3.4.C. Technology and Engineering Design		
1 Design Attributes		
3.4.6.C1 Recognize that requirements for a design include such factors as the desired elements and features of a product or system or the limits that are placed on the design.	Engineering Design Portfolio	• Design Portfolio 1 • Design Portfolio 2 • Design Portfolio 3 • Design Portfolio 4 • Design Portfolio 5
2 Engineering Design		
3.4.6.C2 Show how models are used to communicate and test design ideas and processes.	Sun, Moon, Earth, Solar System	• Gravity and Orbits
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
3.4.6.C3 Explain why some technological problems are best solved through experimentation.	Technology	• Technology and STEM
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
3.4.6.D1 Apply a design process to solve problems beyond the laboratory classroom.	Engineering Design Portfolio	• Design Portfolio 1 • Design Portfolio 2 • Design Portfolio 3 • Design Portfolio 4 • Design Portfolio 5
2 Using and Maintaining Technological Systems		

Pennsylvania Academic Standards	Science 6 A/B	
Science: Grade 6	Unit Name	Lesson Name
3.4.6.D2 Use computers appropriately to access and organize and apply information.	Sun, Moon, Earth, Solar system	• Moon Phases • Not Enough Hours
	Sun, Moon, Earth, Solar system	• Solar System Scale
	Earth's Changing Surface	• Mining Groundwater
	Properties of Matter	• Mass, Weight, and Density
	Waves	• How are Waves Transmitted? • Digitalized Signals
	Reproductive Success	• Analyzing Factors
3 Assessing Impact of Products and Systems		
3.4.6.D3 Design and use instruments to evaluate data.	Engineering Design Portfolio	• Design Portfolio 1 • Design Portfolio 2 • Design Portfolio 3 • Design Portfolio 4 • Design Portfolio 5
3.4.E. The Designed World		
1 Medical Technologies		
3.4.6.E1 Describe how advances and innovations in medical technologies are used to improve health care.	Technology	• Technology and STEM
2 Agricultural and Related Biotechnologies		
3.4.6.E2 Identify how emerging agricultural technologies have an effect on ecosystem dynamics and human/ animal food resources.	Earth's Changing Surface	• Mining Groundwater
3 Energy and Power Technologies		
3.4.6.E3 Investigate that power is the rate at which energy is converted from one form to another or transferred from one place to another.	Technology	• Development of Technologies
4 Information and Communication Technologies		
3.4.6.E4 Illustrate how communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination.	Technology	• Technologies for Information Transfer
3.4.6.E4 Examine how communications information technologies are used to help humans make decisions and solve problems	Technology	• How are Waves Transmitted?
5 Transportation Technologies		
3.4.6.E5 Demonstrate how transporting people and goods involves a combination of individuals and sub-systems, such as structural, propulsion, suspension, guidance, control, and support.	Technology	• Technology Usage
6 Manufacturing Technologies		
3.4.6.E6 Identify key aspects of manufacturing systems that use mechanical processes to change the form of natural materials (e.g., separating, forming, combining, conditioning).	Technology	• Rock and Mineral Resources
7 Construction Technologies		
3.4.6.E7 Explain how the type of structure determines the way the parts are put together.	Technology	• Technology Usage

Science 7

Pennsylvania Academic Standards Science: Grade 7	Science 7 A/B	
	Unit Name	**Lesson Name**
3.1. Biological Sciences		
3.1.A. Organisms and Cells		
1 Common Characteristics of Life		
3.1.7.A1 Describe the similarities and differences of physical characteristics in diverse organisms.	Cells	• Plant and Animal Cells
	Body Systems	• Body Systems Portfolio 1 • Body Systems Portfolio 2 • Body Systems Portfolio 3
	Organism Interactions	• Classification
2 Energy Flow		
3.1.7.A2 Describe how organisms obtain and use energy throughout their lives.	Cells	• Modeling Cells
	Body Systems	• Body Systems Portfolio 1
3 Life Cycles		
3.1.7.A3 Explain why the life cycles of different organisms have varied lengths.	Reproduction and Genetics	• Modeling Sexual Reproduction
4 Cell Cycles		
3.1.7.A4 Explain how cells arise from pre-existing cells.	Cells	• Mitosis
5 Form and Function		
3.1.7.A5 Explain how the cell is the basic structural and functional unit of living things.	Cells	• Unicellular and Multicellular • Cells Apply
	Body Systems	• Body Systems Hierarchy
6 Organization		
3.1.7.A6 Identify the levels of organization from cell to organism.	Body Systems	• Body Systems Hierarchy
7 Molecular Basis of Life		
3.1.7.A7 Compare life processes (e.g. growth, digestion) at the organism level with life processes at the cellular level.	Cells	• Plant and Animal Cells • Modeling Cells • Organelles
8 Unifying Themes		
3.1.7.A8 MODELS Apply the appropriate models to show interactions among organisms in an environment.	Organism Interactions	• Relationships Among Organisms
3.1.B. Genetics		
1 Heredity		
3.1.7.B1 Explain how genetic instructions influence inherited traits.	Reproduction and Genetics	• Modeling Sexual Reproduction • Relate Genotypes and Phenotypes • Genetic Factors and Growth • Reproduction and Genetics Apply
3.1.7.B1 Identify Mendelian patterns of inheritance.	Reproduction and Genetics	• Modeling Sexual Reproduction • Relate Genotypes and Phenotypes
2 Reproduction		
3.1.7.B2 Compare sexual reproduction with asexual reproduction.	Reproduction and Genetics	• Asexual and Sexual Reproduction
3 Molecular Basis of Life		

| Pennsylvania Academic Standards | Science 7 A/B | |
Science: Grade 7	Unit Name	Lesson Name
3.1.7.B3 Intentionally Blank		
4 Biotechnology		
3.1.7.B4 Describe how selective breeding and biotechnology can alter the genetic composition of organisms.	Reproduction and Genetics	• Human Influence on Traits
5 Unifying Themes		
3.1.7.B5 PATTERNS Compare and contrast observable patterns in the physical characteristics across families, strains and species.	Organism Interactions	• Classification • Organism Interaction Apply
3.1.C. Evolution		
1 Natural Selection		
3.1.7.C1 Describe how natural selection is an underlying factor in a population's ability to adapt to changes.	Reproduction and Genetics	• Traits, Survival, and Reproduction
2 Adaptation		
3.1.7.C2 Explain why the extinction of a species may occur when the environment changes.	Organism Interactions	• Relationships Among Organisms
3.1.7.C2 Explain that mutations can alter a gene and are the original source of new variations in a population.	Reproduction and Genetics	• Modeling Mutations
3 Unifying Themes		
3.1.7.C3 CONSTANCY AND CHANGE Identify evidence drawn from geology, fossils, and comparative anatomy that provides the basis for the theory of evolution.	Organism Interactions	• Evidence of Evolution
3.2. Physical Sciences: Chemistry and Physics		
3.2.A. Chemistry		
1 Properties of Matter		
3.2.7.A1 Differentiate between elements, compounds, and mixtures.	Matter Properties	• Types of Matter
3.2.7.A1 Identify groups of elements that have similar properties.	Matter Properties	• Elements and Chemical Change
3.2.7.A1 Explain how materials are characterized by having a specific amount of mass in each unit of volume (density).	Matter Properties	• Types of Matter
2 Structure of Matter		
3.2.7.A2 Identify atoms as the basic building blocks of matter and that elements are composed of one type of atom.	Matter Properties	• Elements and Chemical Change
3 Matter and Energy		
3.2.7.A3 Explain how energy transfer can affect the chemical and physical properties of matter.	Matter Properties	• Elements and Chemical Change
4 Reactions		
3.2.7.A4 Describe how reactants change into products in simple chemical reactions.	Matter Properties	• Elements and Chemical Change
5 Unifying Themes		

Pennsylvania Academic Standards	Science 7 A/B	
Science: Grade 7	**Unit Name**	**Lesson Name**
3.2.7.A5 Intentionally Blank		
3.2.B. Physics		
1 Force & Motion of Particles and Rigid Bodies		
3.2.7.B1 Describe how unbalanced forces acting on an object change its velocity.	Force Interactions	• Force and Motion Portfolio 1 • Force and Motion Portfolio 2 • Force and Motion Portfolio 3 • Force Interactions Apply
3.2.7.B1 Analyze how observations of displacement, velocity, and acceleration provide necessary and sufficient evidence for the existence of forces.	Force Interactions	• Position, Distance, and Displacement
2 Energy Storage and Transformations: Conservation Laws		
3.2.7.B2 Describe how energy can be changed from one form to another (transformed) as it moves through a system or transferred from one system to another system.	Thermal Energy	• Energy Transfer Device Portfolio 1 • Energy Transfer Device Portfolio 2 • Energy Transfer Device Portfolio 3
3 Heat/Heat Transfer		
3.2.7.B3 Differentiate among convection, conduction, and radiation.	Thermal Energy	• Thermal Energy Transfer
3.2.7.B3 Explain why heat energy consists of the random motion and vibrations of the particles of matter.	Thermal Energy	• Kinetic and Thermal Energy • Matter and Temperature • Energy Transfer and Temperature • Kinetic Energy Transfer
4 Electrical and Magnetic Energy		
3.2.7.B4 Explain how electrical current is produced by the flow of electrons.	Force Interactions	• Electric and Magnetic Forces
3.2.7.B4 Explain and demonstrate how electric current produces magnetic forces and how moving magnets produce electric current.	Force Interactions	• Electric and Magnetic Forces
5 Nature of Waves (Sound and Light Energy)		
3.2.7.B5 Demonstrate that visible light is a mixture of many different colors.	Waves	• Light and Sound Waves
3.2.7.B5 Explain the construct of the electromagnetic spectrum.	Waves	• Light and Sound Waves
3.2.7.B5 Describe how sound and light energy are transmitted by waves.	Waves	• Properties of Waves • Light and Sound Waves
6 Unifying Themes		
3.2.7.B6 ENERGY Demonstrate that heat is often produced as energy is transformed through a system.	Thermal Energy	• Kinetic Energy Transfer
3.2.7.B6 ENERGY Demonstrate how the transfer of heat energy causes temperature changes.	Thermal Energy	• Energy Transfer and Temperature
3.3. Earth and Space Sciences		
3.3.A. Earth Structure, Processes and Cycles		
1 Earth Features and the Processes that Change It		

Pennsylvania Academic Standards Science: Grade 7	Science 7 A/B	
	Unit Name	Lesson Name
3.3.7.A1 Define basic features of the rock cycle.	Earth's Energy Systems	• The Rock Cycle
3.3.7.A1 Describe the layers of the earth.	Earth's Energy Systems	• The Structure of Earth
3.3.7.A1 Differentiate among the mechanisms by which heat is transferred through the Earth's system.	Weather	• Predicting Weather
2 Earth's Resources/Materials		
3.3.7.A2 Explain land use in relation to soil type and topography.	Geological Processes	• Water and Soil
3 Earth's History		
3.3.7.A3 Explain and give examples of how physical evidence, such as fossils and surface features of glaciation support theories that the Earth has evolved over geologic time.	Geological Processes	• Earth's Evolution
3.3.7.A3 Compare geologic processes over time.	Geological Processes	• Processes Over Time
4 Water		
3.3.7.A4 Differentiate among Earth's water systems.	Geological Processes	• Water and Soil
3.3.7.A4 Describe the motions of tides and identify their causes.	Geological Processes	• Water and Soil
5 Weather and Climate		
3.3.7.A5 Describe basic elements of meteorology.	Weather	• Relative Humidity • Air Pressure • Air Masses • Air Mass Interactions • Predicting Weather • Predicting Weather Portfolio 1 • Predicting Weather Portfolio 2 • Predicting Weather Portfolio 3
	Natural Hazards	• Tracking Hurricane Dorian
3.3.7.A5 Explain the relationship between the energy provided by the sun and the temperature differences among water, land and atmosphere.	Weather	• Predicting Weather
6 Unifying Themes		
3.3.7.A6 MODELS/SCALES Locate significant geologic structures using various mapping representations.	Geological Processes	• Processes Over Time
3.3.7.A6 CONSTANCY/CHANGE Describe changes in atmospheric conditions associated with various weather patterns.	Weather	• Air Pressure • Air Masses • Air Mass Interactions • Predicting Weather Portfolio 1 • Predicting Weather Portfolio 2 • Predicting Weather Portfolio 3

| Pennsylvania Academic Standards | Science 7 A/B | |
Science: Grade 7	Unit Name	Lesson Name
3.3.7.A6 CONSTANCY/CHANGE Describe geologic time as it related to earth processes.	Geologic Processes	• Processes Over Time
3.3.B. Origin and Evolution of the Universe		
1 Composition and Structure		
3.3.7.B1 Describe gravity as a major force in determining the motions of planets, stars, and the solar system.	Solar System	• Gravity
3.3.7.B1 Compare and contrast properties and conditions of objects in the solar system to those on Earth.	Solar System	• Orbiting Bodies' Properties
2 Unifying Themes		
3.3.7.B2 SCALE AND MEASUREMENT Identify a variety of instruments used to gather evidence about the universe.	Solar System	• Galaxies and the Universe
3.3.7.B2 PATTERNS Describe repeating patterns in the Sun-Earth-Moon system and the positions of stars.	Solar System	• Galaxies and the Universe
3.3.7.B2 SCALE Relate planetary size and distance in our solar system using an appropriate scale model.	Solar System	• Solar System Distances
3.4. Technology and Engineering Education		
3.4.A. The Scope of Technology		
1 Characteristics of Technology		
3.4.7.A1 Explain how technology is closely linked to creativity, which has resulted in innovation and invention.	Matter Properties	• Synthetic Materials , Natural Resources
2 Core Concepts of Technology		
3.4.7.A2 Explain how different technologies involve different sets of processes.	Design and Technology	• Design Process
3 Technology Connections		
3.4.7.A3 Explain how knowledge gained from other fields of study has a direct effect on the development of technological products and systems.	Design and Technology	• Technology Applied
3.4.B. Technology and Society		
1 Effects of Technology		
3.4.7.B1 Explain how the use of technology can have consequences that affect humans in many ways.	Design and Technology	• Technology and Society
2 Technology and Environment		
3.4.7.B2 Explain how decisions to develop and use technologies may be influenced by environmental and economic concerns.	Design and Technology	• Technology and society
3 Society and Development of Technology		
3.4.7.B3 Describe how invention and innovation lead to changes in society and the creation of new needs and wants.	Design and Technology	• Technology and society
4 Technology and History		

Pennsylvania Academic Standards	Science 7 A/B	
Science: Grade 7	**Unit Name**	**Lesson Name**
3.4.7.B4 Explain how many inventions and innovations have evolved by using deliberate and methodical processes of tests and refinements.	Design and Technology	• Design Process
3.4.C. Technology and Engineering Design		
1 Design Attributes		
3.4.7.C1 Describe how design, as a creative planning process, leads to useful products and systems.	Design and Technology	• Design Process
2 Engineering Design		
3.4.7.C2 Explain how modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.	Design and Technology	• Technology and Society
3 Research & Development, Invention & Innovation, Experimentation/Problem Solving and Troubleshooting		
3.4.7.C3 Describe how troubleshooting as a problem-solving method may identify the cause of a malfunction in a technological system.	Design and Technology	• Design Process
3.4.D. Abilities for a Technological World		
1 Applying the Design Process		
3.4.7.D1 Identify and collect information about everyday problems that can be solved by technology and generate ideas and requirements for solving a problem.	Design and Technology	• Design Process
2 Using and Maintaining Technological Systems		
3.4.7.D2 Select and safely use appropriate tools, products and systems for specific tasks.	Weather Body Systems Reproduction and Genetics	• Air Masses • Body Systems Portfolio 2 • Modeling Asexual Reproduction
3 Assessing Impact of Products and Systems		
3.4.7.D3 Use data collected to analyze and interpret trends in order to identify the positive or negative effects of a technology.	Design and Technology	• Engineering Design
3.4.E. The Designed World		
1 Medical Technologies		
3.4.7.E1 Investigate recent advancements in medical technologies and their impact on quality of life.	Design and Technology	• Technology Applied
2 Agricultural and Related Biotechnologies		
3.4.7.E2 Examine specialized equipment and practices used to improve the production of food, fiber, fuel, and other useful products and in the care of animals.	Design and Technology	• Technology Applied
3 Energy and Power Technologies		
3.4.7.E3 Examine the efficiency of energy use in our environment.	Design and Technology	• Technology Applied
4 Information and Communication Technologies		
3.4.7.E4 Illustrate how information can be acquired and sent through a variety of technological sources, including print and electronic media.	Design and Technology	• Technology and Society
5 Transportation Technologies		

| Pennsylvania Academic Standards | Science 7 A/B | |
Science: Grade 7	Unit Name	Lesson Name
3.4.7.E5 Explain how processes, such as receiving, holding, storing, loading, moving, unloading, delivering, evaluating, marketing, managing and communicating are necessary for the entire system to operate efficiently.	Design and Technology	• Manufactoring, Transportation, Construction
6 Manufacturing Technologies		
3.4.7.E6 Examine the processes involved in extracting (e.g., harvesting, drilling, mining) raw materials from the earth for use in manufacturing processes.	Design and Technology	• Manufactoring, Transportation, Construction
7 Construction Technologies		
3.4.7.E7 Examine subsystems found in the construction of a building.	Design and Technology	• Manufactoring, Transportation, Construction