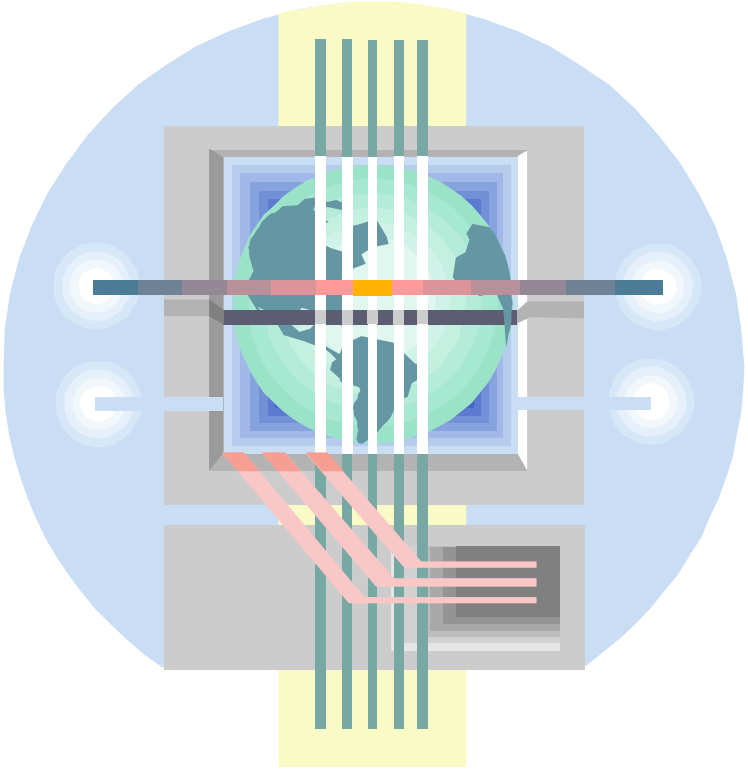
Commonwealth of Pennsylvania
Department of Education

Cyber Charter School Application

2012



Pennsylvania
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2011 Cyber Charter Schools Requirements and Application

Introduction

This application format serves as the framework for the official 2011 application, submitted by a cyber charter school applicant to the Department of Education. In developing this format, the research-based components that are identified as essential in the planning process for the creation of a cyber charter school serve as the basis for this framework. The five essential components are School Design, Needs Assessment, Governance, Finance/Facility; and Administration. In addition to the requirements that follow, when completing the application the applicant should review and refer to the two Basic Education Circulars on charter and cyber charter schools. The charter and cyber charter school Basic Education Circulars are available at:

http://www.portal.state.pa.us/portal/server.pt/community/purdon's_statutes/7503/charter_schools/507318 (charter schools)

The deadline for submitting the 2011 Cyber Charter School Application is 5:00 PM Eastern Standard Time, Monday October 3, 2011. If you are planning to submit an application, please contact the PDE Charter School Office for additional information regarding submission requirements.

Questions should be directed to:

Marlene Kanuck
(717) 783-9294
mkanuck@state.pa.us

Application Requirements

In the development of your application, you are required to expand upon each of the five essential components as outlined on pages 8 through 16. Successful applicants will be knowledgeable in the implementation of all federal and state requirements that are applicable to cyber charter schools. Successful applications will include all of the following information per sections 1719-A and 1747-A of the Charter School Law, and describe how the school will meet the requirements of section 1743-A(c) and (d), the provisions regarding the dissemination of information to parents and school district, and section 1748-A, the provisions requiring the notification of enrollment and withdrawal from a cyber charter school.

Section 1719-A:

1. The identification of the cyber charter applicant.
2. The name of the proposed cyber charter school.
3. The grade or age levels served by the cyber charter school.
4. The proposed governance structure of the cyber charter school, including a description and method for the appointment or election of the board of trustees.
5. The mission and (measurable) education goals of the cyber charter school, the curriculum to be offered and the methods of assessing whether students are meeting educational

goals. Cyber charter school students shall be required to meet the same testing and academic performance standards established by law and regulations applicable to public school students.

6. The admission policy and criteria for evaluating student admission which shall comply with the requirements of section 1723-A (of the Charter School Law).
7. Procedures which will be used regarding the suspension or expulsion of pupils.
8. Information on the manner in which community groups will be involved in the cyber charter school planning process.
9. The financial plan for the cyber charter school and the provisions which will be made for auditing the school under section 437 (of the Public School Code).
10. Procedures which shall be established to review complaints of parents regarding the operation of the cyber charter school.
11. A description of and address of the physical facility in which the cyber charter school will be located and the ownership thereof and any lease arrangements.
12. Information on the proposed school calendar for the cyber charter school, including the length of the school day and school year consistent with provisions of section 1502.
13. The proposed faculty and a professional development plan for the faculty of a cyber charter school.
14. Whether any agreements have been entered into or plans developed with the local school district regarding participation of the cyber charter school students in extracurricular activities within the school district. Not withstanding any provision to the contrary, no school district of residence shall prohibit a student of a cyber charter school from participating in any extracurricular activity of that school district of residence: provided , that the student is able to fulfill all of the requirements of participation in such activity and the cyber charter school does not provide the same extracurricular activity.
15. A report of criminal history record, pursuant to section 111, for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.
16. An official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa.C.S. Ch. 63 Subch. C.2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.
17. How the cyber charter school will provide adequate liability and other appropriate insurances for the cyber charter school, its employees and its board of trustees.

Section 1747-A:

1. The curriculum to be offered and how it meets the requirements of 22 Pa. Code Ch.4 (relating to academic standards and assessment) or subsequent regulations promulgated to replace 22 Pa. Code Ch. 4.
2. The number of courses required for elementary and secondary students.
3. An explanation of the amount of online time required for elementary and secondary students.
4. The manner in which teachers will deliver instruction, assess academic progress and communicate with students to provide assistance.
5. A specific explanation of any cooperative learning opportunities, meetings with students, parents and guardians, field trips or study sessions.
6. The technology, including types of hardware and software, equipment and other materials

which will be provided by the cyber charter school to the student.

7. A description of how the cyber charter school will define and monitor a student's school day, including the delineation of on-line and off-line time.
8. A description of commercially prepared standardized achievement tests that will be used by the cyber charter school in addition to the Pennsylvania System of School Assessment test, including the grade levels that will be tested and how the data collected from the tests will be used to improve instruction.
9. The technical support that will be available to students and parents or guardians.
10. The privacy and security measures to ensure the confidentiality of data gathered online.
11. The level of anticipated enrollment during each school year of the proposed cyber charter school including expected increases due to the addition of grade levels.
12. The methods to be used to insure the authenticity of student work and adequate proctoring of examinations.
13. The provision of education and related services to students with disabilities, including evaluation and the development and revision of individualized education programs.
14. Policies regarding truancy, absences and withdrawal of students, including the manner in which the cyber charter school will monitor attendance consistent with the provisions of section 1715-A (9).
15. The types and frequency of communication between the cyber charter school and the students and the manner in which the cyber charter school will communicate with parents and guardians.
16. The addresses of all facilities and offices of the cyber charter school, the ownership thereof and any lease arrangements. If the cyber charter school has more than one facility, it must designate the administrative office where all student records shall be maintained as required by section 1748-A(h).

Section 1743-A(c)(d)

1. Describe how your cyber charter school will make available upon request, either in writing or electronically, the following information to each student's school district of residence:
    a. A copy of the charter.
    b. A copy of the cyber charter school application.
    c. A copy of all annual reports prepared by the cyber charter school.
    d. A list of all students from that school district enrolled in the cyber charter school.
2. Describe how the cyber charter school upon request and prior to the student's first day in the cyber charter school will provide, either in writing or electronically, the following information to the parent or guardian of a student:
    a. A list and brief description of the courses of instruction the student will receive. The list shall be updated annually for each grade level in which the student is enrolled.

b. A description of the lessons and activities to be offered online and offline.
c. The manner in which attendance will be reported and work will be authenticated.
d. A list of all standardized tests the student will be required to take during the school year and the place where the test will be administered, if available.
e. The meetings to be held during the school year between a parent or guardian and a teacher and among other school officials or parents or guardians and the manner in which the parent or guardian will be notified of the time and place for the meeting.
f. The address of the cyber charter school and the name, telephone number and e-mail address of the school administrator and other school personnel.
g. A list of any extracurricular activities provided by the cyber charter school.
h. The names of the student's teachers, if available, and the manner in which each teacher can be contacted by the student or the parent of guardian.
i. A list of all services that will be provided to the student by the cyber charter school.
j. Copies of policies relating to computer security and privacy, truancy, absences, discipline and withdrawal or expulsion of students.
k. Information on:
    i. The cyber charter school's professional staff, including the number of staff personnel, their education level and experience.
    ii. The cyber charter school's performance on the PSSA and other standardized test scores.
l. Information regarding the proper usage of equipment and materials and the process for returning equipment and materials supplied to the students by the cyber charter school. A parent or guardian shall acknowledge, either in writing or electronically, the receipt of this information.
m. A description of the school calendar, including, but not limited to, the time frame that will constitute a school year and a school week, holiday and term breaks.

Section 1748-A

1. Within 15 days of the enrollment of a student to a cyber charter school, the parent or guardian and the cyber charter school shall notify the student's school district of residence of the enrollment through the use of the notification form developed by the Department of Education.
2. The cyber charter school and the parent or guardian shall provide written notification to the school district of residence within 15 days following the withdrawal of a student from the cyber charter school.

CYBER CHARTER SCHOOL APPLICATION

APPLICATION FACT SHEET

This application fact sheet is intended to be a "finger-tip" summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Proposed Cyber Charter School Name (Must Include "Charter School" in the Title)

V3 Cyber Charter School _____

1. _____

Proposed Cyber Charter School Administrative Location (City/Town and Zip Code)
Middletown, PA 17057 _____ County **Dauphin** _____
Intermediate Unit **Capital Area 15** _____
Proposed Start Date **August 26, 2013** _____
Federal Employer Identification Number _____

Contact Person: First **Nathan** _____ Middle **D** _____ Last **Byler** _____
Organization **V3 Cyber Charter School, 1801 Oberlin Road** _____
City **Middletown** _____ State **PA** _____ Zip Code **17057** _____
Telephone **(717) 304-6808** _____ Fax _____ E-mail **ndbyler@gmail.com** _____

Founding Coalition: Indicate Number of Representatives per Group	Grade and Age Ranges	Projected Student Enrollment Year 1-5
Parents 0	Elementary N/A	1st Year 300
Teachers 4	Secondary 7-12	2nd Year 450
Business Partners 0	Age of Kindergarten N/A	3rd Year 600
Community Based Orgs. 1	Age of Beginners 12-13	4th Year 900
Museums 0	Circle Appropriate Grade(s)	5th Year 1200
Higher Education 0	K 1 2 3 4 5 6 7 8 9 10 11 12	
Other Group (Identify) _____		Total Number of Teachers 60

Does the cyber charter applicant have an existing retirement system? Yes ☐ No ☒

Does the applicant group presently have access to a facility suitable for the cyber charter school's administrative offices? Yes ☒ No ☐

2. **School Focus:** Describe, in brief terms and on an additional page, the proposed cyber charter school's mission, educational focus, and other essential characteristics.

School Focus: Describe, in brief terms and on an additional page, the proposed cyber charter school's mission, educational focus, and other essential characteristics.

The mission of the V3 Cyber Charter School (V3CCS) is to use technology in non-traditional ways to educate all students at their individual level. In addition, the V3CCS seeks to enhance the manner in which online learning is delivered and received, while giving the opportunity for traditional learning when geographically possible. Lastly, the V3CCS strives to create an online environment that enhances the interpersonal and academic skills of students.

It is the belief of the founding members that student success is defined as helping all students enter the world of work or post-secondary school. In either case, we can expand students' educational opportunities both virtually and traditionally as well as increase their knowledge base, instead of narrowing their educational focus.

The V3CCS is unique. The V3CCS has access to a refined, well developed curriculum, a caring, dedicated, and highly qualified staff, and the experience garnished by teaching public school children for over half a century.

I. SCHOOL DESIGN

1. Mission Statement:

A. Briefly describe the core philosophy or underlying purpose of the proposed school.

1. To use technology in non-traditional ways to educate all students at their individual level
2. To enhance the manner in which online learning is delivered and received, while giving the opportunity for traditional learning when geographically possible
3. To create an online environment that enhances interpersonal skills as well as academic skills

B. What is your overarching vision of the school?

1. That students graduate with a rich array of academic content
2. That students graduate with a moral conscience and are workforce or post-secondary ready
3. To provide an online and a traditional environment for individualized learning
4. To be a model for other cyber charter schools to deliver both social and academic content

Explanation: Define a concise plan for an innovative public school that will lead to improved educational performance. Consistency between the mission and the educational programs should be articulated to achieve improved performance.

2. Measurable Goals and Objectives:

A. What are the school's measurable academic goals and objectives to promote student learning?

1. That students are proficient or advanced on local assignments and assessments
2. That all students are proficient or advanced in standardized testing
3. That students achieve success on Keystone Exams and have the opportunity to immediately move on to higher learning

C. What are the schools measurable non-academic goals and objectives to promote student performance?

1. That students attend and participate in school on a daily basis
2. That students complete assignments on time to prepare for workforce and post-secondary deadlines
3. That students complete assignments in a manner consistent with high moral character

4. That students interact with others on a daily basis and conduct themselves with high moral character

*Explanation: Develop clear **measurable** goals with objectives for building the educational program that reflects a commitment to academic excellence for all students.*

3. Educational Program:

A. Describe the educational program of the school, providing a detailed description of the curriculum and the content in all subject areas.

1. The V3CCS will deliver high quality curriculum and instruction to all students in grades 7-12. The curriculum consists of core area subjects and electives. Each student will have a personalized schedule of classes that will consist of both core areas and electives.

2. Detailed Curriculum – **See Appendix X**

B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Provide a projection of the number and type of special education programs that will be operated directly by your charter school or through contracts. Provide a projection of the number and type of related services that will be provided directly by the charter school or through contracts.

1. Organizational Goals For Differing Student Need

a. The V3CCS ensures that it will comply with Federal Regulations (FAPE), IDEA, its implementing regulations in 34 CFR, and Section 504 according to the Pennsylvania Regulations, through the Department of Education.

b. The V3CCS will provide from within the school or may enter into an agreement with another provider regarding all provisions and program services to comply with Chapter 711.

c. All students enrolled in the V3CCS with disabilities will have equal access to the approved curriculum and will participate in the mandated Commonwealth assessments. In addition, students with disabilities will participate in mandated local assessments, standards, and approved curriculum as described in the Chapter 4 regulations as published by the Pennsylvania Department of Education.

d. The V3CCS recognizes its responsibility for the development, assessment and improvement of the total education program. To this end, it shall provide continuous learning through effective articulation in the V3CCS; continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program; guidance and counseling services for all students to assist in career and academic planning; a continuum of educational programs and services for all exceptional children, pursuant to law and regulation; English (as a Second Language) programs for students whose dominant language is

not English, pursuant to law and regulation; compensatory education programs for students, pursuant to law and regulation; equal educational opportunity for all students , pursuant to law and regulation; career awareness and vocational education, pursuant to law and regulation; educational opportunities for exceptionally gifted and talented students; and regular and continuous instruction in required safety procedures.

e. Procedures for curriculum development, which ensure utilization of available resources and effective participation of staff members will be established and reviewed on a regular basis. A listing of all curriculum materials shall be made available for the information of parents, students, and staff. The V3CCS may also conduct pilot programs deemed necessary to the continuing improvement of the instructional program.

f. Each exceptional student who attends the V3CCS shall be offered an educational program that meets his/her individual educational, instructional, transitional and related services needs. The special education program shall be designed to comply with law; conform to goals; and, to the extent feasible and consistent with the best interests of the exceptional student and other students, integrate programs of special education with the regular instructional program. Exceptional students served by the special education program of this district shall include those school-age children, as defined by law, resident in the district who so deviate from the average in physical, mental, emotional or social characteristics that they require special educational programs, facilities or services. The V3CCS directs that all students with disabilities shall be identified, evaluated, placed and provided with appropriate educational services, in accordance with federal and State laws. The V3CCS shall establish and implement a system of procedural guards and parental notification. In order to maintain a more effective program of special education, the V3CCS may: enter into agreement with Lebanon/Lancaster County School Districts for the purpose of sharing special education; and enter into agreements with private contractors to provide programs of low-incidence populations.

g. The program to which each exceptional child is assigned shall be that which best assures his/her success in learning and offers the least restrictive environment, in accordance with State regulations. All procedures for implementation of an individualized education program shall be designed to guard the privacy of the student and family.

h. No exceptional student shall be denied, because of handicap/disability, participation in co-curricular, intramural or interscholastic activities or any of the services offered or recognitions rendered regularly to students of any district, unless such participation is not practical because of the handicap/disability. All services, e.g., shop, art, physical education, music, home economics, etc., which are extended to the general population of students shall be provided for exceptional students, where feasible.

i. The V3CCS shall provide a program of vocational technical education in order to: prepare students for gainful employment as skilled workers or technicians in recognized and new or emerging occupations; prepare students for enrollment in post-secondary education programs; and assist students in choosing meaningful career pathways.

j. The V3CCS may enter into an agreement with a Career and Technology Center for a program of vocational technical education which may include: vocational technical courses of student interwoven and articulated throughout the curriculum of the school; enrollment of students in a program of vocational technical education outside this district, provided that such program is not offered in this district, and provided that such enrollment has been approved by the parent or guardian of the student; a recognized school-to-work program experience in private employment; a work-study program for the employment of qualified students in public agencies and institutions; a cooperative education program to offer students experience in private employment; a service learning program to orient students to the nature of the community; establishment and maintenance of a school for vocational technical education.

k. In order to maintain a program of vocational technical education, the V3CCS shall: provide for the placement of students in work study and career preparatory programs and supervise the nature and conduct of their employment; operate programs in compliance with the current state plan for vocational education; provide adequate equipment for the maintenance of the V3CCS program; and utilize qualifying private resources as necessary and appropriate to effectuate the purpose of this policy.

l. The V3CCS shall provide ESL services to students who are identified through the Home Language Survey upon enrollment. Services will be provided by a certified teacher specializing in ESL who will provide assessment, progress monitoring and evaluation of student progress, and their attainment of academic standards.

m. All V3CCS programs will be operated in conformance with the current state plan for vocational technical education and State Board regulations; all V3CCS teachers are properly certified for their specific teaching assignments; all approved planned instruction is carried out; students participating in cooperative education programs are not exploited, illegally employed, or employed under conditions which fail to safeguard their health and interests; development of district vocational technical curricula is integrated with a continuing assessment of the employment demands of the community and the Commonwealth as well as the needs and interests of students; and students and parents/guardians are informed that admission to vocational-technical education programs is accessible to regularly enrolled students, in accordance with established criteria for admittance. The V3CCS shall seek and utilize all available state, federal and private sources of revenue for the financial support of vocational technical education. All students participating in CTC programs sponsored by this V3CCS are considered to be regularly enrolled in the

district schools and are subject to the policies and rules of the Commonwealth, and jointly established policies and rules of the V3CCS.

2. Resources For Academic Success

   a. The V3CCS shall provide instructional and evaluative materials to implement and support the school's educational goals and academic standards. Resource materials shall include reference books, supplementary titles, multimedia materials, maps, library books, software and instructional material. The Chief Operating Officer, after consultation with the teaching staff, shall be responsible for the selection, recommendation, and maintenance of all resource materials. No adoption or change of materials shall be made without his or her recommendation.

   b. Resource materials shall be selected in accordance with the following guidelines: materials shall be suited to the varied interests, abilities, reading levels, and maturation levels of the students to be served; wherever possible, materials shall be selected to provide opposing views on controversial issues so that students may develop critical reading and thinking skills; wherever possible, materials shall represent varied religious, ethnic, gender and cultural groups and their contribution to American heritage; materials shall be factually accurate and of genuine literary or artistic value; materials shall be of a quality and durability appropriate to their intended use and longevity; materials shall relate to, support, and enrich the courses of planned instruction adopted by the Board; and materials shall relate to, support, and enrich the courses of planned instruction adopted by the Board.

   c. Instructional materials and equipment shall fit the special strategies of the planned special education curriculum current with recent educational technologies.

3. Additional Instructional Opportunities

   a. An action plan for additional instructional opportunities for students not achieving at the proficient level including identification procedures, alternate instructional strategies, monitoring of assessment procedures, and opportunities for extended learning time.

   b. Suggestions of programs that might be developed to help students achieve at the proficient level include:

      i. Increased parental involvement in school and academic program.

      ii. Additional instruction via synchronous online teaching.

      iii. Additional reading support (similar to Title 1 services, but not as restrictive in numbers of students who can participate).

      iv. Establishment of a math support program similar to current Title 1 services.

v. Additional instructional support teachers to provide alternative teaching strategies and models.

vi. Achievement goals connected to academic standards are found in written curriculum.

vii. Improving student achievement will be accomplished through teach/test and reteach/retest strategies, practice materials geared to standards, and incentive programs for student achievement.

viii. Computerized grade analyses will be utilized to measure achievement throughout the school year.

ix. Sustained silent reading takes place twice weekly.

x. Test-taking strategies are incorporated in the seventh grade guidance course.

xi. Reading and writing assignments should be increased in all content areas.

xii. A recommendation has been made for developing a summer enrichment program to provide extended instructional time, to include small group instruction in math and the language arts. Students not achieving at the proficient level as identified on the state assessment and those scoring below the 40th percentile on the seventh grade standardized test would be provided an opportunity to participate. As space permits, other students would be included to provide the underachieving students with an opportunity to work with others who have achieved at an acceptable level.

xiii. Teacher training on all achievement tests is necessary, as well as materials to help the teachers as well as the students practice taking tests in specific formats.

xiv. Using the curriculum that is currently being written as well as curriculum that will be written in the near future as a guide in setting goals in different subject areas.

xv. End of the marking period exams to check for success in attaining goals in the core academic subject areas.

xvi. Provide parenting skills programs designed to train parents on how to more effectively work with their children at home on all academic areas.

xvii. Provide summer school for students who do not meet the goals of their current grade placement.

xviii. Provide ESL students not achieving at proficient levels (as identified by curriculum based assessment, standardized tests, and teacher observation) with additional opportunity to work individually with the ESL teacher.

Further evaluation and assessment may be conducted with ESL teacher consulting with general education teacher to assure appropriate differential instruction is provided.

4. Supervision

    a. The Supervision of the special education services provided by the V3CCS will be conducted by a Pennsylvania certified and qualified individual familiar with all rules and regulations associated with the Pennsylvania Department of Education.

    b. The V3CCS will comply with all Pennsylvania Department of Education compliance monitoring requirements, provide any and all information requested by the Pennsylvania Department of Education, and successfully complete any specified corrective action plan required by the Pennsylvania Department of Education.

5. Personnel

    a. All personnel associated with providing special needs services to students will be properly Pennsylvania certified and qualified to do so.

    b. Additional services or service providers such as translating interpreters shall meet the following qualifications:

        i. Score at least 3.5 on the Education Interpreter Performance Assessment for the appropriate grade level and review the score every two (2) years.

        ii. Be qualified under the Sign Language Interpreter/Translator Act.

        iii. Receive at least 20 hours of professional development to those services annually.

    c. Paraprofessional's which will include personal care aides, who may work with students in a special education class or otherwise will have completed at least two (2) years of post secondary study, possess an associate degree or higher, and meet all rigorous study from the Pennsylvania Department of Education.

6. Annual Report

    a. An annual report on the V3CCS programs will include the total number of children with disabilities, services and programs provided by the V3CCS and/or through an intermediate unit and training for staff provided by the Pennsylvania Department of Education. The annual report will also include assurances that it is in compliance with all federal rules and regulations associated with special needs students. Finally, the annual report will include the age and type of exceptionality for each child, intervention, programs, and certification of personnel dealing with each child.

7. Enrollment

a. The V3CCS will not deny or discriminate against any student based upon their disability or need for supplementary service. However, the V3CCS may find it necessary to limit admission to specific grade levels or subjects based upon established criteria.

8. Educational Records

   a. All student educational records will be transferred to and from any school agency covered in section 117.8 within 10 days of notification of the student enrollment. The V3CCS shall maintain school records for each student with an identified disability in accordance with the Family Educational Rights and Privacy Act of 1974.

9. Payments

   a. The student's school district of residence shall be responsible to the V3CCS for the special education upon enrollment, or an existing student shall become identified an eligible for special education services.

10. Complaint Procedure

    a. The V3CCS shall comply with all of the Pennsylvania Department of Education established procedures in conjunction with the state complaint procedures and filing a complaint.

11. Child Find

    a. The V3CCS shall establish and follow a series of written policies for identification, location and evaluation procedures for all students in need of special education. The policies will be located on the V3CCS website and in the handbook.

    b. The written policy shall include but not be limited to; public awareness information to parents regarding the available special educational services, programs, how to request these services; and the screening activities required to identify, locate, and evaluate the students with disabilities.

12. Reevaluation

    a. A reevaluation of student services can be requested by the parent or teacher on an annual basis; however, more frequent evaluations could be permitted if agreed to by the V3CCS and the other parties. The V3CCS will reevaluate all students at least once every three (3) years with severely disabled, mental retardation, shall be reevaluated every two (2) years. All specified timelines for reevaluation will comply with section 34 CRF, part 300.303.

13. Screening

    a. The V3CCS will provide initial screenings, student support, and student identification for special education and services need. The screenings will include hearing, vision,

and academic performance in core subject areas. In addition, the V3CCS will meet all regulations in section 34 CFR 300.646(6)(2). A pre-referral screening may take place to verify appropriate mathematics and reading instruction has taken place in accordance with state grade-level standards, student behavior, discovery of student need or a lack of previous instruction, and a review of interventions shared with parents of the student.

14. Evaluation

    a. The V3CCS student evaluation team will include a certified school psychologist for more severe needs but shall be conducted in conjunction with all requirements incorporated into section 34 CFR 300.301.

15. Criteria for Determination

    a. The V3CCS will develop and maintain procedures for determining the existence of a specific learning disability. The process will be clearly identified in the annual report on the program.

    b. The V3CCS will address the student's ability in oral expression, listening comprehension, written expression, basic reading, reading fluency, reading comprehension, mathematics calculation, and mathematics problem solving. The process to discover the student's adequacy in these areas will be identified through scientific, research-based interventions, which will show if the student received high quality education in the previous setting, if the student progress was regularly monitored, and if a severe discrepancy exists between the intellectual ability and achievement of the student.

    c. In the event the findings of these evaluations determine the student is not a result of a visual, hearing, orthopedic, mental retardation, emotional, cultural, environmental, economical, or ESL disadvantage, the V3CCS will ensure that underachievement is not a result of a prior disability but is due to a lack of appropriate instruction.

16. IEP

    a. A student entering the V3CCS with an existing IEP shall have his IEP implemented within 10 school days. The V3CCS will be responsible for ensuring special needs services shall be implemented in accordance with the current IEP or developing a new IEP for implementation.

    b. If a student is age 14 or older, an appropriate transition plan will be developed to include post-secondary goals in training, education, employment, and independent living skills.

C. Describe the teaching methods that will be used to deliver instruction and assess academic performance. How will this pedagogy enhance student learning?

1. Teaching in an online environment employs a similar set of skills to those who teach in a brick and mortar setting. V3CCS teachers use a variety of methods to reach students of all levels. Our approach involves both asynchronous and synchronous teaching.

    a. Synchronous

        i. Using Wimba Classroom, students meet with the teacher live at a minimum of once per week, per class.

        ii. Teachers and students interact via video and voice providing time for direct instruction and questioning.

        iii. Teachers and students collaborate on an interactive whiteboard.

        iv. Teachers groups students to work collaboratively in breakout rooms, using methodologies such as Think-Pair-Share.

    b. Asynchronous

        i. Teacher created videos present content to students

        ii. Teacher created voice recordings present content through embedded audio and podcasts

        iii. In-depth discussions are held using traditional written forums and modern voice forums

        iv. Students and teachers use blogs and wikis to collaborate, express, and share

2. Assessment in the V3CCS very rarely comes in the traditional form of testing. Rather, students are expected to use high order thinking skills to complete assignments. Teachers use rubrics to assess the student mastery level of the given content.

3. Today's students have grown accustomed to digital tools and devices. The traditional brick and mortar school frowns upon such devices and goes to great lengths to eliminate these tools. The V3CCS recognizes the value of digital tools and encourages its students to use them. V3CCS teachers use the tools of today to deliver content-rich, engaging lessons to students. Lecture is held to a minimum, while teachers mentor students in the exploration of new content. V3CCS students create, synthesize, analyze, and evaluate content daily.

D. Attach the school calendar and identify hours of the school operation, as per section 1715-A(9).

1. Students begin schooling at the end of August and continue until 180 days have been completed. Students in the V3CCS are required to complete 990 hours of instruction during the 180 day period.

2. While an online school is more flexible in its time than the traditional brick and mortar, the V3CCS recognizes the need for students to attend school on a regular basis. V3CCS students are required to spend a minimum of 6 hours per day engaged in schoolwork.

3. Calendar and Hours – **See Appendix Y**

Explanation: Describe effective teaching methods, curriculum, and a specific plan to meet the needs of ALL students that are consistent with the mission of your school.

4. School Accountability:

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

1. The school has set a high standard for its students and teachers. The school will continue to monitor student achievement by monitoring different data points and identifying strengths and weaknesses of students. The curriculum will build on students' strengths and improve weaknesses that are identified by a number of data sets.

B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

1. Teacher Evaluation

a. Professional employees will be grouped into four categories, or STAGES. Teacher evaluation occurs through a variety of activities: (1) required supervisory activities, (2) personalized supervisory activities, and (3) other professional growth/staff development activities. These are described below:

b. Stage I - Focused Assistance

i. Temporary Professional Employees (years 1 thru 3)

ii. Professional Employees new to the district (year 1)

iii. Employees requiring New Teacher Induction

1. Required supervisory activities

a. Planning conference at the beginning of each school year with the principal, assistant principal or his/her designee

b. Three administrative observations by the principal, assistant principal or central office staff

c. One student observation with a teacher analysis

d. Exit interview conference with the principal or assistant principal

2. Other professional growth/staff development activities

    a. Successful completion of the district induction program

    b. Mentor visitation/videotaped lesson

    c. Inductee to participate in V3CCS workshops, appropriate graduate coursework, or school visitations

    d. Participation in appropriate IU Induction programs

c. Stage II- Administrative Consultation

i. Professional employees (years 4-6) and other employees not in Stage III (professional employees from other districts must spend a minimum of one year in Stage II)

1. Required supervisory activities

    a. Planning conference with the principal or assistant principal at the beginning of each school year

    b. One administrative observation by the principal or assistant principal

    c. One student observation with a teacher analysis or other personalized supervisory activities listed below. (approved by principal)

    d. Exit interview conference with the principal or his/her designee

2. Personalized supervisory activities

    a. Videotaped analysis, peer analysis or self-directed evaluation as mutually determined by teacher and supervisor

3. Other professional growth/staff development activities

    a. V3CCS workshops

    b. Workshop/conference

    c. Approved graduate level coursework

    d. Other professional activities

d. Stage III - Self Directed Development

i. Professional employees having at least 6 years of experience and having successfully completed Stage II

1. Required supervisory activities

a. Planning conference with the principal or his/her designee

b. One administrative observation or other personalized supervisory activity listed below which must be approved by the principal

c. Exit interview conference and evaluation with the principal or his/her designee

2. Personalized supervisory activities

a. Student observation, videotaped analysis or peer analysis, or self-directed evaluation as mutually determined by teacher and supervisor.

3. Other professional growth/staff development activities

a. V3CCS workshops

b. Workshops or conference

c. Approved graduate level coursework

d. Other professional activities

e. Stage IV - Intensive Supervision

i. Experienced professional employees needing assistance

1. Required supervisory activities

a. Planning conference with the principal or his/her designee at the beginning of the school year

b. Two observations by the principal or assistant principal

c. One student observation with a teacher analysis

d. One observation by a central office administrator

e. Exit interview conference and evaluation with the principal or central office administrator

2. Personalized supervisory activities

a. Professional employee to participate in at least one extension activity tied to identified area of deficiency

b. Professional employee to participate in V3CCS workshops, appropriate graduate level coursework, or school visitation as deemed appropriate by the principal and central office administrator

3. Other professional growth/staff development activities

a. V3CCS workshops

b. Workshop/conference

c. Approved graduate level coursework

d. Other professional activities

2. Teacher Evaluation Procedure

a. Identification of Teachers Needing Intensive Supervision

i. Factors which may lead to the reassignment of a teacher to Stage IV:

1. Student achievement is not at an acceptable level, given student history and ability

2. The classroom environment does not meet district standard

3. Teaching deficiencies can be identified that negatively affect student learning

4. Persistent and significant input is received from students, parents, peers, counselors or other staff members to warrant a review

ii. A teacher is reassigned by the administration and must be notified of the decision in writing and copied to the Chief Operating Officer.

iii. Once assigned to Stage IV the teacher will receive assistance from a group of professionals to include but not limited to the following:

1. A building administrator

2. The department chairperson/team leader

3. A central office administrator

4. A building mentor teacher

iv. The above team works with the teacher to develop a specific and detailed plan for improvement, which is then put into action under team direction and observation.

v. Remediation of the teacher will continue until the group of professionals is satisfied with performance and deficiencies have been corrected.

vi. This process continues in a cycle until such time that both the team and teacher are confident that the targeted skill(s) has/have been developed and will continue to be practiced. At this point the teacher will return to Stage II, administrative consultation mode.

vii. The Chief Operating Officer is to be notified in writing of any teacher that is reassigned.

b. Supervisory Activities

i. Alternative forms of observation may be utilized but are not to replace a formal classroom visitation. Alternatives include but are not limited to walk through visits, videotaping, and peer observation.

3. The Performance Statement and Exit Interview

a. Annual Timeline: The timeline is presented as a guide. It does not preclude the intermixing of activities. The intent is to avoid the submission of and completion of exit interviews in May.

i. September through October: Completion of all planning conferences

ii. October through February: Completion of all formal observations in stages II and III

iii. October through April: Completion of all formal observations in stages I and IV

iv. May through June: Completion of all exit interviews and subsequent ratings; identification of teachers needing assistance

b. Copies of all observations and PDE 426 or PDE 428 evaluations are to be sent to the office of the Chief Operating Officer where they will be tracked.

4. Administrative Yearly Expectations

a. Principals - each building principal or assistant principal will complete the following:

i. Conduct or assign all planning conferences and exit interviews

ii. Observe each new teacher or long term substitute at least three times.

iii. In addition to the formal observations, administrators will conduct short visits of 10-15 minutes with each teacher in the building

iv. Coordinate tracking of observations in the building

v. Coordinate the remediation of reassigned teachers

b. Planning conference: Each year, each staff member will meet with their immediate supervisor to develop a personal plan for professional growth. This planning conference meeting should be conducted no later than October. Goals, objectives and/or projects should be produced in written form using Form A and other documentation as necessary.

c. During the Spring/Summer of each year, the professional employee should develop a tentative individualized staff development plan for the following year and start thinking about his/her educational goals and supervisory plan for the following school year. This could become part of the year-end review.

d. Principals, Assistant Principals, Supervisors and Coordinators will conduct planning conferences, conduct exit interviews, and observe teachers as described in the above supervisory procedure or as defined by the Chief Operating Officer.

5. Administrative Evaluation:

a. V3CCS Administrators will be evaluated yearly by the Chief Operating Officer.

b. Administrators will be evaluated on:

i. Job Performance (30)

ii. Leadership Skills (30)

iii. Management Skills (45)

c. Rating Scale:

i. Commendable= 95-105

ii. Highly Satisfactory= 79-94

iii. Low Satisfactory- 63-78

iv. Unsatisfactory= 0-62

d. V3CCS administrators will be responsible for developing focus goals each year and the progress of those goals will be part of the evaluation process.

C. How will your school be accountable to the parents of the children attending your school?

1. PowerSchool: Parents will have access to students' grades through the PowerSchool parent portal. Each parent(s)/guardian(s) will be given a username and password which allows them to check any grade of their child throughout and entire marking period.

2. Blackboard Observer Access: Parents will have access to students' grades and assignments through Blackboard Observer Access.

3. Parents will be notified of unexcused absences via text messages and automated phone calls. (If this service is agreed to by the parent/guardian)

4. Progress reports: Progress reports will be given to students who are not showing progress quarterly. The parent will receive the report in the mail.

5. Report Cards: Grades will be given quarterly, and once again, grades will be mailed to the students.

6. Parent/Teacher conferences: In November, towards the end of the first marking period, teachers will hold live or virtual parent/teacher conferences to discuss the progress of their students at the V3CCS.

D. Discuss your plan for regular review of school budgets and financial records.

1. The V3CCS will comply with all financial audits and audit procedures.

2. The V3CCS will be audited annually by an independent certified public accounting firm according to the same guidelines put forth by the Pennsylvania public schools system. The V3CCS will absorb the cost and submit a copy to PDE within 180 days of the end of the fiscal year.

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

1. The V3CCS will follow the same procedures in maintaining secure and accurate records as is done in a traditional school. Individual passwords are created to maintain security of student records and will change often in accordance with our technology plan. Student information will be stored in our secure SIS system which is PowerSchool and hosted by Carbon Lehigh Intermediate Unit.

F. Describe your system for maintaining accurate student enrollment and withdrawal information as required under section 1748-A, Enrollment and Notification.

1. PowerSchool allows for easy and secure use that documents enrollment and withdrawal from the V3CCS. The system will document the specific days of enrollment into the V3CCS and also document dates of withdrawal the same way.

2. School districts will be notified within a 15 day time period of any enrollment or withdrawal and will receive needed records including the enrollment notification form that is provided by the department of education. Other forms that provide enrollment information will be used including but not limited to PDE-4059 CS (Instructional time and delivery), PDE 40262 (Annual Attendance Membership Report), and PDE 4002 CS (Summary Report for Aggregate Days Membership). If there is a dispute regarding enrollment or residence of a child, it will be resolved using the procedures that are outlined in Section 1748-A.

G. Describe plans to evaluate student performance.

1. The V3CCS will follow the same accountability measures expected of public schools in Pennsylvania. Following Chapter 4 regulations, the V3CCS will develop an assessment plan that will illustrate student achievement or lack thereof. Assessment data will be used to inform all instructional decision making. A committee of teachers and administrators will continuously monitor data to make strong educational decisions about instruction and increased student achievement.

   The Board of Trustees will acknowledge each student's successful completion of the instructional program appropriate to the student's interests and needs by awarding a diploma at graduation ceremonies.

   The Board of Trustees shall adopt the graduation requirements students must achieve, which shall include course completion and grades, completion of a culminating project, and results of local and/or state assessments.

   The Board of Trustees shall award a regular high school diploma to every student enrolled in this district who meets the requirements of graduation established by the Board of Trustees as part of the Long Range Plan.

   The Board of Trustees may permit an identified student with a disability to participate in graduation ceremonies with his/her graduating class, even though the student will not be granted a diploma and will continue to receive educational services.

   The requirement for graduation shall be the completion of work and studies representing the instructional program assigned to grades 9 through 12, which are aligned to established academic standards.

   The Board of Trustees requires that each candidate for graduation shall have earned twenty-four (24) credits. The fourth year of high school shall not be required if the student has completed all requirements for graduation and attends a postsecondary institution as a full-time student.

   The V3 Cyber Charter School recognizes that a system of assessing student achievement can help students, teachers, and parents to understand and evaluate a

student's progress toward educational goals and academic standards and uses a variety of assessment strategies to aid in this process. The V3 assessment system includes a variety of assessment strategies which may include: evaluation of written work by students; evaluation of scientific experiments conducted by students; evaluation of works of art or music, theatrical or dance performances by students; evaluations of other demonstrations, performances, products, or projects by students related to specific academic standards; nationally-available achievement tests; diagnostic assessments; evaluations of portfolios of student work related to achievement of academic standards; and other measures, as appropriate, which may include standardized tests.

Assessment shall be the system of measuring and recording student progress and achievement that enables the student, parents and teachers to determine a student's attainment of established academic standards and to learn the student's strengths and weaknesses; plan an educational and vocational future for the student in areas of the greatest potential for success; and to know where remedial work is required.

The V3 assessment system shall include a variety of assessment strategies which may include:

1. Evaluation of written work by students.
2. Evaluation of scientific experiments conducted by students.
3. Evaluation of works of art or music, theatrical or dance performances by students.
4. Evaluation of other demonstrations, performances, products or projects by students related to specific academic standards.
5. Examinations developed by teachers to assess specific academic standards.
6. Nationally available achievement tests.
7. Diagnostic assessments.
8. Evaluations of portfolios of student work related to achievement of academic standards.
9. Other measures, as appropriate, which may include standardized tests. At the outset of any course of study, each student and their parents should be informed about the academic standards to be attained. Each student and their parents should be kept informed of his/her personal progress during the units of a course of study.

Methods of assessment shall be appropriate to the course of study and maturity of students. Students should be encouraged to assess their own academic achievements. All assessment systems shall be subject to continuing review and revision. Staff, students, and parents should be involved in the continuing program of assessment review.

H. How will student development towards the school's overall learning goals and objectives be measured?

1. Below is a proposed assessment schedule for the V3CCS. The assessments are used to establish baseline data information and measure improvement throughout the course of the year. Assessments are aligned to standards, anchors, and eligible content.

Assessment	Dates	Grade(s)
4Sight Benchmark Reading & Mathematics – Test 1	September 2013	7-11
PSSA Grade 12 Retest in Math, Reading, Science, & Writing	October 2013	**12**
4Sight Benchmark Reading & Mathematics – Test 3	January 2014	7-12
PSSA Reading & Math and PSSA-Modified Reading & Math	March 2014	**7, 8, 11**
PSSA Writing	March 2014	**8, 11**
PSSA Science and PSSA-Modified Science	March 2014	**8, 11**
PSSA and PSSA-Modified Make-Ups for All Subjects	March-April 2014	**As Applicable**
4Sight Benchmark Reading & Mathematics – Test 5	May 2014	7-12

I. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.

1. The V3CCS will use assessment data to inform instructional decision making by identifying student strengths and weaknesses and using best teaching practices to effectively build on strengths and weaknesses to improve the achievement levels of students. Each data point will represent quantitative data used to make an overall assessment of where the student is academically and then develop a plan to get him/her to the desired goal.

2. Facility

   a. The V3cyber Charter School will provide adequate space at a facility in Middletown and Fredericksburg. It will also work directly with all public school districts to secure the proper administration of the PSSA. In the event that does not come to fruition, the V3 Cyber Charter School will look toward the Intermediate Units to gather students and administer the PSSA.

   b. If the additional sites are needed V3 personnel will secure small and large group instruction areas to administer the PSSA in local libraries, business, or other facility conducive to testing and assessment. y

Explanation: Describe your commitment to high academic standards for all students; well-developed evaluation program for either school-developed or standardized testing; use of the Pennsylvania System of School Assessment (PSSA) or the PA Alternate School Assessment (PASA); and an analysis of assessment results to improve student performance.

5. School Community:

A. Describe the relationship of your school with the surrounding community.

1. An online school allows students to be "blended," which gives them the opportunity to learn both online and in a traditional environment. The V3CCS would be an extension of the existing community outreach. As a statewide cyber charter school, the V3CCS would be able to reach more students in our immediate surrounding area.

2. Through the use of the classroom webinar technology, the V3CCS is able to create partnerships with businesses and post-secondary institutions. Guest speakers are able to visit the classroom without having to travel on-site. A guest can easily join a synchronous classroom session and provide dynamic, real time, engaging material to our students. Time zones are the only obstacle between our students and the rest of the world wide community.

B. Describe the nature and extent of parent involvement in the school's mission.

1. Parents are vital to the success of a student in the V3CCS. Although students are young adults, they still need to be guided and nurtured. While the V3CCS has many electronic ways to monitor a student, the parent is the human eyes and ears. Parents have firsthand knowledge of the student's strengths and weaknesses.

2. The V3CCS believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To insure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

3. The V3CCS feels that it is the parents who have the ultimate responsibility for their children's in-school and online behavior, including the behavior of pupils who have reached the legal age of majority, but are still for all practical purposes, under parental authority. During direct student contact, the V3CCS, through its designated administrators, acts in loco parentis or in place of the parents.

4. The V3CCS directs that the following activities be implemented to encourage parent-school cooperation:

    a. Parent-teacher conferences to permit two-way communication between home and school. This can be done in person, via Wimba Classroom, or by telephone.

    b. An open house and orientation event will be held to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a firsthand basis.

    c. Meetings of parents and staff members to explain and discuss matters of general interest with regard to child-school, child-home, or child-school-home relationships. This can be done in person, via Wimba Classroom, or by telephone.

    d. Meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems.

    e. Special events of a cultural, ethnic, or topical nature, which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the school or community.

5. For the benefit of children, the V3CCS believes that parents have a responsibility to encourage their child's progress in school by:

    a. Supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's willful in-school and online behavior.

b. Maintaining an active interest in the students' daily work and making it possible for the student to complete assigned work through providing a quiet place and suitable conditions for study.

c. Reading all communications from the school, and signing and returning them promptly when required.

d. Cooperating with the school in attending conferences set up for the exchange of information on the child's progress in school.

e. Participating in in-school and online activities and special functions.

6. Part of our mission is to enhance interpersonal skills as well as academic skills. The V3CCS encourages multiple levels of communication, including but not limited to:

   a. Student and Parent

   b. Student and Teacher

   c. Parent and Teacher

   d. Student and Other Students

   e. Student, Parent, and Teacher

C. Describe procedures established to review complaints of parents regarding operation of the charter school.

1. Any parents/guardians of an enrolled student shall have the right to present a request, suggestion, or complaint concerning district personnel, the program, or the operations of the district. At the same time, the V3CCS has a duty to protect its staff from unnecessary harassment. It is the intent of the following procedures to provide a fair and impartial manner for seeking appropriate remedies.

2. Any misunderstandings between the parents/guardians and the school district shall be resolved by direct discussion of an informal type between/among the interested parties. It is only when such informal meetings fail to resolve the differences that more formal procedures shall be employed.

3. Any requests, suggestions, or complaints shall be referred to the Chief Operating Officer for consideration and action. In the event that further action is warranted, based on the initial investigation, such action shall be in accordance with the following procedures.

4. Matters Regarding a Teaching Staff Member

   a. First Level - A matter specifically directed toward a teaching staff member shall be addressed, initially, to the concerned staff member who shall discuss it wit the

complainant and make every effort to provide a reasoned explanation or take appropriate action within his authority.

i. As appropriate, the staff member shall report the matter, and whatever action may have been taken, to the principal.

b. Second Level - If the matter cannot be satisfactorily resolved at the first level, it shall be discussed by the complainant with the principal.

c. Third Level - If a satisfactory solution is not achieved by discussion with the principal, the principal shall attempt to schedule a conference with the Chief Operating Officer. The principal will furnish to the Chief Operating Officer a report which will include:

i. The specific nature of the complaint and a brief statement of the facts giving rise to it.

ii. The respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely.

iii. The action which the complainant wishes taken and the reasons why it is felt that such action be taken.

iv. Recommended action(s) by the principal.

d. Fourth Level - Should the matter still not be resolved by the Chief Operating Officer, or if it is beyond the Chief Operating Officer’s authority and requires Board action, the Chief Operating Officer shall furnish the Board of Trusties with a complete report.

i. The Board, after reviewing all material relating to the case, shall provide the complainant with its written decision or grant a hearing before the Board or before a committee of the Board.

ii. The complainant shall be advised, in writing, of the Board's decision, no more than ten (10) days following the hearing.

5. Matters Regarding an Administrative Staff Member

a. In the case of a complaint directed toward an administrative staff member, the general procedure specified in Part 4 shall be followed. The complaint shall be discussed, initially, with the person toward whom it is directed, and if a satisfactory resolution is not achieved at this level, the matter shall be brought, as required, to higher levels in accordance with the organization chart of the V3CCS.

6. Matters Regarding a Noninstructional Staff Member

a. In the case of a complaint directed toward a noninstructional staff member, the same procedure is to be followed as in Part 4.

7. Matters Regarding a Program, Operation, or Instructional Materials

    a. A request, suggestion, or complaint, relating to a matter of the V3CCS or school policy, procedure, program, operation, or instructional materials, should be addressed, initially, to the principal or the head of the nonprofessional department who is most directly concerned; and then brought, in turn, to higher levels of authority in the manner prescribed in Part 4.

8. Matters Regarding Pupil Progress and Well-Being

    a. In the case of a complaint directed toward this area, the general procedures specified in Part 4 shall be followed.

Explanation: Describe expectations of family members (or guardians) to be active participants in their children's education and the integration plan of the school to collaborate with other community organizations.

6. Extra-curricular activities (athletics, publications and organizations):

A. Describe the program of extra-curricular activities planned for the charter school.

    1. The V3CCS will work closely with a community planner to ensure that V3CCS students have access to extra-curricular activities.

    2. The community planner will also work with other regional planners to ensure that students across the state have access to activities.

    3. The V3CCS will work with the community planner to set up planned and supervised trips for V3CCS students.

    Note: Charter schools shall be permitted, if otherwise qualified, to be members of the Pennsylvania Interscholastic Athletic Association.

B. Describe whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district.

    1. As per state law, cyber charter students are able to participate in local school districts' extra-curricular activities. While no formal agreements have been entered into, the V3CCS administration will work with its students to assist them in participating in local school district activities.

Explanation: Identify organized activities that complement the mission of the cyber charter school and the programs in the students' school districts of residence.

7. Technology Support:

A. Describe how your cyber charter school uses technology to provide a significant portion of its curriculum and to deliver a significant portion of instruction using the Internet or other electronic means.

   1. All V3CCS curriculum is delivered via Blackboard and third-party plug-ins. As described above, the courses are both asynchronous and synchronous. Our teachers use a variety of tools to deliver instruction. Wimba Classroom is used to deliver highly engaging, fully synchronous lessons to students. Students can interact with the teacher using text, video, and voice. An interactive whiteboard can be used by both teachers and students to demonstrate content.

B. Describe how you will improve student achievement through effective uses of technology.

   1. Today's students are a product of the digital age. According to Marc Prensky, author of Digital Natives, Digital Immigrants, "Our students have changed radically. Today's students are no longer the people our educational system was designed to teach."[1] The V3CCS uses the digital tools of today to present highly engaging content to students. Instead of banning digital tools such as MP3 players, cell phones, and social networks, the V3CCS embraces these technologies and uses them to engage students in learning 24x7x365.

C. Describe the technical support that will be provided to students and parents.

   1. Students and parents will have access to live technical support from 7:00 AM to 10:00 PM, Monday through Saturday. Students and parents will have 24 hour access to our online searchable knowledgebase.

D. Describe the policy for ensuring the privacy and security measures that will guarantee the confidentiality of data gathered online.

   1. All access to Blackboard is password protected. Only students and parents will have access to this information. Blackboard prohibits the viewing of user passwords, and passwords can only be updated by the individual user. In the event the password is forgotten, the user can change it via an automated system that emails the individual registered user. If that process is not successful, a V3CCS administrator can reset and establish a new password, but cannot view any current passwords.

   2. All access to PowerSchool is password protected. Parents will only have access to their child's information. PowerSchool prohibits the viewing of user passwords. In the event the password is forgotten, a V3CCS administrator can reset and establish a new password, but cannot view any current passwords.

[1] Prensky, Marc (2001). *Digital Natives, Digital Immigrants*. Retrieved March 24, 2010 from http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf

E. Describe the methods to ensure authenticity of student work and the proctoring of exams.

1. As described above, authenticity is established by providing assessments that are project based and require higher order thinking skills.

2. All standardized testing including 4Sight, PSSA, and Keystone Exams will be given at our home office or satellite locations (to be determined as needed) and will be proctored by V3CCS Administrators.

F. Describe equipment such as hardware, software, and Internet connections to be provided to students.

1. A $40 Internet Service Provider stipend per month, for 10 months of the year, will be paid to each family with a child enrolled in the V3CCS. It is the responsibility of the family to choose and maintain a contract with an ISP of their choice.

2. Each student enrolled in the V3CCS will receive a computer. The following specifications are an example of the computer that the student will receive. As technology continues to change, these specifications will change over time.

    a. MSI-Wind PN: U135

        i. 10" WSVGA LCD (1024x600)

        ii. Atom N450 1.66g

        iii. 2GB DDR2 Memory

        iv. 160g SATA HDD

        v. Wireless 802.11b/g/n

        vi. 10/100 LAN

        vii. USB 2.0 (x3) and 4-in-1 Card Reader (SD/MMC/MS/MSpro)

        viii. 6-Cell Battery

3. Each family with at least one student enrolled in the V3CCS will receive a Printer/Scanner combo. The printer will ship with ink/toner, and the V3 will provide ink/toner when additional supplies are needed. Example specifications are as follows:

    a. HP 4500 CB867A OfficeJet All-in-One Color Inkjet Printer

        i. 28 ppm black

        ii. 22 ppm color

iii. Ethernet or USB

iv. 64 MB on board memory

4. The following is the software that will be installed on the V3CCS issued computer:

    a. Microsoft Office

    b. Wimba Classroom Application Components

    c. Adobe Flash

    d. Sun Microsystems Java

    e. Mozilla Firefox

    f. Xournal

    g. Picassa

    h. Adobe Reader

    i. Audacity

    j. Any software specific to course requirements (installed per user)

II. NEEDS ASSESSMENT

1. Statement of Need:

A. Why is there a need for this type of school?

1. The V3CCS has a one-to-one atmosphere, where each student's needs are addressed one on one, instead of in a large group setting. Students and parents are demanding an individualized education and the V3CCS provides individualized attention.

2. In addition, many parents are expressing a desire to school the student at home but are not capable of delivering the content. The immediate region is highly conservative and the V3CCS provides an opportunity for a high quality education while allowing the student to remain in the home.

3. With its unique approach, the V3CCS allows students to have a blended education (both online and traditional classroom) when geographically possible. This affords students that ability to participate in electives that cannot be offered online.

4. It is the vision of the V3 to provide students with higher education opportunities. This includes, but is not limited to college credit courses offered through a partnership with Blendeschools.net Language Institute and Seton Hill University. No state funded "Duel Enrollment" grant monies will be used to fulfill this vision.

B. Explain why the cyber charter school model is an appropriate vehicle to address this need.

1. The V3CCS's educational model is built around the core idea that each student learns differently. While the curriculum remains the same, each student gets individualized attention from the teacher addressing his or her strengths and weaknesses.

2. One of the major advantages to cyber schooling is the need for the parent to be part of the educational process. Instead of being an outsider, the V3CCS encourages the parent to be a co-pilot in the educational process. The V3CCS provides the curricular content and a highly qualified dedicated staff, allowing the parent to be part of the process without needing the content knowledge. It is the V3CCS's unique parent-teacher combination that gives students a far more individualized plan and education than that of the traditional classroom.

Explanation: Provide recognition of potential opportunities to improve service and expand choices for students and parents.

2. School Demographics:

A. What are the school's enrollment projections for each of the first five years? What is the school's ultimate enrollment goal? What grades will be served? What is the entry age for kindergarten students and the entry age for beginners ? How many students are expected to be in each grade or grouping?

1. The following are the enrollment projections for the first five years:

a. Year 1 – 300

b. Year 2 – 450

c. Year 3 – 600

d. Year 4 – 900

e. Year 5 – 1200

2. The V3CCS's ultimate enrollment goal is between 1200 and 1500 students.

3. The V3CCS will serve secondary students in grades 7 through 12.

4. Kindergarten students will not be served by the V3CCS.

5. In year 1, the following number is projected at each grade level:

   a. Grade 7 – 30

   b. Grade 8 – 30

   c. Grade 9 – 50

   d. Grade 10 – 50

   e. Grade 11 – 60

   f. Grade 12 – 80

B. Describe the community or region where the school, particularly the administrative office, will be located.

1. The administrative office will be located in Middletown, PA, located in Dauphin County. The region is primarily a farming and rural community that is highly conservative. Located in close proximity to the administrative offices are urban areas that include Reading, Lancaster, Hershey, Harrisburg, and Pottsville.

C. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

1. The location was selected because of its proximity to regional resources. While other locations are suitable due to the fact that most operations are conducted online, this location was deemed the best due to our current population and staffing. In addition, the V3CCS feels this is a central location to serve the urban areas listed above.

D. Describe any unique demographic characteristics of the student population to be served including primary languages spoken.

1. The region has a large population of students and parents that are highly conservative. The V3CCS is able to serve these students while allowing the parents to provide the conservative education and content. Again, the unique parent-teacher connection allows the V3CCS to give these students the skills and higher level content that they were not previously receiving in the home.

2. While the majority of the immediate area is English speaking, there are pockets of the community who are Spanish speaking. In the urban areas, English and Spanish are the dominant languages in addition to other languages.

Explanation: Provide a description of the students to be served and the community in which the school will be located.

3. District Relations/Evidence of Support:

A. Provide evidence that your cyber charter school has the sustainable support to operate.

   a. See Finance section in application

B. What efforts have you made to notify the district(s) from which your charter school would draw students?

   1. When submitting the application to the state for approval, the V3CCS will send a letter to the superintendent of each school district in Pennsylvania. This is due to the fact that is it possible that any student in the state could attend the V3CCS.

   2. Local school districts will be encouraged to partner with the V3CCS to provide online learning opportunities for their students.

   3. School districts will be encouraged to work with the V3CCS to foster a collaborative relationship to best serve the students. A copy of the V3CCS application will be made available upon request.

   4. Letter to districts – **See Appendix Z**

   Note: Please attach letters of intent that were sent to all school districts from which the cyber charter school could reasonably expect to draw students.

C. What efforts will be implemented to maintain a collaborative relationship with school districts?

   1. Once a student has been enrolled in the V3CCS, the V3CCS will provide Notification of Enrollment using the state provided form within 15 days of the enrollment.

   2. School districts will be encouraged to work with the V3CCS to foster a collaborative relationship to best serve the students. A copy of the V3CCS application, charter, and annual reports will be made available upon request.

D. Convey the scope of community backing for the proposed charter school and its founding

coalition. Document community support among teachers, parents, students, community members, institutional leaders and others, through the use of letters of support, surveys, or other tangible means.

1. Letters of support – **See Appendix AA**

   A survey was completed by graduates in the year 2009 concerning implementation and sustainable support the cyber charter plan.

   The survey was completed in August of 2010. The founders of V3 have recognized the importance of collecting client information concerning possible future programs and services for better instructional and educational direction.

   The goals of the survey were five fold. First, to obtain important and meaningful information concerning regarding the need for cyber charter schools. Second, to provide the founding members with a clear client perspective of the strengths and weaknesses concerning cyber charter schools enabling them to effectively focus their efforts. Third, provide an effective forum to make important ideas and sustainable support. Fourth, to enhance public relation for how the V3 would operate and asking for sustainable support. Fifth, to provide an accurate record and important tracking of information concerning cyber charter schools.

   The client (student) survey of 187 students has revealed that significant need exists for the creation, implementation, and sustainable support for the cyber charter schools by these students.

A. The students feel more adequate preparation is needed for future success (educational and employment) in the area of cyber educational programs.
B. The students feel that on going (sustainable) cyber charter educational programming preparation is needed for future success (educational and employment) in the area of thinking skills.
C. The students feel that on going (sustainable) cyber charter educational programming preparation is needed for future success (educational and employment) in the area of employment and job seeking skills.
D. The students feel that on going (sustainable) cyber charter educational programming preparation is needed for future success (educational and employment) in the area of research searching skills.
E. The students feel that on going (sustainable) cyber charter educational programming preparation is needed for future success (educational and employment) in the area of citizenship responsibility skills.
F. The students feel that on going (sustainable) cyber charter educational programming preparation is needed for future success (educational and employment) in the area of future effective use of technology skills.

G. The students feel that on going (sustainable) cyber charter educational programming preparation is needed for future success (educational and employment) in the area of informed consumer skills.

H. The students ranked on going (sustainable) cyber charter educational programming number 2 out of a total 14 learning skills (1 being the most important) need to reach educational success and sustainability.

I. The students ranked on going (sustainable) cyber charter educational programming as the one of the most important types of instructional delivery of Math, Science, English and Social Sciences.

J. The students ranked on going (sustainable) cyber charter educational programming number 4 out of a total 14 preparation for future skills (1 being the most important) needed to reach educational success and sustainability.

K. The students indicated that additional emphasis must be added through on going (sustainable) cyber charter educational programming in general as 10th out of 19 categories (1 being the most need).

L. The students indicated that additional emphasis must be added through on going (sustainable) cyber charter educational programming as a delivery system for educational areas of study. Ranked 15th out of 16 categories (1 being the least need).

M. The students indicated that the most beneficial programming was cyber types of classes/program.

N. The students indicated that the least beneficial programming were non-technology courses.

General comments and suggestions collected:

A. Any improvement in this (cyber) area is always good.

B. Challenge students and teach them to study in this (cyber) area.

C. Increase on going (cyber) opportunities.

D. Computer (cyber) training must be expanded and will be supported.

E. Create a variety of courses outside the traditional educational program into cyber.

F. Need for more technology (cyber) for all kids.

G. Improvement needed for cyber classes.

H. Need to ensure a cyber guarantee with a viable curriculum.

The nine letters of support were identified from the employment perspective. Please note that these individuals are parents and grandparents who directly support and sustain the focus behind the advancement of the V3 Cyber charter School which should not be overlooked.

In the event the PDE looks at these nine individuals from only their employment perspective it should be noted that their influence in the field of leader ship and education is significant. It is imperative to note that several hundreds of students and parents follow their leadership especially in the area of education. These nine letters actually provide sustainable support not only for 300 students but well beyond 1,500 students. In fact, in

several short conversations In summary these nine individuals, in their employment capacity, have in the past and will in the future provide sustainable direction for the V3 Cyber Charter School.

A petition of signatures from teachers and parents will be submitted

Explanation: Document efforts to foster open communications with local school districts; evidence that the founders inspire the confidence of their targeted community; evidence that the program provides an attractive educational alternative to students and parents; and evidence that the breadth of community support extends beyond the core group of founders.

III. GOVERNANCE

1. Profile of Founding Coalition:

A. Describe the make-up of the group or partnership that is working together to apply for a charter, including the names of the founders, their background and experiences, and references for each.

1. **Nathan Byler** – Mr. Byler has been in education for the past ten years. He graduated from Lebanon Valley College in 2001 with a degree in Elementary Education and earned a Master's of Education from Wilkes University in 2010. In the past, he has grown the Northern Lebanon School District's online program into a flourishing online school. His passion for online learning is evidenced by the growth of the school over the past three years. It is his vision to have the online school become a model for other online schools within Pennsylvania and to provide a progressive model for educating students online. In line with the Northern Lebanon School District's mission of putting "Kids First," Mr. Byler believes that all students should have the opportunity to learn online and that all students can be successful in an online setting.

2. **Dr. Don Bell** – Dr. Don Bell has been the Superintendent of Schools since July of 1999. Prior to coming to Northern Lebanon, he served as a classroom teacher, Junior High Assistant Principal, High School Principal, Alternative High School Principal, and Adjunct Professor of Education. He received his teaching degree from Glenville State Teachers College in West Virginia, Master's of Education Degree from Shippensburg University, and Doctor of Education Degree from the University of Pittsburgh. While serving as the Northern Lebanon Superintendent, Dr. Bell has consistently established annual goals for educational standards and curriculum development while remaining focused on the needs of child development. In addition, Dr. Bell is a board member of Blendedschools.net, a non-profit organization dedicated to the establishment of online learning in K-12 schools.

3. **Richard Hornberger** – Mr. Hornberger became a part of Northern Lebanon in July of 2006. He currently serves as the Director of Secondary Education and the Northern Lebanon High School principal. Before joining Northern Lebanon, Mr. Hornberger spent seven years at Steelton-Highspire Elementary School working as a teacher and assistant principal. He graduated from Lebanon Valley College with a degree in Elementary Education. Later, he received his Master's Degree in Teaching and Curriculum along with Principal's Certification from Pennsylvania State University. He has been instrumental in helping to grow the Northern Lebanon School District's online school.

4. **David Woods** – Mr. Woods is currently the Superintendent of Schools for the Riverside School District. Before joining Riverside, Mr. Woods was High School Principal and Director of Secondary Education for the Northern Lebanon School District. It was under his leadership that the Northern Lebanon online school was created. Although he was only able to be a part of the school for its first full year, he has remained committed to the

value of online education. Mr. Woods received his bachelor's degree from Kutztown University. He went on to earn his Masters of Education, principal's certification, and letter of superitendecy from Widener University.

5. **Brian Wolfe** – Mr. Wolfe is a 1969 graduate of Northern Lebanon after which he began working for AMP Inc. (now Tyco Electronics) as a Junior Draftsman with the training he received in high school. He is currently a Project Manager in their Computer and Consumer Electronics Cable Assembly division. He was elected to the school board in 1991 on an agenda of low taxes and character education. He is convinced that his public school was instrumental in forming him for his life's work both in mind and heart and continues to believe schools must embrace the mission of educating the "whole child". In line with this mission, Mr. Wolfe has been instrumental in leading efforts to establish the district's online school.

B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups. Provide information on the manner in which community groups are involved in the charter school planning process.

1. The commonality among all the founding members of the V3CCS is that all were part of Northern Lebanon's online school. All of the members have a strong belief that online learning has a place in public education and should be available for all students. The founding members are unique in that all members are educators, with the exception of one, who has been a school board member for nineteen years.

C. Include any plans for further recruitment of founders or organizers of the school.

1. Upon approval of the charter application by the Department of Education, the V3CCS will recruit a Board of Trustees to govern the school.

Explanation: Describe a group that is composed of people with a range of professional skills capable of the organizational, financial, pedagogical, legal and other skills required to operate a functioning public school.

2. Governance:

A. Describe the proposed management organization of the school, including the following requirement:

An affirmative vote of a majority of the members of the Board of Trustees of the cyber charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

1. Upon approval of the charter application by the Department of Education, the V3CCS will recruit a Board of Trustees to govern the school. At this time, policies will be drafted and adopted regarding the following items:

a. School calendar (will include 990 hours or 180 days of instruction for secondary students [grades 7-12]. School will not be in session for students or staff on Saturdays, Sundays, Fourth of July, Memorial Day, Thanksgiving, the 1st of January, Christmas.

b. Adopting textbooks

c. Appointing or dismissing charter school administrators

d. Adopting the annual budget

e. Purchasing or selling of land

f. Locating new buildings or changing the locations of old ones

g. Creating or increasing any indebtedness

h. Adopting courses of study

i. Designating depositories for school funds

j. Entering into contracts of any kind where the amount involved exceeds $200

k. Fixing salaries or compensation of administrators, teachers, or other employees of the charter school.

l. Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.

B. How will the Board of Trustees be selected?

1. The founding members will select nine members to represent the V3CCS Board of Trustees. Members will be selected based on whether or not their views represent the mission of the V3CCS. It is also a priority of the founding members to consider a board member's commitment to the community and professional and education experience.

2. The following qualifications must be met:

   a. He/She shall be of good moral character, at least eighteen (18) years of age.

   b. He/She shall not have been removed from any office of trust under federal, state or local laws for any malfeasance in such office.

   c. He/She shall, before entering the duties of the office, take and subscribe to the oath or affirmation prescribed by statute.

d. Any person who has been removed from the office of school director for refusal or neglect to perform his/her duties as a board member is not eligible.

C. What steps will be taken to maintain continuity between the founding coalition's vision and the Board of Trustees?

1. In addition to the above statement, the founding coalition will meet with the Board of Trustees or a committee agreed to by the Board at least four times during the school year.

D. Describe the roles and responsibilities of the Board.

1. Though a Board of Trustees must be concerned with how the schools operate, what the schools teach and how much money they spend, it is generally agreed that its responsibility in these and other areas should be of a broad general policy under which the schools may effectively operate in pursuit of a program of quality education.

2. In a smooth operation, not only have the Board of Trustees and the Chief Operating Officer worked together to determine the areas which involve policy, they have also agreed on what that policy should be and put those policies in writing. Equally important, the written policies are based on a thorough understanding of the differences between the policy formation function and the administrative management function. An understanding which, through its careful observance, invariably makes for a more business-like Board operation, and improved Board-Chief Operating Officer relationship. The result is that the policy statements then serve as guide posts to all school personnel and to the general public as well.

3. The Board of Trustees is empowered to make effective the state educational plan for students enrolled in the V3CCS and even beyond the mandatory provisions of that plan; that it is empowered to provide a program of education conditioned by interpretation of community needs; and that finally it has the responsibility to report to the community concerning its stewardship, it is the purpose of the policies created by the Board:

a. To create an atmosphere in which the talents and the abilities of the individual staff members will be released to maximum efficiency in the performance of their respective jobs.

b. To develop and maintain an organizational structure that will enable all employees to participate appropriately in the improvement of instruction.

c. To place authority and responsibility as close to the point of actual operation as is consistent with the competence and duties of the personnel responsible.

d. To provide for the personal welfare of all personnel.

e. To provide uniform and consistent procedures.

f. To help attract and keep new employees.

g. To save time.

h. To clarify Board, Chief Operating Officer and staff relationships.

i. To keep the community informed.

j. To aid in the orientation of new Board members and administrators.

4. Internal control procedures designed to prevent fraud, waste, and abuse

GENRAL

The Board of Trustees (Board) recognizes its responsibility to be sure that public monies expended by the V3 are utilized for the furtherance of pupil education in a manner that will ensure full value and that adequate constraints and records are established to ensure that end. The Board has the authority and responsibility to prepare the budget, approve bids and pass expenditure of the V3.

To meet these goals the Board requires the CEO and the COO to establish sound accounting procedures, institute effective business practices, and recommend suitable accounting equipment where necessary. The CEO and the COO shall review the financial operations periodically and report to the Board on effectiveness and recommended improvements and prepare administrative procedures for sound district and school fiscal operations for adoption by the Board.

INVESTMENT

The Board shall designate one or more banks or bank and trust companies as depository for the safeguarding of school funds by a majority vote of the entire Board. Each depository, before receiving any of the school funds, shall furnish proper bond, or collateral in lieu thereof, to secure the deposits of the school district for that portion of the total deposits not insured by the Federal Deposit Insurance Corporation. When specific collateral is used to secure deposits, it shall be deposited with a custodian bank or trust company in Pennsylvania under the terms of a written depositor/depository/custodian agreement which states the rights and obligations of each party and identifies the securities used as collateral, the combined market value of which shall not be less than 120% of the highest daily balance of the deposits secured. Deposit security may also be provided by pooled collateral pledged by a school depository under provisions of Act 72 of 1971 (P.L. 281).

Every bank or trust company designated as depository for school funds shall, at the end of every month, make a report to the Treasurer, of the Board, stating the amount of school funds deposited with it during the month, together with the balance on hand at the beginning of the

month, as well as the amount of school funds disbursed by it during the month, any accrued interest paid, or due, and the balance remaining on hand at the time of making the report.

All funds shall be invested in accordance with Board approved investment program. In investing funds, the V3 will conform to sound business practices and will act with that degree of judgment and care which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not in regard to speculation, but in regard to the permanent disposition of their funds, considering the probable income to be derived there from as well as the probable safety of capital. Every investment shall be subject to all applicable legal requirements and to the following requirements:

Legality –V3 funds may be invested only in investments authorized under Section 440.1 of the School Code.

Safety – Safety of principal shall be of highest priority. Preservation of principal shall be ensured through mitigation of credit risk and interest rate risk.

Liquidity – Investments shall remain sufficiently liquid to meet all reasonably anticipated operating and cash requirements.

Yield – Investments shall be made with the objective of attaining a market average rate of return throughout budget and economic cycles, taking into account credit risk, interest rate risk and liquidity constraints.

Diversification – Investments shall be diversified by:

a. Limiting investments to avoid over concentration in securities from a specific issuer (excluding obligations of the United States of America and obligations of agencies or instrumentalities of the United States of America which are backed by the full faith and credit of the United States of America).

b. Continuously investing a portion of the portfolio in readily available funds such as local government investments pools, money market mutual funds, or bank accounts subject to immediate withdrawal.

Minimize Uninvested Balances – Investments shall be made so as to minimize uninvested balances. The V3's cash flow budget will be used to ensure that investments are made as early as possible, with maturities consistent with liquidity and cash requirements.

Short-term – Any period of 12 months or less.

Long-term – Any period exceeding 48 months.

Mid-term – Any period between short-term and long-term.

Credit risk – The risk of loss of principal or interest due to the failure of the investment obligor.

Interest rate risk – The risk that the market value of the investment will fall due to changes in general interest rates.

Nationally recognized rating agency – Moody's Investors Service, Inc.; Standard

& Poor's Corporation; or a similar nationally recognized rating agency.

Investment Officer – The Board Treasurer, the Director of the Business Services, or other officer designated by the Board will have responsibility for management of the V3's investment program. At any time another investment officer has not been designated by the Board, or the designated Investment Officer is unavailable, the Treasurer shall have authority to act as Investment Officer.

Ethics

Officers and employees involved in the V3's investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program or that could impair their ability to make impartial decisions. Any financial institution in which deposits are made and any provider of any other investment shall be required to disclose in writing to the school district any fees paid to a third party, with respect to the deposit or investment. Any investment advisor shall be required to disclose in writing to the V3 any fees received from a third party, with respect to any school district investment.

Audit

All investment records shall be subject to annual audit by the V3's independent auditors. The audit shall include but not be limited to independent verification of amounts and records of all transactions, as deemed necessary by the independent auditors. The audit shall also include a review of internal controls, including separation of transaction authority from accounting and record keeping, custodial safekeeping arrangements, transaction confirmations, record keeping, and other issues deemed appropriate by the auditors.

Legal Counsel

V3 legal counsel shall review documents establishing account relationships, any investment agreements other than standard deposits and security purchases, and other documents as appropriate to ensure compliance with this policy and applicable law.

PURCHASES SUBJECT TO BID

It is the policy of the Board of Trustees to obtain competitive bids for products and services where such bids are required by law or where such bids may be believed to bring about a cost saving to the school district. Materials or supplies to be furnished, sold or leased to the

district, unless exempt by statute, having an aggregate value of more than $10,000 are subject to competitive bid; and all contracts for work to be done, unless exempt by statute, having a value of more than $10,000 shall also be subject to competitive bids, except where such work is valued at less than $5,000 and performed by V3 employees. Written or telephonic price quotations shall be required from at least three (3) qualified and responsible contractors for all contracts that exceed $4,000 but are less than the amount requiring competitive bidding. A written record shall be made of these quotations and shall contain the date of the quotation, name of contractor, contractor's representative, and the construction, reconstruction, repair, maintenance or work of the quotation. The written price quotations, records or telephonic price quotations and memoranda shall be kept on file for a period of three (3) years.

In lieu of price quotations, the Board shall keep on file a memorandum showing that fewer than three (3) qualified contractors exist in the market area which it is practicable to obtain quotations.

3. Responsibility Bid specifications shall be prepared by the Business Management Services. He shall combine like items of supply and material whenever it is feasible, and permissible under statute, and not split purchases to avoid the requirements for bidding. The Secretary is authorized to advertise for bids in accordance with statutory procedures without prior approval of the Board, but shall inform the Board of such action at the meeting next following. Records shall be kept in sufficient detail to show that a reasonable number of qualified vendors were invited to bid.

Bids shall be opened publicly by the Business Management Service before one or more witnesses at a previously designated time and place. Contracts shall be awarded to the lowest responsible bidder upon resolution of the Board, unless the Board chooses to reject all bids.

The Board also recognizes that emergencies may occur when imminent danger exists to persons or property or the continuance of existing school classes is threatened, and time for bidding cannot be provided because of the need for immediate action.

Whenever a contractor shall submit a bid for the performance of work and the contractor later claims a mistake, error or omission in preparing said bid, the contractor shall, before the bids are open, make known the fact and in such case the bid shall be returned unopened.

BUDGET MAINTENANCE

The laws of the state and the interests of the community require fiscal responsibility by the Board in the operation of the V3. Appropriate fiscal controls are hereby adopted to insure that public funds are not disbursed in amounts in excess of the appropriations provided the V3

When funds are not available for a proposed appropriation, a legal transfer from one class of expenditure to another may be made in the last nine months of the fiscal year by the Board if it is apparent that the necessary surplus funds do exist in another appropriation and if the procedures specified in the School Code are followed. The amount of funds in any annual estimate by any district, appropriated to any particular item of expenditure, shall not be used

for any other purpose or transferred, except by resolution of the Board by an affirmative vote of two-thirds of its members.

No work shall be hired to be done, no materials purchased, and no contracts made by any Board which will cause the sums appropriated to specific purposes in the budget to be exceeded.

During the final quarter of the fiscal year, budget categories shall be examined and the year-end status of each shall be estimated. Well before the close of the fiscal year, appropriate amounts shall be transferred from those categories, in which surplus is anticipated, into those in which a deficit is anticipated as permitted by law.

The Board may, during any fiscal year, make additional appropriations or increase existing appropriations to meet emergencies, such as epidemics, floods, fires, or other catastrophes, or to provide for the payment, for rental under lease from the State Public School Building Authority or any municipality authority, entered into subsequent to the date of the adoption of the budget.

The funds shall be provided from unexpended balances in existing appropriations, from unappropriated revenue, if any, or from temporary loans. Such temporary loans or budget transfers, when made, shall be approved by a two-thirds vote of the Board.

The laws of the state and the interests of the community require fiscal responsibility by the Board in the operation of the school district. Appropriate fiscal controls are hereby adopted to insure that public funds are not disbursed in amounts in excess of the appropriations provided this district.

PURCHASING

It is the policy of the Board that when funds are available all purchases contemplated within the current budget and not subject to bid be made in a manner that ensures the best interests of the district. All purchases that are within budgetary limits and were originally contemplated within the budget may be made upon authorization of the Business Management Service.

All purchases of any nature whatsoever, which obligate the Board for payment, shall be made by a purchase order signed by a designated purchasing agent. The purchasing agent shall not sign a purchase order except on receipt of a requisition signed by the Superintendent and other authorized persons.

Written or telephonic price quotations shall be required from at least three (3) responsible contractors for the supplies, equipment or services desired, and when the contemplated expenditure is less than $10,000 ($10,000 in cooperative purchases). A written record shall be made of these quotations and shall contain the date of the quotation, name of contractor, contractor's representative, the construction, reconstruction, repair, maintenance or work of

the quotation. The written price quotations records or telephonic price quotations and memoranda shall be kept on file for a period of three (3) years.

The Board recognizes that the prudent expenditures of public funds for supplies and equipment is one of its major business responsibilities and retains the sole authority and responsibility for all purchase contracts of the district. To secure the items necessary to the operation and maintenance of the school as quickly as possible, the procurement function is delegated to the administration within the framework of the following basic policies.

All purchasing activities of the district shall be conducted within the legal limitations of the School Code and in accordance with policies set forth herein. All requests for purchase of supplies, equipment and services shall be approved by the CEO and/or COO before purchasing action takes places, except for the following:

1. Purchases specifically directed by the Board.

2. Purchases costing less than $100 for supplies, equipment and services required for operation and maintenance of plant and equipment. - Such purchases may be approved by the Business Management Services.

3. Purchases from authorized petty cash accounts - These purchases are subject to written approval by the immediate supervisor of the petty cash custodian. They are also subject to review and administrative control by the CEO and/or COO.

4. Purchases of an emergency nature when deemed necessary by the CEO and/or COO to protect the immediate health, safety or welfare of school personnel. - Such purchases will be reported to the Board for his review and approval as soon as possible after the obligation has been incurred.

5. Routine purchases from public utilities where only a single source exists for such items as electricity, water, telephone, etc. Also, routine purchase of services and utilities from vendors under previously approved agreements and indefinite term contracts for items such as heating gas and garbage disposal service.

6. Routine purchases of petroleum products and vehicle-related services such as lubrication, washing and emergency repairs through authorized use of gasoline credit cards issued in the name of the school district.

7. Purchases from Student Activity Funds. - Such purchases will be approved by the CEO and COO, as applicable.

All purchase actions shall begin with a written requisition on a suitable form designed, specified and supplied by the district for that purpose, except for the following:

1. Petty cash purchases.

2. Routine purchases of electricity, water, telephone, etc., from a public utilities source.

3. Routine purchases of heating gas, garbage disposal service, etc. from vendors operating under previously approved agreements and indefinite-term contracts.

4. Authorized purchases through use of gasoline credit cards issued in the name of the district.

The requisition form will be prepared and signed by the requisitioner. It will identify each item by word description, stock or model number if applicable, current cost and recommended source of supply.

Requisitions emanating from employees will be routed through the COO and the CEO for approval. During any period of temporary absence or incapacitation of the COO and the CEO, a staff member designated by the CEO shall serve in his/her place for the approval of purchasing actions. The Business Management Service shall be the primary purchasing agent of the school district.

All purchase transactions, with exceptions noted above, shall be officially authorized by a written purchase order, signed by the purchasing agent and supported by a properly approved written requisition. The Business Management Service shall be responsible for establishing and periodically reviewing Administrative Purchasing Procedures as guides for budgetary control, the handling of requisitions and the processing of invoices. Coordination and cooperation between the purchasing agent, faculty, and staff shall be maintained in order to operate efficiently and economically in procurement without detriment to the education program.

Programs should be developed for a systematic replacement of obsolete or old equipment. Disposal of obsolete and old equipment shall be the responsibility of the

Business Management Service.

Purchasing and accounting facilities shall be coordinated so as to maintain budgetary controls. Payments are to be made only after satisfactory goods and services are received. Vendor sales representatives shall be discouraged from direct contacts in the school without prior arrangements with the appropriate principal or the Business Management Services.

Physical and inventory controls shall be established and maintained as part of the purchasing function.

INTERNAL AUDIT CONTROL

An Independent auditing firm who are certified public accountants will be hired to audit the V3 Cyber Charter School financial statements, governmental activities, business-type activities, and aggregate remaining fund information. The audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Governmental Auditing Standards, issued by the Comptroller General of the United States.

In addition, tests of compliance will be completed with certain law provisions, regulations, contracts and grants. This report will be reviewed with the CEO, COO, Management Service, and the Board of Trustees.

BUDGET DEVELOMENT

The budget shall be designed to reflect the Board's objectives for the education of the children of the district. Therefore, it must be organized and planned to ensure adequate understanding of the financial needs associated with program support and development. This necessitates a continuous review of the financial requirements of district programs.

A descriptive analysis of the proposed budget for the following school year shall be prepared and made a part of the budget document. The descriptive analysis shall explain the significant changes in the proposed budget from the budget for the preceding school year. The descriptive analysis may contain:

1. A summary of the proposed expenditures in the standard accounting classifications established by the Pennsylvania Department of Education.

2. A summary of proposed expenditures by major budget categories and a summary of receipts.

3. A summary of the budget by major services or functions. It shall indicate the approximate proportion of the budget allotted to various services or functions.

4. Information about the current status and the trends of district characteristics, such as pupil enrollment, assessed valuation, and such other matters as relate to an understanding of the budget.

5. Information which may be used in comparing budget provisions in this district with those in comparable suburban communities.

6. An attractive arrangement of textual, comparative, and/or illustrative material.

7. Explanation of the current and proposed educational plan.

Because the budget is the financial reflection of the educational plan for theV3, the Board considers the preparation of an annual budget to be one of its most important responsibilities. The budget shall be designed to carry out that plan in a thorough and efficient manner and to maintain the facilities and honor the obligations of the district.

The budget should be studied by each member of the Board during its preparation, but once adopted; it deserves the support of all members of the Board regardless of their position when adoption was voted. The Budget shall be considered as a controlled spending plan for the ensuing year in relation to anticipated receipts. The CEO and/or COO is hereby authorized to make expenditures and commitments in accordance with and in harmony with the specific

regulations of the Board and administrative plans approved by the Board. This same procedure shall be followed with respect to expenditures provided for by special action of the Board. Proposed expenditures shall be budgeted under and actual expenditures shall be charged against those categories which most accurately describe the purposes for which such monies are to be or have been spent.

Wherever appropriate and practical, salaries of individual employees, expenditures for single pieces of equipment, and the like, shall be prorated under the several categories which most accurately describe the purpose for which such monies are to be or have been spent.

The proposed budget shall be printed or otherwise made available for public inspection to all interested as proposed under the Act 1 budgetary guidelines.

E. What steps will be taken to facilitate a productive relationship between administrators and teachers?

1. Monthly staff meetings will be held that include teachers and administrators. The purpose of these meetings is for general communication as well as to clarify any policies and procedures.

2. A Principal's Advisory Committee (PAC) will be formed that is made up of teachers (optional) to provide feedback to the principal on school issues.

F. Discuss the nature of parental and student involvement in decision-making matters where appropriate.

1. A Student Principal's Advisory Committee (SPAC) will be formed, that is made up of students (optional) to provide feedback to the principal on school issues.

2. A Parent Principal's Advisory Committee (PPAC) will be formed, that is made up of parents (optional) to provide feedback to the principal on school issues.

3. It will be encouraged that there be parent representation on the Board of Trustees.

G. Submit copies of the school's Articles of Incorporation, by-laws, and contracts and other documents required by applicable law.

1. Upon approval of the charter application by the Department of Education, the V3CCS will recruit a Board of Trustees, who will submit copies of the school's Articles of Incorporation, by-laws, and contracts and other documents required by applicable law. The by-laws will meet the following requirements:

    a. Will contain a provision for "failure to organize or neglect of duty".

    b. Will outline a removal procedure for the failure of a Board member to perform his or her duties as outlined in the Charter School Law.

    c. No Board member shall, as a private person, engage in any business transaction with the charter school of which he or she is a trustee, be employed in any

capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.

d. A charter school Board of Trustees shall have a designated treasurer who shall receive all funds including local, state and federal funds and privately donated funds.

e. The treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice-president of the Board.

f. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the charter will receive a discount or other advantage.

g. Will contain procedures for dismissal of an employee.

H. Submit Board members' names, addresses, phone numbers, and resumes.

1. Upon approval of the charter application by the Department of Education, the V3CCS will recruit a Board of Trustees and furnish the Department of Education with the Board members' names, addresses, phone numbers, and resumes.

I. Submit copies of the school's management contracts, if any.

1. The V3CCS currently does not have any management contracts.

Explanation: Describe the effective governance model; consistency with the mission; clearly defined roles of the Board of Trustees; teacher, student and parent input in school decision-making; and the well-developed, viable management structure.

IV. FINANCE AND FACILITY

1. Financing:

A. Develop a preliminary startup and operating budget. Use the attached Pennsylvania Department of Education budget templates; draft a preliminary operating budget covering all projected sources of revenue, both public and private, and planned expenditures.

1. Startup Budget

Position	TOTAL 300 Students
Administrator/CEO	$ 175,000.00
Program Development/COO	$ 80,000.00
Technology Coordinator	$ 100,000.00
Special Needs/Assessment	$ 50,000.00
Executive Assistant	$ 35,000.00
School-to-Work/HR Manager	$ 45,000.00
Executive Office Manager	$ 45,000.00
Billing and Payroll Services	$ 20,000.00
Teachers 5 FT	$ 250,000.00
Part time staff	$ 240,000.00
Educational Consultant	$ 35,000.00
	$ 1,075,000.00

Equipment	Annual
Student Computers	$ 150,000.00
Student Printer/Scanner	$ 30,000.00
Software	$ 22,500.00
Online Textbooks	$ 90,000.00
Internet @40 month	$ 120,000.00
Equipment Fixes	$ 10,000.00
Teacher Equipment	$ 25,000.00
Office Equipment	$ 40,000.00
Travel	$ 30,000.00
Parent/Student Programs	$ 75,000.00
	$ 592,500.00

Lease	Annual
Office Space in NL	$ 36,000.00
Office Space in AC	$ 36,000.00
Utilities/Cleaning in AC	$ 12,000.00
Utilities/Cleaning in NL	$ 12,000.00
	$ 96,000.00

Other	Annual
Legal Fees	$ 25,000.00
Marketing/Human Resources	$ 75,000.00
Professional Development	$ 10,000.00
College Coordinator Services	$ 10,000.00
Healthcare/Retirement	$ 160,000.00

Research and Development	$	15,000.00
Educational Partnerships	$	75,000.00
Counseling/Advising Programs	$	5,000.00
School-to-Career/School	$	5,000.00
Student Activities	$	5,000.00
Parental Meetings	$	5,000.00
Community Service Projects	$	5,000.00
	$	**395,000.00**
TOTAL EXPENDITURES	**$**	**2,158,500.00**
STUDENT TUITION	**$**	**2,875,000.00**
Fund Balance	**$**	**716,500.00**

Initial funding will come from donations and any available state and/or federal grants. Private vendors and individual educational partners who desire not to be identified, however the current pledged to the V3 in financial and/or donated services such as financing, office space, classroom space, equipment to staff, equipment for students, and personnel. These donated services could equate to decrease the first year budget need up to a total of $250,000. In addition, a current pledge to match another funding source will match the received financing up to $500,000. It is expected that the total dollars received by the V3 for the initial startup costs will equal $1,000,000.

Coupling the services in kind and the expected financial donation (following PDE approval) should cover $1,125,000 of the total $2,158,500 expended expenditures. These numbers are identified in the first year budget due to the fact that these finances are dependent upon the proof of approval paperwork from the PDE.
Combining the financial expectations in the first year budget with the assumptions of additional funding and services, will create a total ending fund balance of $1,841,500.

2. PDE-2028 – **See Appendix AD**

B. Develop a purchasing procedure that addresses a competitive way to purchase goods and services.

1. The V3CCS will make use of all state contracts including, but not limited to, PEPPM.

2. In the event that a purchase totals between $4,000 and $9,999, the V3CCS will acquire at least three quotes from three separate companies.

3. In the event that a purchase totals $10,000 or higher, the V3CCS will put that purchase out to bid.

C. What fund raising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?

1. The V3CCS's proposed expenditures only require the institution to operate using tuition paid by the sending districts.

D. Describe the implementation of the following required financial procedures: The treasurer of the charter shall deposit the funds belonging to the charter school in a depository approved by the board and shall at the end of each month make a report to the charter Board of the amount of funds received and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The Board of Trustees of a charter school shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be:

1. Upon approval of the charter application by the Department of Education, the V3CCS will recruit a Board of Trustees and appoint a treasurer.

    i. The treasurer of the V3CCS will deposit any funds belonging to the V3CCS in a depository established and approved by the Board of Trustees and shall at the end of each month make a report to the Board of Trustees as to the amount of funds received and disbursed by him or her during the month.

    ii. All deposits of V3CCS funds by the V3CCS treasurer shall be made in the name of the V3CCS.

2. The Board of Trustees of the V3CCS will invest school funds consistent with sound business practice, including:

    i. United States Treasury bills.

        i. Short-term obligations of the United States Government or its agencies or instrumentalities.

        ii. Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.

        iii. Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.

        iv. Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4 440.1 of the Pennsylvania School Code.

3. The V3CCS acknowledges that all investments shall be subject to the standards set forth in PA 24 PS 4-440.1 of the Pennsylvania School Code.

4. The V3CCS treasurer will settle his or her accounts annually with the Board of Trustees for each school year.

5. Pursuant to 24 P.S. §4-437, the accounts of the V3CCS treasurer will be audited annually.

2. Facility:

A. Provide descriptions of and addresses for the physical facilities, including the administrative office, and the ownership of the facilities and any lease arrangements.

1. The V3CCS administrative office will be located at:

   i. 1801 Oberlin Road, Middletown, PA 17057

2. The V3CCS will lease office space from the Star Barn/Agrarian County Building.

B. Explain how this site(s) would be a suitable facility for the proposed cyber charter school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.

1. The leased site is a perfect choice, as the facility is already approved for school use.

2. At this time, there is no need to renovate the facility, as it is in compliance with applicable building codes.

3. The facility has previously been approved for student use, in regards to heating, ventilating, lighting, sanitary conditions, and water supply.

C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).

1. The maintenance of the facility will be included as part of the lease.

D. Discuss any progress, partnership developments or other future steps towards acquisition of a facility/land.

1. At this time, there are no plans to acquire additional facilities or land.

2. If the V3CCS were to grow beyond the current capacity of the leased arrangement, the V3ACCCS would actively seek new facilities.

E. Describe facility-financing plans.

1. There is no need to finance the facility as it is being leased and not bought.

Explanation: Describe progress towards identifying and acquiring a school facility, with a back-up plan considering alternative facilities.

3. Liability and Insurance

A. Describe the proposed cyber charter school's insurance coverage plans, including health, general liability (including school operation, extra-curricular activities and parent volunteer activities), property, and Director and Officer's liability coverage (see Section 1727-A of the charter school legislation).

1. Upon approval of the charter application by the Department of Education, the V3CCS will:

i. Secure and provide its employees with medical and dental insurance that is comparable with plans provided to public school employees.

ii. Secure general liability insurance for school operations, extra-curricular activities, and parent volunteer activities.

iii. Secure general liability insurance for the V3CCS employees and Board of Trustees.

iv. Secure workers compensation insurance.

Explanation: Provide evidence of insurability in all areas identified above.

4. Child Accounting

A. Describe the proposed cyber charter school's enrollment and attendance procedures. **Note**: State child accounting procedures must be followed. (24 PS 13-1332)

1. The V3CCS will use PowerSchool as its student information system.

2. All enrollment, attendance, and state reporting will be accomplished using PowerSchool.

3. Attendance Procedures – See **Section V, Part 4, Item C**

4. Student Records

i. The educational interest of the pupil and of society require the collection, retention, and use of information about individual pupils and groups of pupils. The welfare and progress of pupils is inextricably related to the maintenance of a thorough and efficient system; the latter cannot be achieved nor assessed in the absence of appropriate information about the former.

ii. It is no less the interest of society to protect the right of each of its members against an unwarranted invasion of privacy. The primary purpose of pupil record keeping shall be the educational welfare and advancement of the pupil.

iii. The V3CCS has primary responsibility for the compilation, maintenance, access to, and security of pupil records. Only records mandated by the Commonwealth or federal government or specifically permitted by V3CCS may be compiled by the staff.

iv. Classification of Student Records

1. Directory Information

    a. The term includes a student's name, address, date and place of birth, major field of study, participation in recognized activities and sports, weight and height of members of athletic teams, date of attendance, awards received, and other similar information.

2. Supplementary Records

    a. This data shall include verified information of significance to the school and contain standardized intelligence test scores, personality and interest test scores, health data, family background, information, teacher or counselor ratings and observations, and verified reports of behavior patterns of an important level.

3. Teacher Work Records

    a. This shall include useful information that has not been fully verified and has no significance beyond the immediate present. This shall include clinical findings and unevaluated reports of teachers or counselors that may be necessary to assist the pupil. Counselors, social workers, and others may maintain personal and confidential files containing notes, transcripts of interviews, and other memory aids for their own use in counseling pupils.

v. Maintenance of Records

1. Directory information shall be considered permanent and retained for 100 years.

2. Supplementary records, where not in conflict with existing statutes, shall be eliminated from pupil folders at specified times (junior to senior high, upon graduation). Exceptions may be made where, under

rigorous standards and impartial judgment, good cause for their retention can be shown.

3. Teachers work records shall be eliminated when the purpose for which they were collected no longer exists. Records of this nature shall not be kept beyond the school year in which collected without the written consent of the parents or pupil after the record in question has been reviewed.

vi. Dissemination

1. Authorized school personnel may utilize the records for the purpose of aiding the pupil. Records may be examined by other school personnel having a clear educational interest.

2. Records may be released to the State Secretary of Education or the designee of the Secretary of Education. Records may be released to other school districts with the condition the parents be notified of what is to be sent, given an opportunity to examine the records, given a copy if desired, and given an opportunity to challenge the content, if desired.

3. Parents and/or students shall have access to all information contained in the pupil's educational record. Access to records by a parent, guardian or pupil shall be permitted only in the presence of administrative or guidance personnel who shall be responsible for interpretation. Prior written request must be made and a proper time allowance given. The school shall comply in no longer than a thirty (30) day period. Copies of the records will be provided to the parent or eligible student upon request at a fee not to exceed duplicating costs.

Explanation: Cyber charter school funding is based on enrollment; therefore, a totally accurate child count is necessary to meet audit standards.

V. ADMINISTRATION

1. Recruiting and Marketing Plan:

A. Demonstrate how you will publicize the cyber charter school to attract a sufficient pool of eligible applicants.

1. Print advertisement through local newspapers
2. Radio advertisement
3. Targeted mailings

B. What type of outreach will be made to potential students and their families?

1. The V3CCS will hold information sessions in various areas of the region to promote the V3CCS and to answer questions and concerns.
2. Individuals can also schedule a more personalized, private information session with the V3CCS.

Explanation: Develop a solid plan to attract sufficient students to operate a cyber charter school; publicize the cyber charter school; and ensure a match between the cyber charter school program and applicants' educational and personal needs.

2. Admissions Policy:

A. Describe the admission methods and eligibility criteria you will use to select students.

1. It is the founding coalition's belief that ALL students have the opportunity to learn in an online environment. To this end, the requirements for admission are:
   a. Must be in grades 7-12, not exceeding age 21.
   b. Must be a resident of the State of Pennsylvania.

B. Explain administrative procedures to ensure compliance with laws pertaining to special education.

1. See Above – **Section I, Part 3, Item B**

C. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

1. During the first year, enrollment requests will be processed starting in April.

2. ALL students will be accepted into the program. If the number of students exceeds the present staff, new staff will be hired and trained. In addition, the school does not have physical limitations. Therefore, there is no need for a lottery.

3. After the first year, enrollment requests will be processed as they are received. Sending districts will be notified within 15 days of the enrollment request.

D. Explain how these policies further the mission of the school in a non-discriminatory fashion.

1. It is the founding coalition's belief that ALL students have the opportunity to learn in an online environment.

2. The admission policies of the V3CCS uphold the above belief.

Explanation: Establish consistency with the mission of the school and the non-discriminatory policies for timely and realistic procedures for admitting students in accordance with charter school law (Section 1723-A).

3. Human Resource Information:

A. Describe the standards to be used in the hiring process of teachers, administrators, and other school staff.

1. Administrators

a. The V3CCS places substantial responsibility and authority for the effective management of the district with administrators who are employed by the district.

b. The V3CCS shall approve the employment, fix the compensation, and establish the term of employment for each administrator employed by this district.

c. The Chief Operating Officer will be responsible for the employment of administrators.

d. Any employee's misstatement of fact material to qualifications for employment or the determination of salary shall be considered by the V3CCS to constitute grounds for dismissal.

e. No candidate for employment as an administrator shall receive recommendation for such employment without evidence of his/her certification, if such certification is required.

f. No candidate shall be employed until such candidate has complied with the mandatory background check requirements for criminal history and child abuse and the district has evaluated the results of that screening process.

g. No candidate shall be employed until all district, state, and federal requirements have been met.

h. The V3CCS shall submit a New Hire Report for each employee required to be reported by law.

i. The Chief Operating Officer shall develop procedures for the recruitment, screening, and recommendation of candidates for employment in accordance with the following guidelines:

    i. He/She shall recruit and recommend applicants in accordance with Board of Trustees policy and state and federal law.

    ii. Staff vacancies which represent opportunities for professional advancement or diversification shall be made known to district personnel so that they may apply for such positions.

    iii. He/She may apply such screening procedures as may be necessary to determine the candidate's ability to perform the tasks for which the candidate is being considered.

    iv. He/She shall seek such recommendations from former employers and others as may be of assistance in assessing the candidate's qualifications.

    v. Such records shall be retained confidentially and for official use only.

2. Teachers

a. The V3CCS places substantial responsibility for effective operation of the district with professional employees who are employed by the district.

b. The V3CCS shall approve the employment and fix the compensation for each professional employee employed by the district. It shall also fix the term of employment or other conditions that may reflect the difference between full-time and part-time employment.

c. The V3CCS shall use the Standard Application for Teaching Positions but may establish and implement other application requirements. Completed applications are necessary before one can expect consideration for employment. No candidate shall receive recommendation for employment without evidence of certification.

d. Qualified applicants within the V3CCS will be given consideration for any vacancy for which they qualify and choose to apply. The V3CCS will be searching for the best person for each position, however, and will not restrict itself to selecting from within the school system alone for higher level appointments.

e. The Chief Operating Officer or his/her designee shall screen and select qualified personnel needed to fill vacancies.

f. The Chief Operating Officer shall consider merit, judged by all pertinent standards, as one of the main criteria by which individuals are elected to teaching positions.

g. Every teacher employed to teach in the public schools of the Commonwealth must be a person of good moral character, must be at least eighteen (18) years of age, and must be a citizen of the United States; provided, that citizenship may be waived in the case of exchange teachers not permanently employed, and teachers employed for the purpose of teaching foreign languages.

h. All candidates who are interviewed for positions shall be informed in writing or verbally regarding the V3CCS's decision.

i. The elected candidates shall receive a personal letter informing them of their selection, welcoming them to the professional staff and providing them with a contract to sign and return.

j. No candidate shall be employed until such candidate has complied with the mandatory background check requirements for criminal history and child abuse and the district has evaluated the results of that screening process.

k. No candidate shall be employed until all district, state, and federal requirements have been met.

l. Any employee's misstatement of fact -- material to qualifications for employment or the determination of salary -- shall be considered by the V3CCS to constitute grounds for dismissal.

m. The V3CCS shall submit a New Hire Report for each employee required to be reported by law.

3. Other school staff

a. The V3CCS recognizes the role that qualified and competent classified employees play in the effective operation of the programs of the district.

b. The V3CCS shall approve the employment and fix the compensation for all classified personnel. It shall also establish the term of employment and other conditions that may reflect the difference between full-time and part-time employment.

c. Classified employees shall be employed on a full-time, part-time, or substitute basis. A full-time employee shall be one who is employed by the V3CCS in a regular position, or in a temporary position for a period of at least ninety (90)

consecutive calendar days, with a normal work schedule of no fewer than 36 hours, 40 minutes per week. A part-time employee shall be one who is employed by the V3CCS in a temporary position for a period of fewer than ninety (90) consecutive calendar days, or in any position with a normal work schedule of a minimum of 20 hours to 36 hours, 39 minutes per week. To qualify for benefits, a part-time employee must work a minimum of 20 hours per week. A substitute employee shall be one who is temporarily employed by the V3CCS to perform the duties of a full-time or part-time employee who is absent from duty. A substitute employee may also be employed to serve in a full-time or part-time position that is temporarily vacant.

d. The Chief Operating Officer shall have the responsibility for the employment of all classified employees.

e. Consideration for placement and evaluation of qualifications shall be made on a fair and equitable basis without regard to race, religion, color, lawful political or other affiliation, marital status, non-relevant handicaps, sex, age or national origin. Due consideration shall be given to training, experience, personal references, technical skills, attitude, general health, and relevant physical and mental capabilities.

f. An employee's misstatement of fact material to qualifications for employment or the determination of salary shall constitute grounds for dismissal by the V3CCS.

g. The V3CCS shall submit a New Hire Report for each employee required to be reported by law.

h. No candidate shall be employed until such candidate has complied with the physical examination required and with the mandatory background check requirements for criminal history and child abuse and the district has evaluated the results of that screening process.

i. No candidate shall be employed until all district, state, and federal requirements have been met.

B. What is the targeted staff size and teacher/student ratio?

1. The targeted student to teacher ratio is 20:1.

C. What professional development opportunities will be available to teachers and other staff?

1. Continuing professional study and in-service training are prerequisites for professional development, enhanced ability to complete responsibilities, and maintaining certification.

2. The V3CCS encourages all professional employees to further their professional and personal advancement through graduate study, inservice training, and professional development activities.

3. Credit Reimbursement

    a. Professional employees shall be reimbursed for tuition for graduate credits earned from an accredited institution. The amount of reimbursement will be determined by the Board of Trustees following the approval of the charter application.

4. Professional Meetings, Limitations, Reimbursements

    a. The V3CCS recognizes attendance at professional meetings as one method by which its professional employees can keep abreast of current educational ideas. Because of the large number of requests to attend such meetings, it is necessary to establish guidelines to govern this phase of the educational activity.

    b. Approval for attendance at professional meetings or a day of visitation in another school will be based upon:

        i. The value of the meeting or visitation to the individual as well as the V3CCS.

        ii. Whether funds are available in the budget.

        iii. The number and timeliness of similar requests by other persons.

        iv. All meetings which require that the teacher be outside the V3CCS administrative offices shall require the approval of the Chief Operating Officer.

        v. Employees will be reimbursed at the mileage rate established by Board of Trustees policy whenever personal vehicles are used in the performance of normal or assigned professional duties. Other expenses incurred due to approved attendance at meetings shall be reimbursable provided expenses are not excessive and are itemized when submitted to the Chief Operating Officer.

5. Research, Development, Etc.

    a. The Board recognizes that good instruction requires planning and research. Therefore teachers are encouraged to participate in activities and studies which complement innovation and accountability for instruction.

    b. Reimbursement for expenses and study shall be granted to teachers who participate in activities involving research and planning. Authorization for such activities up to an amount to be determined by the Board of Trustees shall be granted by approval by the Chief Operating Officer.

6. Induction Plan

    a. The V3CCS shall comply with Department of Education regulations in developing and maintaining an induction plan for first-year teachers and teachers new to the V3CCS.

7. In order to continue employment in the V3CCS, professional employees are required to meet all obligations necessary to maintain active certification.

D. Describe your human resource polices governing salaries, contracts, hiring and dismissal, and benefits.

1. Upon approval of the charter application by the Department of Education, the V3CCS Board of Trustees will draft policies relating to the above topics.

2. These human resource polices will be competitive and highly comparable with other public school employees in the State of Pennsylvania.

E. Identify the proposed faculty.

1. Upon approval of the charter application by the Department of Education, the V3CCS will hire and identify to PDE the faculty.

F. Attach a report of criminal history record, pursuant to Section 111 of the Public School Code for all individuals seeking the charter who shall have direct contact with students. Direct contact includes contact through any electronic means.

1. Upon approval of the charter application by the Department of Education, the V3CCS will provide to PDE criminal history records for all faculty that are hired.

G. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C. 2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.

1. Upon approval of the charter application by the Department of Education, the V3CCS will provide to PDE official clearances for all faculty that are hired.

H. What procedures have been developed, through research of NCLB guidelines, that ensure the hiring of certified, highly qualified teachers and other professional staff?

1. The V3CCS has developed a rigorous hiring procedure to ensure that it hires only the best highly qualified candidate for an open position.

2. NCLB guidelines state that the goal is to have a highly qualified teacher in every classroom.

a. Candidates will be screened for proper certifications before being granted an interview.

b. During the interview process, candidates will be asked questions about their knowledge of a particular content area related to best teaching practices, management techniques, and other areas that pertain to the position.

3. Open positions will be advertised for 15 days.

4. Applications will be screened as they come in by the Chief Operating Officer or designee.

5. All candidates who are interviewed will have proper certification for the position.

6. If there are no applicants that are certified, further advertising will take place and there will be discussions regarding possible emergency certification.

7. Administrators will form interview teams that will consist of an administrator, teacher, and another professional employee.

8. The interview teams will conduct the interviews and make a recommendation to the Chief Operating Officer.

9. The Chief Operating Officer will interview the selected candidate(s) and make a recommendation to the Board of Trustees.

10. The Board of Trustees will vote to hire or not hire the selected highly qualified candidate.

11. The V3CCS will strive to only hire certified candidates for every professional position in the school per NCLB guidelines.

Explanation: Establish high professional standards for teachers and other staff; commitment to professional development of staff; and working conditions and compensation packages that will attract and retain quality staff as per compliance with labor laws.

4. Code of Conduct:

A. Discuss any rules or guidelines governing student behavior.

1. Student Handbook – **See Appendix AB**

B. Describe your school's policies regarding student expulsion and suspension, including students with disabilities.

1. The V3CCS recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student in this district and one that cannot be imposed without due process. The V3CCS

may, after a proper hearing, suspend a child for such time as it deems necessary or may permanently expel him/her.

2. Suspension (Exclusion from school)

    a. The principal or teacher in charge of a public school may suspend any pupil for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall report the suspension to the Chief Operating Officer as soon as possible thereafter.

    b. The principal shall have the authority to enforce a suspension on a student where positive information exists that certain violations of rules and regulations occurred. The above exclusion may be enforced for willful disobedience, open defiance of school authority, persistent truancy, use of profane or obscene language, indecent exposure, stealing, tampering with equipment controls, telephone threats, cribbing on exams, falsifying records, fighting, arson, striking a school employee, misrepresenting a school organization, non-payment of school debts, use or sale of narcotics, dangerous drugs, or alcohol on school property, willful destruction of school property, smoking, cyber bullying, or for such other misconduct as, in the judgment of the principal or assistant principal, is disruptive of the good order of the school.

    c. Prior to enforcing exclusion on a pupil, the pupil shall be informed of the reasons for the suspension.

    d. Students who are suspended shall be expected to make up any work missed during the period of the suspension.

    e. Students who willfully violate school rules and regulations and commit any of the offenses listed above may be expelled from school attendance. Expulsion from school shall not occur, however, prior to a formal hearing before the Formal Hearing Committee of the V3CCS.

3. Expulsion

    a. The Chief Operating Officer or principal shall notify the Chairman of the Board's Formal Hearing Committee when it is appropriate to conduct a hearing in order to determine whether or not a pupil should be expelled from school attendance. If expulsion is to be considered, a formal hearing before the Committee shall be held, preferably within ten (10) days after the reason(s) for expulsion have occurred.

    b. A pupil hearing for expulsion shall include the student's right to counsel and witnesses. The student shall also have the right to cross-examine any or all witnesses.

c. The Formal Hearing Committee is empowered to decide, based upon the facts presented or upon the recommendation of the Student Intervention Team, whether or not to recommend that the pupil shall be expelled from school. The period of expulsion shall be stipulated. The pupil shall be notified, in writing, of the decision to expel which shall require the majority vote of the entire Board.

d. Students under seventeen (17) years of age must attend school even though expelled from their regular classes. The responsibility for placing a student who has been expelled from his regular school shall rest with the parent(s) or guardian(s).

4. In cases that involve special education students:

a. The V3CCS may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under § 300.536).

b. In addition, as per Chapter 14 regulations, the V3CCS acknowledges that a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement.

c. For disciplinary changes in placement that would exceed 10 consecutive school days or 15 cumulative days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, the V3CCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities.

d. A child with a disability who is removed from the child's current placement will:

i. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

ii. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

e. The above services of above section (part d) may be provided in an interim alternative educational setting.

f. A public agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.

g. After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, if the current removal is for not more than 10 consecutive school days and is not a change of placement under § 300.536, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed, as provided in § 300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

h. If the removal is a change of placement under § 300.536, the child's IEP Team determines appropriate services.

i. Manifestation determination.

    i. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the V3CCS, the parent, and relevant members of the child's IEP Team (as determined by the parent and the V3CCS) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

        1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

        2. If the conduct in question was the direct result of the V3CCS's failure to implement the IEP.

    ii. The conduct must be determined to be a manifestation of the child's disability if the V3CCS, the parent, and relevant members of the child's IEP Team determine that a condition (as stated above) was met.

    iii. If the V3CCS, the parent, and relevant members of the child's IEP Team determine the condition described above was met, the V3CCS will take immediate steps to remedy those deficiencies.

j. Determination that behavior was a manifestation

    i. If the V3CCS, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team will either:

1. Conduct a functional behavioral assessment, unless the V3CCS had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and return the child to the placement from which the child was removed, unless the parent and the V3CCS agree to a change of placement as part of the modification of the behavioral intervention plan.

k. Special circumstances

i. The V3CCS may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the V3CCS.

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the V3CCS.

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the V3CCS.

l. Notification

i. On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the V3CCS will notify the parents of that decision, and provide the parents the procedural safeguards notice described in § 300.504.

C. Describe your school's mandatory student attendance plan and its fit with the code of conduct.

1. The V3CCS requires that school-aged pupils enrolled attend school regularly in accordance with the laws of the state. The educational program offered by this V3CCS is predicated upon the presence of the pupil and requires continuity of instruction and participation.

2. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session, except that a principal or teacher may excuse a student for temporary absences when he/she receives satisfactory evidence of such mental, physical, or other emergency conditions which may reasonably cause the student's absence, or prior approval has been granted for an educational trip or tour not sponsored by the school district.

3. The V3CCS considers the following conditions to constitute reasonable cause for absence from school:

    a. Illness.

    b. Family emergencies.

    c. Authorized school activities.

    d. Preapproved non-school district-sponsored educational trips or tours.

    e. Death in the family.

4. All absences occasioned by the observance of the student's religion on a day approved by the V3CCS as a religious holiday shall be excused, and no student so excused shall be deprived of an award or eligibility to compete for an award or the opportunity to make up an assignment given on the religious holiday.

5. Repeated infractions of V3CCS policy requiring the attendance of enrolled students may constitute such misconduct and disobedience as to warrant the suspension, or expulsion of the student from the regular school program.

6. The V3CCS may report to the sending school district infractions of the law regarding the attendance of students below the age of seventeen (17).

7. The Chief Operating Officer shall develop procedures for the attendance of students which:

    a. Ensure a school session which is in conformity with requirements of the rules of the State Board.

    b. Govern the keeping of attendance records in accordance with rules of the State Board.

    c. Identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests.

    d. Ensure that students have an opportunity to make up work they missed. Credit may be denied in cases of unlawful/illegal absences.

Explanation: Provide evidence that the founders inspire the confidence of their targeted community; program provides an attractive educational alternative to students and parents; and community support extends beyond the core group of founders. Expectation for student behavior is clear and specific processes for disciplinary actions are established.

5. Timetable:

A. Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.

Action	**Timeframe**
Charter Application Approval	January 2013
Recruitment of Board	January – February 2013
Creation of V3CCS Administration Office	February – March 2013
Final Adoption of Policies and Procedures	March 2013
Hiring of School Administration	March 2013
Hiring of Teachers and Staff	April – May 2013
Contact Sending Districts	April – May 2013
Student Recruitment and Information Sessions	April – August 2013
Initial Student Enrollments	June 2013
Notify Sending Districts of Enrollments (within 15 days)	June 2013
Teacher and Staff Training	June – July 2013
Student Scheduling and Placement	June – July 2013
Shipment of Computer and Other Technology Equipment	July – August 2013
Teacher assignments and Final Class Preparation	August 2013
Student Orientation Sessions	August 2013
School Begins	August 26, 2013

Explanation: Establish a well-developed, realistic plan of action for opening a charter school.

6. Safety:

A. Submit written documentation of intent to comply with all applicable safety requirements, including the following to demonstrate the safety and structural soundness of the school:

a. Inspection by a local building inspector.

b. Inspection by a local fire department.

c. Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.

d. Compliance with all other federal, state, and local health and safety laws and regulations.

e. Application for certificates, licenses, etc. are part of the planning process.

1. Written documentation certifying the above statements – **See Appendix AC**

Note: All necessary certificates and occupancy permits must be issued and in effect prior to the opening of the charter school. Preliminary clearances on all these requirements should be obtained prior to a lease being executed.

7. School Health Services

A. Describe your plan for providing school health services as required under Article XIV of the public school code.

1. In compliance with the School Code, the V3CCS shall require that students submit to health and dental examinations in order:

    a. To protect the community from the spread of communicable disease.

    b. To ensure that the student's participation in health, safety and physical education courses meets his/her individual needs.

    c. To ensure that the learning potential of each student is not lessened by a remediable physical disability.

2. Each student shall receive a comprehensive health examination upon enrollment in eleventh grade, conducted by local health practitioners. The V3CCS will assist families in finding a health practitioner, if necessary.

3. Each student shall receive a comprehensive dental examination in seventh grade, conducted by local health practitioners. The V3CCS will assist families in finding a health practitioner, if necessary.

4. Each student shall receive, from local health practitioners, vision tests, hearing tests, height and weight measurements, tuberculosis tests, and other tests deemed advisable at intervals established by the V3CCS. The V3CCS will assist families in finding a health practitioner, if necessary.

5. The individual records of health examinations shall be maintained as a confidential record by the V3CCS.

6. A student who presents a statement signed by the parent or guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial menace to the health of others.

7. The Chief Operating Officer or designee shall instruct all staff members to continually observe students for conditions that indicate physical defect or disability and to promptly report such conditions to the administration.

8. The Superintendent or designee shall request an adequate health record from the transferring school for each student transferring into the district. If such health records are not received or those received reveal that the required health examinations have not been performed, the district shall ensure that the appropriate health examinations are conducted.

B. Describe how school nursing services, including administration of medication, will be

delivered.

1. A part-time nurse will be employed by the V3 in order to perform administrative duties as related to health services.
2. The V3 will contract with local health practitioners and the V3 nurse will assist families in finding the nearest practitioner.
3. All fees associated with services performed by local health practitioners for the purpose of school health services will be paid for by the V3.

COMMONWEALTH OF PENNSYLVANIA

CHARTER

to operate a cyber charter school known as

(insert school name)

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. §17-1745-A, the Board of Trustees of the (insert name of cyber charter school) is hereby granted a Charter to operate a cyber charter school located at _____, for the period commencing on _____ and ending on _____. The grant of this charter was approved by the Pennsylvania Department of Education on _____.

It is specifically understood and agreed between the signatories hereto that:

1) the Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§17-1741-A through 17-1751-A, any amendments thereto enacted during the term of this charter and any regulations or standards applicable to cyber charter schools;

2) the granting of this charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Application submitted by the Board of Trustees and approved by the Pennsylvania Department of Education or the State Charter School Appeal Board. Said Application is attached hereto as **Appendix A** and is incorporated herein by reference as if fully set forth;

3) this Charter and the Appendix hereto constitute a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;

4) this Charter may be renewed for additional periods of five (5) years duration and upon any such renewal, a new Charter shall be executed by the parties; and

5) this Charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this _____ of 20__.

ATTEST:	BOARD OF TRUSTEES:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ATTEST:	PENNSYLVANIA DEPARTMENT OF EDUCATION
_____	_____ Ronald J. Tomalis, Secretary

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Appendix A

Salary Determination

APPENDIX A

SALARY DETERMINATION

There shall be a salary guide for employees of the district that shall be applied according to this policy.

The Board of Trustees shall establish an annual salary or an hourly wage for all members of the teaching and supervisory staff that is competitive with surrounding districts or comparable districts. In no case shall such salary or wage be less than the salary mandated by law for all employees within their respective class.

Each employee of the V3 Cyber Charter School will be apprised of his salary or wage prior to the beginning of each period of time for which the salary is effective. Unless the employee appeals that his annual salary or hourly wage is incorrect prior to the first pay period, it shall be assumed that the stated wage or salary shall apply throughout the period.

Appendix B

Employment Contract

APPENDIX B

EMPLOYMENT CONTRACT

Employees must have an employment contract that is in conformance with the School Code. This policy establishes considerations for these categories.

The Board of Trustees has the authority under law to prescribe employment conditions for the personnel of the school district. Willful misrepresentation of facts material to the employment and determination of salary level shall be considered cause for disciplinary action or dismissal of the employee.

It shall be the policy of this school district that all employees shall execute an employment contract upon employment, which shall automatically renew itself each year unless the employee shall give notice sixty (60) days prior to its expiration that it will not be renewed.

Each employee shall, for services rendered, receive a base contract salary corresponding to his appropriate step on the current district professional employee's salary schedule, prorated to the nearest whole percent his total assigned work hours bears to the total assigned work hours of a regular full-time employee in the district.

The contract shall specify those matters contained in statute for employees. For part-time employees the contract or Board of Trustees resolution shall be in accordance with this policy.

The contract or resolution shall include:

1. The beginning compensation.
2. Term of-employment and work period for which compensation will be paid.
3. A statement of fringe benefits entitlement.
4. A statement of seniority rights, if any.

The following guidelines are to be followed in the resolution of problems concerning the application of contracts:

1. The Board of Trustees shall be promptly notified of any controversy that arises regarding any error in the salary paid to any employee.
2. The Board of Trustees shall be notified of any misunderstanding arising from the application of a given contract.

Appendix C

Employment of Employees

APPENDIX C

EMPLOYMENT OF EMPLOYEES

The Board of Trustees, by a majority vote of all members, shall approve the employment; set the compensation; and establish the term of employment for each staff member employed by the district.

No person shall be employed who is related to any member of the Board of Trustees, as defined in statute, unless such person receives the affirmative vote of a majority of all members of the Board of Trustees other than the member related to the applicant, who shall not vote.

Approval shall normally be given to the candidates for employment recommended by the Chief Operating Officer (COO).

When any recommended candidate has been rejected by the Board of Trustees, the COO shall make a substitute recommendation.

The district shall use the Standard Application For Teaching Positions but may establish and implement other application requirements.

No candidate shall be employed until such candidate has complied with the mandatory background check requirements for criminal history and child abuse and the district has evaluated the results of that screening process.

Any employee's misstatement of fact material to qualifications for employment or determination of salary shall constitute grounds for dismissal by the Board of Trustees.

Utilization of employees prior to employment approval by the Board of Trustees is authorized when necessary to maintain continuity in the educational program. Retroactive employment shall be recommended to the Board of Trustees at the next regular meeting.

No candidate for employment shall receive recommendation for such employment without evidence of his/her certification.

The V3 Cyber Charter School shall submit a New Hire Report for each employee required to be reported by law.

The COO or designee shall develop procedures for the recruitment, screening and recommendation of candidates for employment as professionals, in accordance with Board of Trustees policy and state and federal law and regulations.

The COO or designee shall seek candidates of good moral character who possess the following attributes:

1. Successful educational training and experience.
2. Scholarship and intellectual prowess, including such measures as collegiate grade point average.
3. Appreciation of children.
4. Emotional and mental maturity.

The COO or designee shall, in the conduct of recruiting activities, seek candidates from this state and surrounding states and seek applicants who have graduated from a variety of public and private institutions of higher education.

The COO or designee may apply necessary screening procedures to determine the candidate's ability to perform the tasks of the job for which the candidate is being considered.

The COO or designee shall seek recommendations from former employers and others to assess the candidate's qualifications. Recommendations and references shall be retained confidentially and for official use only.

Each staff member employed by the V3 Cyber Charter School shall be responsible for maintaining a valid teaching certificate.

Appendix D

Disciplinary Procedures

APPENDIX D

DISCIPLINARY PROCEDURES

Effective operation of the V3 Cyber Charter School programs requires the cooperation of all employees in working together under a system of policies and rules applied fairly and uniformly to all employees. The orderly conduct of the V3's business requires uniform compliance with these policies and rules, and uniform penalties and disciplinary procedures for violations.

Professional employees shall be informed as to the disciplinary actions that are considered appropriate and that are to be applied for violation of district policies and regulations.

The cooperation of all V3 employees working together under a system of policies and rules, applied fairly and uniformly to all employees, is required to achieve the effective operation of the district's programs. Penalties as a result of disciplinary procedures for violation of policies and rules are necessary and are set forth below.

Discipline, for purposes of this policy and as used within the V3, means to chastise, impose a penalty upon, or to regulate. The objective of applying discipline is to alter the employee's conduct so it conforms to the policies and rules of the district.

Forms of Discipline

Progressive forms of discipline are hereby established to be used where appropriate for violations as described. The specific form of discipline chosen in an individual case is within the discretion of the COO or his/her designee. Major elements considered to determine the form of discipline chosen include the circumstances surrounding the incident and the conduct involved.

List of Forms of Discipline

1. Oral Warning - An oral statement to a V3 employee indicating, but not necessarily limited to, specific conduct causing the oral warning, the approximate times such conduct occurred, and suggestion, assistance or a plan of action for improvement. Written confirmation of the oral warning will be placed in the employee's personnel file.
2. Written Warning - A writing designated as a warning indicating conduct which is the cause of the warning; a violation of a specific rule, regulation or other requirement; the approximate time of such violation's occurrence; whether the warning is a progressive warning after an oral warning; a clear and complete description of the deficiency or inadequacy of the V3 employee and suggestion, assistance or a plan of action for improvement.
3. Disciplinary suspension, demotion, or leave of absence with pay may be imposed by the COO after an investigation and after a conference with the employee and the immediate supervisor.

4. Disciplinary suspension, demotion, or leave of absence without pay may be imposed by the COO after an investigation and after a conference with the COO and the immediate supervisor.
5. Dismissal may occur upon recommendation by the COO and Board of Trustees action approving such recommendation.

Administrative Guidelines

1. The COO or his/her designee applying any form of discipline will first make an investigation.
2. In any instance where a form of discipline is imposed, the COO or designee shall clearly and completely advise the V3 employee of the inadequacy, deficiency, or conduct which is the cause of the discipline, either orally or in writing as appropriate, and provide suggestions or assistance or a plan of action that would aid the V3 employee to improve to a satisfactory level. If any discipline is applied which is a break in the progressive listing above, the V3 employee shall be notified in writing of the circumstances causing the break in the progression.
3. Copies of all writing shall be forwarded to the personnel file and to the COO. After three (3) years of a satisfactory level of performance, these writings may be removed from the personnel file if they concern warnings, upon written request and the affirming decision by the COO, but shall not be removed if they concern suspensions.
4. Allow a reasonable period of time for the V3 employee to improve to a satisfactory level of performance.
5. Where satisfactory improvement does not occur, establish whether deficiency, inadequacy, or conduct is due to a lack of ability or due to unwillingness or due to some other cause.
6. The COO only shall impose with and without-pay forms of discipline. He shall provide notice of such action to the V3 employee as provided by the Public School Code.

Causes for Imposing Forms of Discipline

1. Incompetency
    a. Definition - Requires a minimum of two (2) consecutive unsatisfactory ratings on state required forms or other required forms, in compliance with the Public School Code and/ or regulations of the Department of Education and/or in accordance with V3 policy, practice and/or procedure.
    b. Administrators must identify a pattern of behavior and must demonstrate meeting their responsibility of providing suggestion, advice, or a plan of action to correct the employee shortcoming.
    c. The V3’s employee's consecutive unsatisfactory performance may be used to establish incompetency.

d. Any ratings may be based upon evaluation of others certified to do so, as permitted by the Public School Code and/or Department of Education regulations.

e. The form of discipline to be imposed will depend upon the circumstances and specific conduct involved, and will be recorded in writing in the employee's personnel file.

2. Persistent Negligence

a. Definition - A series of individual incidents or one incident carried on for a period of time.

b. The form of discipline to be imposed will depend upon the circumstances and specific conduct involved, and will be recorded in writing in the employee's personnel file.

3. Immorality

a. Definition - An act or course of conduct as offends the morals of the community and is a bad example to the youth whose ideals an employee of a school is supposed to foster and elevate.

b. The form of discipline to be imposed will depend upon the circumstances and specific conduct involved, and will be recorded in writing in the employee's personnel file.

4. Persistent Willful Violation of or Failure to Comply with School Laws and Rules

a. Definition - Failure to follow school rules, Public School Code, regulations of the Department of Education, policies of the V3, regulations, written directives or job requirements of the administration or supervisors of the V3 employees.

b. The form of discipline to be imposed will depend upon the circumstances and specific conduct involved, and will be recorded in writing in the employee's personnel file.

5. Cruelty

a. Definition - The intentional and malicious infliction of physical suffering upon others; the wanton, malicious or unnecessary infliction of pain upon another's body, feelings or emotion.

b. The form of discipline to be imposed will depend upon the circumstances and specific conduct involved, and will be recorded in writing in the employee's personnel file.

6. Physical or mental disability as documented by competent medical evidence, which after reasonable accommodation of such disability as required by law substantially interferes with the employee's ability to perform the essential functions of his employment.

7. Conviction of felony or acceptance of a guilty plea or nolo contendere therefore.

8. Willful neglect of duties.

9. Unsatisfactory teaching performance based on two consecutive ratings of the employee's performance that are to include formal observation, not less than four (4) months apart, in which the employee's performance is rated as unsatisfactory.

Appendix E

Sick Leave

APPENDIX E

SICK LEAVE

There shall be a sick leave policy for employees that ensures that such employees will receive no less than the minimum sick leave provided under law. Such policy shall be in accordance with the following guidelines.

The V3 will provide up to ten (10) days annually for sick leave of which all shall be cumulative.

The Board of Trustees reserves the right to require of any employee claiming sick leave pay sufficient proof, including a physician's certification, of the employee's illness or disability.

The COO shall report to the Board of Trustees the names of those employees absent whose claim for sick leave pay cannot be justified.

The misuse of sick leave shall be considered a serious infraction and subject to disciplinary action.

The following conditions shall be part of this policy.

Eligibility

A sick leave shall commence when the employee or agent, if the employee is sufficiently disabled reports the absence. A sick leave day, once commenced, may be reinstated as a working day only with the approval of the COO or designee.

Whatever the claims of disability, no day of absence shall be considered to be a sick leave day on which the employee has engaged in or prepared for other gainful employment, or has engaged in any activity which would raise doubts regarding the validity of the sick leave request.

Proof of Disability

Professional employees may be required to present certification from a physician indicating the reason for absence from work when the number of days of consecutive absence exceeds three (3) or when the total number of absences becomes unusually frequent.

Such statements, in and of themselves conclusively, may not be presumed to establish the employee's disability.

Employees unable to report for duty shall notify the COO or designee as soon as possible, preferably the evening before the day of absence.

Absent employees shall inform the COO or designee as to their expected return. In turn the administrator shall make such substitute arrangements as might be necessary.

An employee's absence shall be reported to the COO on a form which certifies the reason for absence. This certification, in turn, shall be the basis for determining whether pay deductions are to be made.

The administration shall have the right to require certification by a physician if the circumstances appear to warrant such action.

Records

The personnel records of the V3 for employees shall show the attendance of each employee, and such days as that employee may be absent shall be recorded with the reason for such absence noted. A record shall be made of 1eave days by each employee.

Appendix F

Attendance

APPENDIX F

ATTENDANCE

The Board of Trustees requires that school-aged pupils enrolled in the V3 Cyber Charter School attend school regularly in accordance with the laws of the state. The educational program offered by this V3 is predicated upon the presence of the pupil and requires continuity of instruction and classroom participation.

Attendance shall be required of all students enrolled in the V3 during the days that the school is in session, except that a principal or teacher may excuse a student for temporary absences when he receives satisfactory evidence of such mental, physical, or other emergency conditions which may reasonably cause the student's absence, or prior approval has been granted for an educational trip or tour not sponsored by the V3.

The Board of Trustees considers the following conditions to constitute reasonable cause for absence from school:

1. Illness.
2. Family emergencies.
3. Authorized school activities.
4. Preapproved non-school district-sponsored educational trips or tours.
5. Death in the family.

All absences occasioned by the observance of the student's religion on a day approved by the Board of Trustees as a religious holiday shall be excused, and no student so excused shall be deprived of an award or eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

Repeated infractions of Board of Trustees policy requiring the attendance of enrolled students may constitute such misconduct and disobedience as to warrant the suspension, or expulsion of the student from the V3.

It shall be the policy of the Board of Trustees to consider the effectiveness and appropriateness to the pupil's needs of the educational program that is offered each child who habitually and repeatedly absents himself from such program.

The Board of Trustees authorizes the COO or his designee to suspend a student from a particular class or from school in accordance with the policies of the Board of Trustees, if sincere efforts by the staff and parents cannot rectify the pattern of absence. The COO is authorized to establish the criteria to implement this policy.

The Board of Trustees also authorizes the COO or his designee to approve the absence of students for educational trips or tours that are not sponsored by the school in accordance with law not to exceed five (5) school days. The Board of Trustees hereby grants the COO or his designee the discretion to waive the five (5) day limit upon consideration of unusual or extenuating circumstances.

The Board of Trustees authorizes the COO to report to the local sending school district, infractions of the law regarding the attendance of students below the age of seventeen (17). The local sending district shall issue notice to those parents and guardians who fail to comply with the statutory requirements of compulsory attendance that such infractions of the statute will be prosecuted.

The COO shall develop procedures for the attendance of students which:

1. Ensure a school session which is in conformity with requirements of the rules of the State Board.
2. Govern the keeping of attendance records in accordance with rules of the State Board.
3. Encourage local sending districts to impose on truant students such incremental disciplinary measures as may be appropriate for infractions of school regulations, but no such penalty may have an irredeemably negative effect on the student's record beyond that which naturally follows absence from school activities.
4. Identify the habitual truant, investigate the cause(s) of his behavior, and consider modification of his educational program to meet particular needs and interests.
5. Ensure that students have an opportunity to make up work they missed. Credit may be denied in cases of unlawful/illegal absences.
6. Encourage the sending district to issue written notice to any parent/guardian who fails to comply with the compulsory attendance statute within three (3) days of any proceeding brought under that statute. Such notice shall inform the parent/guardian of the date(s) on which the absence occurred, that the absence was unexcused and in violation of law, that the parent must be so notified and informed of his/her liability under law for the absence of the student, and that further violation during the school term will be prosecuted without notice.

Appendix G

Withdraw From School

APPENDIX G

WITHDRAWAL FROM SCHOOL

The Board of Trustees affirms that while statute requires attendance of each student only between the ages of 8 and 17, it is in the best interests of both students and the community that students complete the educational program that will equip them with skills and increase their chances for a successful and fulfilling life beyond the schools.

The Board of Trustees directs that whenever a student wishes to withdraw, effort should be made to determine the underlying reason for such action and the resources of the V3 should be used to assist the student in reaching his career goals. No student will be permitted to withdraw without the written consent of a parent and other justification. If a student wishes to withdraw, the sending district will be notified.

The COO shall develop procedures for withdrawal from school which:

1. Make counseling services available to any student who wishes to withdraw.
2. Make every effort to satisfy the student's future educational needs.
3. Assure the timely return of all V3-owned supplies and equipment in the possession of the student.

Appendix H

Internet Access, E-mail, and Network Resources

APPENDIX H

INTERNET ACCESS, E-MAIL, AND NETWORK RESOURCES ACCEPTABLE USE

Internet access, electronic mail (E-mail) and network resources are available to teachers, administrators and students in the V3 Cyber Charter School for educational and instructional purposes and other purposes consistent with the educational mission of the V3. Proper use of the Internet and network resources is vital to the success students in the V3. This Acceptable Use policy establishes guidelines for such use.

With Internet and network resources comes the availability of material that may not be considered appropriate in a school setting. The V3 cannot regulate and monitor all the information received or sent by persons who use the Internet and network resources, and the V3 cannot ensure that students who use the Internet and network resources will be prevented from accessing inappropriate materials or sending or receiving objectionable communications. The V3 believes, however, that the availability and value of the Internet and network resources far outweighs the possibility that users may procure inappropriate or offensive material.

Procedures

Monitoring –

The V3 reserves the right to log, monitor and review Internet and network resources use of each user. This logging, monitoring and review may be conducted without cause and without notice. Each user of a V3 computer or network, by the use thereof, agrees and consents to such logging, monitoring and review and acknowledges that s/he has no right or expectation of confidentiality or privacy with respect to Internet and network resources usage. Network administrators may review student and staff files and communications to maintain system integrity and ensure that students and staff are using the system only for appropriate purposes. Users should expect that files stored on district servers or computers will not be private. The V3 maintains archives of all E-mail messages.

Filter –

The V3 will employ the use of an Internet filter (the “Filter”) as a technology protection measure pursuant to the Children’s Internet Protection Act. The Filter may be disabled by the network administrator at the workstation level for use by an adult administrator or teacher for bona fide research or other lawful purposes. The Filter may not be disabled for use by students or other minors for any reason.

Access Agreement –

All students, administrators, and teachers who use the Internet and network resources must agree to and abide by all conditions of this policy. Each user must sign the V3's Internet, E-mail and Network Access Agreement ("Agreement"), which is attached to this policy. In the case of a student, the student's parent(s)/guardian(s) must sign the Agreement and Notice to Parents/Guardians.

<u>Acceptable Use Policy</u>

Prohibitions –

Use of the Internet and network resources technology must be in support of the educational mission and instructional program of the V3. With respect to all users, the following are expressly prohibited:

1. Use for inappropriate or illegal purposes.
2. Use in an illegal manner or to facilitate illegal activity.
3. Use for commercial, private advertisement or for-profit purposes.
4. Use for lobbying or political purposes.
5. Use to infiltrate or interfere with a computer system and/or damage the data, files, operations, software or hardware components of a computer or system.
6. Hate mail, harassment, discriminatory remarks, threatening statements and other antisocial communications on the network.
7. The illegal installation, distribution, reproduction or use of copyrighted software.
8. Use to access, view or obtain material that is pornography or child pornography.
9. Use to transmit material likely to be offensive or objectionable to recipients.
10. Use to obtain, copy or modify files, passwords, data or information belonging to other users.
11. Use to misrepresent other users on the network.
12. Use of another person's E-mail address, user account or password.
13. Loading or use of unauthorized games, programs, files, music or other electronic media.
14. Use to disrupt the work of other persons (the hardware or software of other persons shall not be destroyed, modified or abused in any way).
15. Use to upload, create or attempt to create a computer virus.
16. The unauthorized disclosure, use of dissemination of personal information regarding minors.
17. Use for purposes of accessing, sending, creating or posting materials or communications that are:

a. Damaging to another's reputation.
b. Abusive.
c. Obscene.
d. Sexually oriented.
e. Threatening.
f. Contrary to the school district policy on harassment.
g. Harassing.
h. Illegal.

18. Use which involves any copyright violation or for the copying, downloading or distributing copyrighted material without the owner's permission, unless permitted in accordance with the Fair Use Guidelines.
19. Use to invade the privacy of other persons.
20. Posting anonymous messages.
21. Use to read, delete, copy or modify the E-mail or files of other users or deliberately interfering with the ability of other users to send or receive E-mail.
22. Use while access privileges are suspended or revoked.
23. Any attempt to circumvent or disable the Filter or any security measure.
24. Use inconsistent with Network etiquette and other generally accepted etiquette.

Students –

Student users (and any other minors) also:

1. Shall not use the system to access inappropriate materials or materials that may be harmful to minors.
2. Shall not disclose, use or disseminate any personal identification information of themselves or other students.
3. Shall not engage in or access chat rooms or instant messaging not part of the V3 and its associated software.

Etiquette –

Users are expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

1. Be polite. Do not become abusive in messages to others. General V3 rules and policies for behavior and communicating apply.
2. Use appropriate language. Swearing or use of vulgarities or other inappropriate language is unacceptable.

3. Do not reveal the personal addresses or telephone numbers of others.
4. Recognize that E-mail is not private or confidential.
5. Do not use the Internet and network resources in any way that would interfere with or disrupt its use by other users.
6. Consider all communications and information accessible via the Internet to be private property.
7. Respect the rights of other users to an open and hospitable technology environment, regardless of race, sexual orientation, color, religion, creed, ethnicity, age, marital status or handicap status.

Security –

Security on any computer system is a high priority, especially when the system involves many users. Each user is required to report any security problems to the System Administrator. The problem is not to be demonstrated to other users.

Consequences of Inappropriate Use

The user, whether a student or employee, shall be responsible for damages to equipment, systems or software resulting from deliberate or willful acts. In addition to other appropriate disciplinary procedures, failure by any user to follow the procedures and prohibitions listed in this policy may result in the loss of access to the Internet and network resources and expulsion from the V3. Illegal activities or use (for example, intentional deletion or damage to files or data belonging to others, copyright violations, etc.) may be reported to the appropriate legal authorities for possible prosecution. The V3 reserves the right to remove a user account from the network to prevent unauthorized or illegal activity.

The use of the Internet and network resources is a privilege, not a right. V3 administrative staff, along with the System Administrator, will deem what is appropriate and inappropriate use and their decision is final.

Other Issues

Disclaimer –

The V3 makes no warranties of any kind, whether express or implied, for the service it is providing. The V3 is not responsible, and will not be responsible, for any damages, including loss of data resulting from delays, non-deliveries, missed deliveries, or service interruption. Use of any information obtained through the use of the V3's computers and network is at the user's

risk. The V3 disclaims responsibility for the accuracy or quality of information obtained through the Internet and network resources.

Charges –

The V3 assumes no responsibility or liability for any charges incurred by a user. Under normal operating procedures, there will be no cost incurred.

Software –

A student may not download or install any commercial software, shareware, or freeware onto network drives or disks unless s/he has the specific, prior written permission from a teacher or administrator.

V3 CYBER CHARTER SCHOOL
INTERNET AND NETWORK RESOURCES ACCESS AGREEMENT

I understand, accept, and will abide by the V3's Internet Access and Network Resources Acceptable Use Policy. I understand that use of the Internet and network resources is a privilege and not a right. I agree that I have no expectation of privacy and no right to privacy when I use the V3's computers and/or network; I acknowledge that all aspects of my use of the V3's computers and network is subject to monitoring and review without cause and without notice; and I consent to monitoring and review of all aspects of my use of the V3's computers and network. I understand that any violation of this policy or inappropriate conduct may result in termination of my access privileges, expulsion from school, and other disciplinary action and/or legal action.

I understand that the V3 makes no assurances of any kind, whether express or implied, regarding any Internet and network resources services. I further understand that the use of any information obtained via the Internet and/or E-mail is at my own risk; that the V3 specifically disclaims responsibility for the accuracy or quality of such information; and that the V3 is not and will not be responsible for any damage or loss I suffer.

_____
User Name (Please Print)

_____ _____
User Signature Date

V3 reserves the right to change, update or add additional rules and guidelines to our Acceptable Use Policy as needed.

STUDENT USERS: parent or guardian must also read and sign this agreement.

Parent's or Guardian's Agreement

Due to the nature of the Internet and network resources, it is neither practical nor possible for the V3 to ensure compliance at all times with the V3's Internet Access and Network Resources Acceptable Use Policy. Accordingly, parents/guardians must recognize that each student will be required to make independent decisions and use good judgment in his/her use of the Internet and network resources. Therefore, parents/guardians must participate in the decision whether to allow their child access to the Internet and network resources and must communicate their own expectations to their child regarding appropriate use of the Internet and network resources.

As a parent/guardian of_____ , I acknowledge that I received and understand the V3's Internet Access and Network Resources Acceptable Use Policy and the V3's Internet and Network Access Agreement being signed by my child.

I understand that Internet and E-mail access is designed for educational and instructional purposes and that the V3 will discourage access to inappropriate and objectionable material and communications. However, I recognize it is impossible for V3 to prevent access to all inappropriate and objectionable material, and I will not hold the V3 responsible for materials acquired or contacts made through the Internet or E-mail. I understand that a variety of inappropriate and objectionable materials are available through the Internet and E-mail and that it may be possible for my child to access these materials if he or she chooses to behave irresponsibly. I also understand that it is possible for undesirable or ill-intended individuals to communicate with my child over the Internet and E-mail; that there is no practical means for the V3 to prevent this from happening; and that my child must take responsibility to avoid such communications if they are initiated. While I authorize the V3 to monitor and review all communications to or from my child on the Internet and E-mail, I recognize that it is not possible for the V3 to monitor and review all such communications. I have determined that the benefits of my child having access to the Internet and E-mail outweigh potential risks. I understand that any conduct by my child that is in conflict with these responsibilities is inappropriate, and that such behavior may result in the termination of access, disciplinary action and/or legal action.

I have reviewed these responsibilities with my child, and I hereby grant permission to the V3 to provide my child with Internet and network resources access. I agree to compensate the V3 for any expenses or costs it incurs as a result of my child's violation of the Internet Access and

Network Resources Acceptable Use Policy or its administrative procedures; and I further agree that I will not hold the V3 responsible for any matter arising by reason of or relating to (a) my child's violation of the V3's Internet Access and Network Resources Acceptable Use Policy or (b) any materials acquired by my child, or contracts made by or to my child, through the Internet or E-mail.

Signature: _____ Date: _____

Print Name:_____

V3 Cyber Charter School reserves the right to change or update or add additional rules and guidelines to our Acceptable Use Policy as needed.

Appendix I

Teacher Induction Plan

APPENDIX I

TEACHER INDUCTION PLAN

INDUCTION PLAN: PROFESSIONAL STAFF

I. Purpose of the Plan

The V3 will strive to maintain and enhance an educational environment which enables each student to take advantage of the instructional opportunities offered. The influence of the professional staff on student learning is paramount. The V3 strives to attract and retain the most academically talented professional staff. Immediately after employment, employees are given opportunities to increase the probability of initial success. This plan seeks to facilitate initial and future professional competence.

The goal is to assist new employees of the V3 to become successful, contributing members of the V3 staff as they join in helping the V3 achieve its mission.

Components of the program will address such areas as:

- Management skills necessary for planning and preparation.
- Instructional skills that will help maximize learning opportunities for all students, utilizing Danielson's model for effective instruction.
- Activities which will facilitate a smooth assimilation into the school and community.
- The classroom environment facilitating a culture of learning.
- Review of the policies, procedures, and practices of the school.
- Progressive book study concentrating on effective teaching tips for daily classroom use.

II. Needs Assessment

The school's induction program is designed to provide an ongoing three year orientation to the school and community, increase the new employee's knowledge and improve the new employee's skills.

III. Compliance with Regulations

- Three years of participation in V3's induction program is mandatory for all first-year teachers.
- Experienced professionals, new to the school, will participate in the program for one year pending successful completion of the plan.
- Long-term substitutes will participate in the program from the date of entry.
- A professional mentor will be assigned, in year one, to each professional undergoing induction.
- A member of the administrative team will be assigned to the new teacher over the three years of the program.
- Appendix B and C will be used for verification purposes and placed in the inductee's personnel file.

- All teachers new to the school must participate in the two days of initial induction to be held two days prior to the first teacher day.

IV. Design and Content of Induction Program

A. Structure

1. Overview

The induction program is a collaborative effort between administration and professional staff based on Charlotte Danielson's work on enhancing staff and student achievement. The overall program is a three year process consisting of a book review and related works. The building principal or designee oversees the program. All new teachers must meet two days prior to the first contracted teacher day in year one of the program.

2. Year 1
   - New teachers/mentors/admin group meetings must occur one time per month.
     - Discussion topics will include, but are not limited to, the bulleted items.
     - Select Instructional Goals.
     - Design Coherent Instruction.
     - Assess Student Learning.
     - Management of Classroom Procedures.
     - Management of Student Behavior.
     - Communication: Clearly and Accurately.
     - Question and Discussion Techniques.
     - Engage Students in Learning.
     - Maintain Accurate Records.
     - Mentor/mentee meeting should occur at a minimum of one time per month.
     - Utilization of technology.

3. Year 2
   - New teachers/administrative group meetings must occur one time per month.
     - Discussion topics will include, but are not limited to, the bulleted items.
     - Demonstrate Knowledge of Content and Pedagogy.
     - Demonstrate Knowledge of Students.
     - Create an Environment of Respect and Rapport.
     - Establish a Culture for Learning.
     - Provide Feedback to Students.
     - Demonstrate Flexibility and Responsiveness.
     - Reflect on Teaching.
     - Communicate with Families.
     - Grow and Develop Professionally.
     - Utilization of technology.

4. Year 3
   - New teacher/administrative meetings must occur one time per marking period.
     - Discussion topics will include, but are not limited to, the bulleted items.
     - Demonstrate Knowledge of Resources.
     - Organize Physical Space.
     - Contribute to the school.

- Show Professionalism.
- Utilization of technology.

5. Ongoing topics as needed.

B. Mentors

1. Selection
   - Experienced employee with no less than five years of successful performance.
   - Volunteer for mentor position.
   - Working in the same building and preferably with the same assignment. (grade level, subject, duties, etc.)
   - One mentor per inductee.

2. Qualities
   - Recognized as being good or excellent in job performance.
   - Knows and teaches district curriculum.
   - Works well with children and adults.
   - Possesses good organizational skills.
   - Has knowledge and awareness of effective instructional methodology.
   - Has knowledge about and uses a variety of classroom organization/management techniques.
   - Is enthusiastic and has a positive attitude.
   - Has a desire to serve in this capacity.
   - Is willing to be a mentor.

3. Duties
   - Assist inductee to identify most immediate needs.
   - Help with strategies to organize and manage the classroom.
   - Suggest ways to plan for instruction.
   - Arrange peer support/teacher exchange visits and feedback.
   - Suggest instructional methods.
   - Assist in understanding curriculum.
   - Suggest positive ways to communicate with parents and staff.
   - Help in obtaining available resources (materials, support services, etc.).
   - Meet with inductee a minimum of once a week.
   - Complete all necessary induction plan paperwork.
   - Attend all school and building induction meetings.

V. Evaluation and Refinement

A. Mentors, inductees and the appropriate administrator will complete evaluation forms at the end of the induction process.

B. Recommendations for modifications in the plan will be reviewed for possible implementation the following year.

APPENDIX A

V3 CYBER CHARTER SCHOOL
TEACHER INDUCTEE NEEDS SURVEY

In order to make your assimilation into the V3 Cyber Charter School as meaningful to you as possible, please indicate below your specific induction needs for mentoring services.

This should be returned to your mentor by_____

PERSONAL
NEEDS ASSESSMENT

AREA	HIGH PRIORITY	MEDIUM PRIORITY	LOW PRIORITY
Select Instructional Goals			
Design Coherent Instruction			
Assess Student Learning			
Management of Classroom Procedures			
Management of Student Behavior			
Communication: Clearly and Accurately			
Question and Discussion Techniques			
Engage Students in Learning			
Maintain Accurate Records			
Demonstrate Knowledge of Content & Pedagogy			
Demonstrate Knowledge of Students			
Create an Environment of Respect & Rapport			
Establish a Culture for Learning			
Provide Feedback to Students			
Demonstrate Flexibility and Responsiveness			
Reflect on Teaching			
Communicate with Families			
Grow and Develop Professionally			
Demonstrate Knowledge of Resources			
Organize Physical Space			
Contribute to the School and District			
Show Professionalism			

NAME: _____ GRADE LEVEL/SUBJECT_____

BUILDING: _____ MENTOR: _____

(Mentor is responsible to copy and send to building administrator)

APPENDIX B

V3 CYBER CHARTER SCHOOL

TEACHER INDUCTION LOG

(Completed by Inductee)

DATE	ACTIVITY	COMMENTS/SUGGESTIONS

APPENDIX C

V3 CYBER CHARTER SCHOOL

End-of-year verification document of the successful completion of the induction program.

1. Attended a building-level orientation session _____
   Date

2. Year of program participation 1 2 3 (circle one)

3. Participated in building-level meetings with the induction team
   Dates:

1._____	5._____	9._____
2._____	6._____	10._____
3._____	7._____	11._____
4._____	8._____	12._____

4. Participated in school/community activities (open house, parent group meetings, etc.). List event and date.

5. The inductee participated in school workshops (list dates).

6. Other workshops attended

7. Informal observations of other classroom teachers (list dates and teacher's name)

Signatures:

_____ _____
Inductee Date

_____ _____
Mentor Date

Building Administrator	Date

APPENDIX D

V3 ACADEMY CYBER CHARTER SCHOOL
INDUCTEE ASSESSMENT – INDUCTION PROGRAM

I. Did the Induction Plan provide you with the necessary support to transition to the professional staff? _____ Yes _____ No Explain:

II. What would you suggest should be dropped from the program?

III. What should be added which would help a new staff member?

IV. Are there any other suggestions you wish to offer?

V. To what extent were the following met by the program? Please check appropriate column.

	Excellent	Good	Fair
Ease of transition into the District.	_____	_____	_____
Information provided on local building policies, procedures, and routines.	_____	_____	_____
Strategies and methodology provided to improve teaching skills.	_____	_____	_____
Important topics covered such as: pupil assessment, report cards, pupil services, support services, etc.	_____	_____	_____

_____
Signature

APPENDIX D

V3 CYBER CHARTER SCHOOL
NEW TEACHER INDUCTION EVALUATION FORM

In order to obtain input necessary to improve the induction program, please complete the following questionnaire. Your responses are intended to assess the effectiveness of the program and are not a measure of the proficiency of either the mentor teacher or you as the inductee.

Please mark with an "X" the appropriate response to each of the areas below.

AREA	EXCELLENT	SATISFACTORY	FAIR	UNSATIS-FACTORY
Select Instructional Goals				
Design Coherent Instruction				
Assess Student Learning				
Management of Classroom Procedures				
Management of Student Behavior				
Communication: Clearly and Accurately				
Question and Discussion Techniques				
Engage Students in Learning				
Maintain Accurate Records				
Demonstrate Knowledge of Content and Pedagogy				
Demonstrate Knowledge of Students				
Create an Environment of Respect and Rapport				
Establish a Culture for Learning				
Provide Feedback to Students				
Demonstrate Flexibility and Responsiveness				
Reflect on Teaching				
Communicate with Families				
Grow and Develop Professionally				
Demonstrate Knowledge of Resources				

Organize Physical Space				
Contribute to the School and District				
Show Professionalism				

NAME:_____ GRADE LEVEL/SUBJECT:_____

BUILDING:_____ MENTOR: _____

APPENDIX E

V3 CYBER CHARTER SCHOOL

MENTOR ASSESSMENT – INDUCTION PROGRAM

I. Did the Induction Plan provide you with the necessary support to transition to the professional staff? _____ Yes _____ No Explain:

II. What would you suggest should be dropped from the program?

III. What should be added which would help a new staff member?

IV. Are there any other suggestions you wish to offer?

V. To what extent were the following met by the program? Please check appropriate column.

	Excellent	Good	Fair
Ease of transition into the District	_____	_____	_____
Information provided on local building policies, procedures, and routines	_____	_____	_____
Strategies and methodology provided to improve teaching skills	_____	_____	_____
Important topics covered such as: pupil assessment, report cards, pupil services, support services, etc.	_____	_____	_____

Signature

APPENDIX E

V3 CYBER CHARTER SCHOOL
MENTOR EVALUATION FORM

In order to obtain input necessary to improve the induction program, please complete the following questionnaire. Your responses are intended to assess the effectiveness of the program and are not a measure of the proficiency of either the inductee or you as the mentor teacher.

Please mark with an "X" the appropriate response to each of the areas below.

AREA	EXCELLENT	SATISFACTORY	FAIR	UNSATIS-FACTORY
Select Instructional Goals				
Design Coherent Instruction				
Assess Student Learning				
Management of Classroom Procedures				
Management of Student Behavior				
Communication: Clearly and Accurately				
Question and Discussion Techniques				
Engage Students in Learning				
Maintain Accurate Records				
Demonstrate Knowledge of Content and Pedagogy				
Demonstrate Knowledge of Students				
Create an Environment of Respect and Rapport				
Establish a Culture for Learning				
Provide Feedback to Students				
Demonstrate Flexibility and Responsiveness				
Reflect on Teaching				
Communicate with Families				
Grow and Develop Professionally				
Demonstrate Knowledge of Resources				
Organize Physical Space				
Contribute to the School and District				

Show Professionalism				

NAME:_____ GRADE LEVEL/SUBJECT:_____

BUILDING:_____ MENTOR: _____

Appendix J

Cyber Bullying

APPENDIX J

CYBER BULLYING

Purpose

The Board of Trustees strives to provide a safe, positive learning climate in the schools. Therefore, it shall be the policy of the V3 Cyber Charter School to maintain an educational environment in which bullying in any form is not tolerated.

1. All forms of bullying, including, but not limited to cyber bullying, by V3 students are hereby prohibited. Anyone who engages in bullying in violation of this Policy shall be subject to appropriate discipline, which includes, but is not limited to; suspension or expulsion.
2. Students who have been bullied shall promptly report such incidents to any staff member.
3. Complaints of bullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint.
4. The V3 shall annually inform students that any form of bullying of students will not be tolerated.

Definitions

Bullying shall mean an intentional electronic, written, verbal or physical act, or a series of acts:

1. Directed at another student or students;
2. Which occurs in a physical or online setting;
3. That is severe, persistent or pervasive; and
4. That has the effect of doing any of the following:
    a. Substantially interfering with a student's education;
    b. Creating a threatening environment; or
    c. Substantially disrupting the orderly operation of the school.

School setting shall mean in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

The term "bullying" shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.

Delegation of Responsibility

Each staff member shall be responsible to maintain an educational environment free of bullying.

Each student shall be responsible to respect the rights of his/her fellow students and to ensure an atmosphere free from all forms of bullying.

Students shall be encouraged to report bullying complaints to any staff member.

Any staff member who receives a bullying complaint shall gather information or seek administrative assistance to determine if bullying has occurred. If the behavior is found to meet the definition of bullying, the building principal must complete the appropriate written documentation.

The building principal or his/her designee will inform the parents or guardians of the victim and also the parents or guardians of the accused.

Complaint Procedure

1. A student shall report a complaint of bullying, orally or in writing, to a staff member. If a parent initiates the complaint, the appropriate staff member will follow-up with the student.
2. The staff member will either gather in information or seek administrative assistance to determine if the alleged bullying conduct occurred.
3. After the information has been gathered, the principal shall be notified of the complaint. The principal will determine the need for further investigation or the appropriate intervention, which may result in administrative discipline to ensure that the conduct ceases. If the behavior is found to meet the definition of bullying, the principal must complete the appropriate written documentation.

Violation

A violation of this Policy shall subject the offending student to appropriate disciplinary action, consistent with the student discipline code, which may include suspension, expulsion, or notification to the appropriate authorities.

Appendix K

Student Records

APPENDIX K

STUDENT RECORDS

The educational interest of the pupil and of society require the collection, retention, and use of information about individual pupils and groups of pupils. The welfare and progress of pupils is inextricably related to the maintenance of a thorough and efficient system of public schools; the latter cannot be achieved nor assessed in the absence of appropriate information about the former.

It is no less the interest of society to protect the right of each of its members against an unwarranted invasion of privacy. The primary purpose of pupil record keeping shall be the educational welfare and advancement of the pupil.

The Board of Trustees has primary responsibility for the compilation, maintenance, access to and security of pupil records. Only records mandated by the Commonwealth or federal government or specifically permitted by this Board of Trustees may be compiled by the staff.

Classification of Student Records

Directory Information - The term includes a student's name, address, date and place of birth, major field of study, participation in recognized activities and sports, weight and height of members of athletic teams, date of attendance, awards received, and other similar information.

Supplementary Records - This data shall include verified information of significance to the school and contain standardized intelligence test scores, personality and interest test scores, health data, family background, information, teacher or counselor ratings and observations, and verified reports of behavior patterns of an important level.

Teacher Work Records - This shall include useful information that has not been fully verified and has no significance beyond the immediate present. This shall include clinical findings and unevaluated reports of teachers or counselors that may be necessary to assist the pupil. Counselors, social workers, and others may maintain personal and confidential files containing notes, transcripts of interviews, and other memory aids for their own use in counseling pupils.

Maintenance of Records

Directory information shall be considered permanent and retained for 100 years.

Supplementary records, where not in conflict with existing statutes, shall be eliminated from pupil folders at specified times (start of ninth grade and upon graduation). Exceptions may be made where, under rigorous standards and impartial judgment, good cause for their retention can be shown.

Teachers work records shall be eliminated when the purpose for which they were collected no longer exists. Records of this nature shall not be kept beyond the school year in which collected without the written consent of the parents or pupil after the record in question has been reviewed.

Dissemination

Authorized school personnel may utilize the records for the purpose of aiding the pupil. Records may be examined by other school personnel having a clear educational interest.

Records may be released to the State Secretary of Education or the designee of the Secretary of Education. Records may be released to other school districts with the condition the parents be notified of what is to be sent, given an opportunity to examine the records, given a copy if desired, and an opportunity to challenge the content, if desired.

Parents and/or students shall have access to all information contained in the pupil's educational record. Access to records by a parent, guardian or pupil shall be permitted only in the presence of administrative or guidance personnel who shall be responsible for interpretation. Prior written request must be made and a proper time allowance given. The V3 shall comply in no longer than a thirty (30) day period. Copies of the records will be provided to the parent or eligible student upon request at a fee not to exceed duplicating costs.

Other persons or agencies may not have access to a pupil's records without the written consent of the parent or guardian or the pupil who is eighteen (18) years old, or is attending a post-secondary educational facility and which specifies the records to be released, and that a copy of the records to be released shall be provided to the student's parents and/or students, if so desired by the parents.

Records may be released in compliance with judicial order or pursuant to any lawfully issued subpoena if parents are notified in advance of compliance.

Custody and Security of Student Records

The COO shall be responsible for the records of the pupils within the V3. Specific functions in the records collection, maintenance and dissemination process may be delegated by the COO to other professional personnel.

The COO, or the designee of the COO, shall be responsible for pupils that have left school, the implementation and monitoring of the policy, security of records, assignment of specific tasks relative to the record keeping policy function, and for informing and in-servicing of staff. This shall include developing specific procedures that describe where each type of record is kept in each building, how it shall be kept, and who is responsible for the security of records.

Parental Challenge

Students and/or their parents have a right to challenge records and may do so by a written notification to the COO which details the specific information in the records to which the student/parent objects. The COO shall confer with the necessary persons, including the V3 solicitor, and reply in writing to the challenge within ten (10) school days.

Appendix L

Instructional Support Form

APPENDIX L

INSTRUCTIONAL SUPPORT FORM

This section completed by school counselor.

Student Name:_____

Person Referring: _____

Referral Date: _____

Reason for Referral (Academic and/or Behavioral):

_____
_____
_____
_____
_____
_____

Call parents to inform them of the referral, the process, and to obtain input.

Parent Input:

_____
_____
_____
_____
_____
_____
_____

Completed by school counselor and school psychologist.

Curriculum-Based Assessment Results:

Reading: _____
Math: _____
Spelling/Written Expression: _____

PSSA Data: _____
4Sight Data: _____

Behavioral Observation completed by school psychologist.

Systematic Behavioral Observation Results:

_____
_____
_____

_____
_____
_____

Nurse's Information:

Hearing:_____

Vision: _____

Asthma/Allergies/Other: _____

Additional Data:

_____
_____
_____
_____

Completed by Teaching Team/Team Leader.

Instructional Support Team Goal (Observable, measurable, needs a % or frequency count):

_____
_____

Brainstorming Strategies and Interventions (Check those selected):

_____Development of positive behavior intervention plan
_____Peer helper
_____Peer mediation
_____After school YSAP
_____SAP referral
_____After school tutoring
_____Verbal/nonverbal cues for targeted behavior/ attention
_____Self-monitoring with chart
_____Repeat directions
_____Reduce length of assignment
_____Differentiate instruction
_____Use of tape recorder
_____Signing/initializing student agenda
_____Earn "free time"/computer time
_____Provide guided notes
_____Post daily schedule on board
_____Brief academic/behavior counseling
_____Extra set of textbooks from home
_____Grammar checklist-writing
_____Use of acronyms
_____Selecting proofreading
_____Behavioral contract
_____Timeout/cool down break
_____Reflective processing essay
_____Preview content on chapter

_____Desk/locker clean out
_____Response/cost system with token economy
_____Mnemonic memory devise
_____Preferential seating
_____Paired activities (e.g. group reading)
_____Drill and practice on error words
_____Word ring
_____Chunking
_____Breaking down larger tasks/assignments/projects
_____Provision of study carrel
_____Attendance issues - referral to resource officer
_____Verbal praise/encouragement
_____Reward positive alternative behaviors/choices
_____Give 2-part choice statements for activities/assignments
_____Class-wide reward system
_____Earn "free time" (e.g. computer time)
_____Reduced spelling lists
_____Curriculum-based assessments (reading/writing probes)
_____Periodic breaks
_____Advance content organizers/pre-teaching activities

Which classes strategies will be implemented in:
_____
_____

Who monitors progress?
Principal: _____
Psychologist: _____
Counselor: _____
Team Leader: _____
Team Teacher: _____

Progress Monitoring Intervals:
2 weeks: _____
4 weeks: _____
6 weeks: _____
8 weeks: _____
10 weeks: _____
12 weeks: _____

Outcomes of IST goal. (Statement must be observable, measurable and should summarize the progress monitoring intervals data):
_____
_____
_____
_____

Referral to Multidisciplinary Evaluation based on data/outcomes:

_____

Team Members:

_____
_____
_____
_____
_____

Appendix M

Discipline of Students with Disabilities

APPENDIX M

DISCIPLINE OF STUDENTS WITH DISABILITIES

When necessary, behavioral support programs shall be used with students with disabilities to promote and strengthen desirable behaviors and to reduce identified inappropriate behaviors.

Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Program, a behavioral support plan and V3 policy.

The Board of Trustees directs that the school shall comply with provisions of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of district policy or school rules and regulations.

During any period of disciplinary action, the student shall continue to receive a free and appropriate education, in accordance with federal law.

A student with disabilities may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per year, regardless of whether the student's behavior is a manifestation of his/her disability, except that the student shall continue to receive appropriate educational services during the period of suspension.

No student with a disability shall be expelled if the student's behavior is a manifestation of his/her disability.

A student with a disability whose behavior is not a manifestation of his/her disability may be expelled pursuant to district procedures, except that the student shall continue to receive appropriate educational services during the period of expulsion.

A hearing officer may order removal of a student with a disability to an alternative setting for forty-five (45) days where the school demonstrates by substantial evidence that maintaining the disabled student's current placement is substantially likely to result in injury (physical or emotional) to the student or others.

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the school did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.

The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:

1. Treatment of a demeaning nature.
2. Punishment for manifestation of a student’s disability.
3. Suspensions constituting a pattern.
4. Methods which have not been outlined in the agency’s plan.
5. Methods implemented by untrained personnel.

Appendix N

Independent Education Evaluations

APPENDIX N

INDEPENDENT EDUCATION EVALUATIONS

Parents or guardians of exceptional or thought-to-be exceptional students, other than those students whose sole category of exceptionality or suspected exceptionality is "mentally gifted", are entitled to request an independent educational evaluation at public expense only if they disagree with the results of an evaluation conducted or sponsored by the V3 within the twelve (12) months immediately preceding such request.

The V3 may grant requests for independent educational evaluations at V3 expense only in extraordinary circumstances. If the V3 denies such a request, it shall so notify the parents in writing and shall immediately request a due process hearing to defend the appropriateness of the V3's evaluation.

The V3 may grant a request for independent educational evaluations under the following circumstances:

1. The student's multi-disciplinary team or IEP team concludes that the requested evaluation is required to develop an appropriate program or placement recommendation for the student and cannot readily and cost-effectively be accomplished by V3 personnel.
2. Granting the evaluation request would be significantly more cost effective and efficient than denying the request.

<u>Requirements for Evaluations</u>

Independent educational evaluations provided shall meet all of the requirements applicable to evaluations conducted by V3 personnel, including but not limited to the following:

1. Tests and similar evaluation materials shall be:
    a. Selected and administered in a manner that is free from racial or cultural bias.
    b. Administered in the native language or mode of communication of the child, unless it is clearly not feasible to do so.
    c. Selected and administered so that the test results accurately reflect the student's aptitude, achievement level or whatever other factor the test purports to measure, rather than the student's impaired sensory, manual or speaking skills, unless those skills are the factors that the test purports to measure.
    d. Validated for the specific purpose for which they are used in a manner generally accepted within the profession or discipline for which they are intended.
    e. Administered in accordance with the instructions or testing protocols provided by the producer or publisher of the test or materials and in accordance with sound professional practices.

    f. Selected and administered to assess specific areas of educational need or ability and not merely single standard scores or quotients.
2. Persons administering the evaluation shall possess current professional certification issued by the Pennsylvania Department of Education qualifying the holder to perform the type of evaluation in question or, if a qualifying area of professional certification does not exist, such other licensure or certification issued by the Commonwealth of Pennsylvania as is required to qualify the holder to administer the type of evaluation in question.
3. The evaluation shall include a personal observation of the student in the relevant school environment by a person administering the evaluation and consultation with appropriate school staff that regularly make such observations.
4. The V3 shall provide to the evaluator copies of such records as shall be requested by the evaluator upon receipt by the V3 of a records release authorization signed by the parent and/or student, as the case may be, in such form as the V3 shall reasonably require.
5. The persons administering the evaluation shall prepare and sign a comprehensive report of the evaluation that includes, at a minimum, a statement of all standard and scaled scores obtained, a description of the student's behavior during the evaluation, a description of the student's behavior as observed in school, an analysis of the results, and specific educational recommendations.
6. Independent evaluators shall retain all protocols used for a period of two (2) years.
    a. The scope of the independent educational evaluation at public expense shall be limited to the areas of disagreement with the V3's evaluation.
    b. When individual circumstances so warrant, the district may agree to an evaluation that does not strictly comply with the requirements of subparagraphs (2) through (4) of this section, as long as the evaluation complies with all applicable requirements of state and federal law.

<u>Payment</u>

1. The preferred method of payment for independent educational evaluations shall be direct payment to the provider of the evaluation. Direct payments shall be issued for approved independent educational evaluations upon receipt of a statement from the provider indicating the type of activities performed, the date of those activities, the charge for each activity, the total charge, and any required taxpayer identification numbers or similar information.
2. In extraordinary cases, the V3 may pay for independent educational evaluations by reimbursing the parent or guardian. Such reimbursements shall be issued upon receipt of copies of a statement in a form substantially similar to that described in subparagraph (1) of this section and documentation evidencing payment by the parent or guardian in accordance with the statement. The V3 shall not reimburse amounts paid by insurers or other third parties. If, however, such reimbursement is required to restore private insurance benefits adversely affected by the payment of independent educational evaluation costs, such payment shall be issued directly to the insurer upon receipt of

documentation evidencing such adverse effect. The sufficiency of the documentation required by this subparagraph shall be determined by the district within its sole discretion.

3. The V3 may from time to time establish set fees or hourly rates for independent evaluations which set fees or hourly rates reflect the average or above average fees and rates charged for similar evaluations within the community. The V3 may also from time to time establish lists of independent evaluators acceptable to the district.

Appendix O

Enrollment in the V3 Cyber Charter School

APPENDIX O

ENROLLMENT IN THE V3 CYBER CHARTER SCHOOL

The V3 shall enroll eligible school age students to attend the V3, in accordance with V3 policy, applicable laws and regulations. The entitlement and requirements to secure enrollment shall apply equally to resident students residing with their parents/legal guardians; emancipated minors, non-resident students living with a Pennsylvania resident who is supporting the child gratis, including students residing in Pennsylvania as the result of the military deployment of a parent/guardian; children living with pre-adoptive parents who reside in Pennsylvania; non-resident students living in a facility or institution within Pennsylvania; and non-resident students living in a foster home.

The V3 will service students in grade 7 until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first.

District of residence shall be defined as the school district in which a student's parents/legal guardian resides.

An emancipated minor shall be defined as a student under the age of 21 who has established a domicile apart from the continued control and support of a parent or guardian. Emancipation of a minor is a question of fact, which is not presumed and is not solely dependent upon the employment status of the minor. The burden of establishing emancipation is on the student seeking emancipated status.

Unaccompanied homeless youth shall be defined as any child who is not in the physical custody of a parent or guardian, including students who have runaway from home, been thrown out of their home or abandoned or separated from their parent or guardian.

In accordance with the provisions of this policy and applicable law and regulation, homeless children are those who lack a fixed, regular and adequate nighttime residence and include children who are sharing the housing of other individuals due to loss of housing, economic hardship or other significant reason. Included within the definition of homeless children are youth awaiting foster care placement and "unaccompanied homeless youth."

<u>Enrollment Requirements</u>

A student in grades 7-12 shall be entitled to attend the V3.

The V3 shall normally enroll an eligible student the next business day, but no later than five (5) business days after application.

The district shall not enroll a student until the parent/guardian has supplied

1. Proof of the student's age;
2. Acceptable documentation of immunizations required by law; and
3. Proof of residency (the V3 may require more than one form of residency confirmation).

In verifying residency, the V3 shall require only such information as is deemed reasonable in light of a family's circumstances.

The district shall not inquire about the immigration status of a student as part of the enrollment process.

In addition to the requirements for registration set forth above, the parent/guardian must submit a parent registration statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, and/or infliction of injury or violence on school property.

Upon enrollment, the V3 shall contact the student's former school and request a certified copy of the student's education records. The V3 shall enroll eligible students within 5 business days of application regardless of receipt of records from previous districts.

The V3 shall not deny or delay a student's enrollment based upon information contained in the student's certified disciplinary record or parent registration statement, but may provide alternative education services to students who have committed weapons offenses in accordance with applicable law.

The V3 shall administer a home language survey to all students enrolling in the school for the first time.

If the individual enrolling a child is relying on a court order or custody agreement as the basis for enrolling the child, the V3 may require submission of the court order or custody agreement. The V3 shall not require submission of a custody order or agreement as a condition of enrollment under any other circumstance.

If the student is an emancipated minor, the resident school district shall be the one in which the student is then living.

A resident's receipt of Supplemental Security Income (SSI), Transitional Assistance for Needy Families (TANF), pre-adoptive or adoptive support, maintenance on public or private health insurance, support from the United States military or military personnel or child support payments shall not be deemed to be personal compensation or gain.

Appendix P

Surrogate Parents

APPENDIX P

SURROGATE PARENTS

V3 Cyber Charter School will ensure that the rights of a student are protected when:

1. No parent of the student can be identified;
2. After reasonable efforts are made, the V3 cannot locate a parent;
3. The student is a ward of the State under the laws of that State; Or
4. The student is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act.

If any of the above conditions are met the V3 will assign an individual to act as a surrogate for the parents if a judge overseeing the student's case has not assigned a surrogate.

Criteria for selection of surrogate parents includes the following:

1. The surrogate may not be an employee of the district or any other agency that is involved in the education or care of the student and may not be paid or compensated by the V3 or other agency;
2. The surrogate may have no personal or professional interest that conflicts with the interest of the student the surrogate parent represents; and
3. The surrogate has knowledge and skills that ensure adequate representation of the student.
4. In the case of the student being identified as a "homeless youth," appropriate staff of emergency shelters, transition shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all of the requirements of a surrogate listed above.

The surrogate parent may represent the student in all matters relating to the identification, evaluation, and educational placement of the student as well as the provision of FAPE. The V3 must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the student needs a surrogate parent.

Once a surrogate parent is identified for a student, if not already appropriately trained in the role and duties of a surrogate parent, the V3 will ensure that training is provided on the regulations and roles of surrogate parenting through training provided by either the regional intermediate units or the Pennsylvania Technical Assistance and Training Network.

Appendix Q

Special Education

APPENDIX Q

SPECIAL EDUCATION

Each exceptional student who attends the V3 shall be offered an educational program that meets his/her individual educational, instructional, transitional and related services needs. The special education program shall be designed to comply with law; conform to V3 goals; and, to the extent feasible and consistent with the best interests of the exceptional student and other students, integrate programs of special education with the regular instructional program of the schools.

Exceptional students served by the special education program of the V3 shall include students in grades 7-12, as defined by law, resident of Pennsylvania who so deviate from the average in physical, mental, emotional or social characteristics that they require special educational programs, facilities or services.

The Board of Trustees directs that all students with disabilities shall be identified, evaluated, placed and provided with appropriate educational services, in accordance with federal and State laws. The V3 shall establish and implement a system of procedural guards and parental notification.

In order to maintain a more effective program of special education, the Board of Trustees may:

1. Participate in special education programs of regional intermediate units.
2. Enter into agreement with Pennsylvania School Districts for the purpose of contracting special education facilities and transportation.
3. Enter into agreements with private contractors to provide programs for low-incidence populations.

The Board of Trustees shall determine the facilities, services and staff that will be provided by the V3 for the instruction of exceptional students.

The COO is directed to annually recommend to the Board of Trustees the employment and retention of necessary staff and provision of required facilities and services to provide for the needs of exceptional students.

The COO or designee shall develop procedures for a continuing evaluation of the effectiveness of the V3's plan for exceptional students and shall periodically report to the Board of Trustees the criteria and results of such evaluation.

The program to which each exceptional child is assigned shall be that which best assures his/her success in learning and offers the least restrictive environment, in accordance with State regulations.

The Board of Trustees directs that all procedures for implementation of an individualized education program be designed to guard the privacy of the student and family.

No exceptional student shall be denied, because of handicap/disability, participation in co-curricular, intramural or interscholastic activities or any of the services offered or recognitions rendered

regularly to the students of this V3, unless such participation is not practical because of the handicap/disability.

All services, e.g., shop, art, physical education, music, home economics, etc., which are extended to the general population of students shall be provided for exceptional students, where feasible.

Confidentiality

The V3 Cyber Charter School will ensure the confidentiality of personally identifiable information regarding students receiving special education. Confidential special files will be maintained at the V3 Administrative Office. Parents or a representative of the parents have the right to inspect, review or obtain copies of educational records relating to their child. A record including name of person, date, and purpose for obtaining access to confidential special education files will be maintained in the front of each file. Students and/or their parents have a right to challenge records and may do so by a written notification to the Supervisor of Special Education including details of the specific information in the records to which the student/parent objects. If the request is denied, the parent will be informed and advised of their right to a hearing. The parents of each student who has turned twenty-one years of age and is no longer in school will be notified to pickup the file or it will be shredded.

As a certified Pennsylvania teacher and/or parent, my signature below shall be deemed as demonstrating ongoing and sustainable support for the V3 Cyber Charter School.

(Check All That Apply)

Printed Name	Signature	Teacher	Parent
Mary Gerhart	Mary Gerhart		✓
PAT MARTIN	Pat Martin		✓
HENRY GERHART	[illegible]		✓
Cynthia Myers	Cynthia J. Myers		✓
Barbara G. Schamber	Barbara Schamber		✓
Amy E. Light	Amy E. Light		✓
Michele Morrissey	Michele Morrissey		✓
Kirk Morrissey	Kirk E. Morrissey		✓
Betsy Gerhart	Betsy Gerhart		✓
Jenny Marks	Jenny Marks		✓
Kevin Marks	Kevin Marks		✓
Darlene Price	Darlene Price		✓
Myra Zechman	Myra Zechman		✓
Leon Zechman	Leon Zechman		✓
Donna Herb	Donna Herb		✓
Lena Royer	Lena Royer		✓
Jessica Zechman Lyons	Jessica Zechman Lyons		✓
Caroline Siegfried	Caroline Siegfried		✓
Amy Hoke	Amy Hoke		✓
James Hoke	James Hoke		✓

Appendix S

Petition of Support

As a certified Pennsylvania teacher and/or parent, my signature below shall be deemed as demonstrating ongoing and sustainable support for the V3 Cyber Charter School.

(Check All That Apply)

Printed Name	Signature	Teacher	Parent
Maria T. Kern	Maria T. Kern		✓
Connie Houser	Connie Houser		✓
JOHN SEBASTIAN	John Sebastian		✓
Nancy Payne	Nancy L P		✓
Linda Allison	Linda Allison		✓
Margaret Madilia	Margaret Madilia		✓
Katrina Dubendorf	Katrina Dubendorf		✓
Joanne Nye	Joanne Nye		✓
Jean Fortna	Jean Fortna		✓
Robin Getz	Robin Getz		✓
Sue Auer	Sue Auer		✓

As a certified Pennsylvania teacher and/or parent, my signature below shall be deemed as demonstrating ongoing and sustainable support for the V3 Cyber Charter School.

(Check All That Apply)

Printed Name	Signature	Teacher	Parent
Nathan Byler		X	X
Jason Getz		X	
Jamie Harner		X	X
Bradly Reist		X	X
Lori Roth		X	
Shawn Lucas		X	X
Kelita Gehres		X	X
Diane Nichols			X
Connie Houser			X
Jennifer Zyry		X	X
Ann Hartman			X
Elizabeth Kline		X	X
Daniel Heckman			X

As a certified Pennsylvania teacher and/or parent, my signature below shall be deemed as demonstrating ongoing and sustainable support for the V3 Cyber Charter School.

(Check All That Apply)

Printed Name	Signature	Teacher	Parent
David Woods	[illegible]	✓	✓
Rella Dettiganno	R Dettiganno		✓
Jackie Pliski	Jackie Pliski		✓
Michele Cantarella	Michele Cantarella		✓

As a certified Pennsylvania teacher and/or parent, my signature below shall be deemed as demonstrating ongoing and sustainable support for the V3 Cyber Charter School.

(Check All That Apply)

Printed Name	Signature	Teacher	Parent
Ashley Hoffman	Ashley Hoffman		✓
Kristen Strantz	Kristen Strantz		✓
Elizabeth Donaghy	Elizabeth Donaghy		✓
Sonja Miller	Sonja S Miller		✓
JOSE BENJAMIN RUSTIA			✓
Walt Smith	Walt Smith	✓	
Elizabeth Smith	Elizabeth Smith	✓	

Appendix T

Lease Letter

1801 Oberlin Road
Middletown, PA 17057
717.831.0363
717.985.0632 (fax)

www.TheStarBarn.com
www.AgrarianCountry.com

Dr. Robert S. Barr
President

Roberta A. Freeman
Executive Director of Administration

February 28, 2011

Dr. Don Bell, Sr.
16 South Seasons Drive
Dillsburg, PA 17019

Dear Dr. Bell,

The V3 Cyber Charter School request for administrative and educational office space could be secured at the Twelve Oaks Center building, located in Dauphin County, 1801 Oberlin Road, Middletown, Pennsylvania 17057.

Details related to available office space (a minimum of 3,000 square feet), rental costs, equipment, security, and office furniture will be discussed, pending your receipt of final approval from the Pennsylvania Department of Education.

Please contact us when you receive final approval so we can work out the details of an agreement.

Sincerely,

Robert S Barr

Dr. Robert S. Barr
President

RSF:raf

Appendix U

Letter of Insurability

Sheeley Insurance Agency, Inc
113 Saint George Drive
Dillsburg, PA 17019
Phone: 717-432-4905 Fax: 570-421-1617

MEMO

V3CYB-1 CL 03/02/2011

V3 Cyber Charter School
Dr. Don Bell
16 S Seasons Drive
Dillsburg, PA 17019

Dr. Bell:

Thank you for providing us with a copy of your business plan for V3 Cyber Charter School. As requested, I want to send this official memo that we are in fact researching the various options you have for your insurance coverage. We've already approached two insurers with school programs and hope to include one or two more as we continue to develop information from you. The program is going to provide Property Insurance, Liability Insurance, Workers Compensation (as needed), and an assortment of special enhancements developed specifically for schools.

Right now we've approached Ohio Casualty/Peerless/Liberty Mutual, Markel Insurance Company, and plan on also talking to Philadelphia Insurance company. As we work through the process with them we'll be back to you with questions from their supplemental applications.

Thank you again for allowing us to work on this for you. If you have any questions or need something more for your application process, please let us know right away.

Christopher F. Lord

Appendix V

Articles of Incorporation

********** -COMM. JOURNAL- ********** DATE FEB-24-2011 ***** TIME 15:44 ********

MODE = MEMORY TRANSMISSION START=FEB-24 15:39 END=FEB-24 15:44

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GEORGE T. BRUBAKER (1942-2006)
HARRY ST. C. GARMAN (1945-2006)

TELEPHONE: (717) 299-7254 FACSIMILE: (717) 299-3160

FAX TRANSMISSION COVER SHEET

DATE: February 24, 2011

TO: Department of State

FAX NUMBER: 783-2244

FROM: Laura E. Palm,
Paralegal

NUMBER OF PAGES: 6
(Excluding this sheet)

MESSAGE: Please see attached. Thank you.

OPERATOR: LEP
CLIENT NAME:
MATTER NAME: V3 Cyber Charter School

CLIENT NUMBER:

****

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PLEASE CALL US COLLECT IMMEDIATELY IF THERE ARE ANY PROBLEMS DURING THIS TRANSMISSION: (717) 299-7254

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JOHN A. MATEYAK
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FAX TRANSMISSION COVER SHEET

DATE: February 24, 2011

TO: Department of State

FAX NUMBER: 783-2244

FROM: Laura E. Palm,
Paralegal

NUMBER OF PAGES: 6
(Excluding this sheet)

MESSAGE: Please see attached. Thank you.

OPERATOR: LEP
CLIENT NAME:
MATTER NAME: V3 Cyber Charter School

CLIENT NUMBER:

****

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PLEASE CALL US COLLECT IMMEDIATELY IF THERE ARE ANY PROBLEMS DURING THIS TRANSMISSION: (717) 299-7254

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February 24, 2011

Department of State
Corporation Bureau
206 North Office Building
Harrisburg, PA 17120

Via Facsimile
783-2244

Re: **V3 Cyber Charter School**

Dear Sir/Madam:

Attached for filing please find the Articles of Incorporation-For Non-profit, Attachment to Articles and related Docketing Statement for V3 Cyber Charter School. Please return confirmation of the filing to our office at your earliest convenience. Please invoice our account number 20103 with the relevant fees.

Thank you for your assistance with respect to this matter. Should you have any questions, please feel free to contact me.

Very truly yours,

Laura E. Palm

Laura E. Palm,
Paralegal

Lp/00611997.doc
Enclosures
cc: Theodore L. Brubaker, Esquire

PENNSYLVANIA DEPARTMENT OF STATE
CORPORATION BUREAU

Articles of Incorporation-Nonprofit

(15 Pa.C.S.)

☑ Domestic Nonprofit Corporation (§ 5306)
☐ Nonprofit Cooperative Corporation (§ 7102B)

Name		
Theodore L. Brubaker, Esquire		
Address		
Hartman Underhill & Brubaker LLP/221 E. Chestnut St.		
City	State	Zip Code
Lancaster	PA	17602-2782

Document will be returned to the name and address you enter to the left.
⇐

Fee: $125

In compliance with the requirements of the applicable provisions (relating to articles of incorporation or cooperative corporations generally), the undersigned, desiring to incorporate a nonprofit/nonprofit cooperation corporation, hereby state(s) that:

1. The name of the corporation is:
V3 Cyber Charter School

2. The (a) address of this corporation's current registered office in this Commonwealth or (b) name of its commercial registered office provider and the county of venue is:

(a) Number and Street	City	State	Zip	County
221 East Chestnut Street	Lancaster	PA	17602-2782	Lancaster

(b) Name of Commercial Registered Office Provider — County
c/o:

3. The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes.

See attached

4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

5. *Check one of the following*:

☑ The corporation is organized on a non-stock basis.

☐ *Option for Nonprofit Cooperative Corporation Only:* The corporation is organized on a stock share basis.

6. *For Nonprofit Corporation Only:*

(Strike out if inapplicable): The corporation shall have no members.

(Strike out if inapplicable): ~~The incorporators constitute a majority of the members of the committee authorized to incorporate:_____ by the requisite vote required by the organic law of the association for the amendment of such organic law~~.

7. *For Nonprofit Cooperative Corporation Only:*

~~Complete and strike out the inapplicable term: The corporation is a cooperative corporation and the common bond of membership among its (members) (shareholders) is:_____~~.

8. The name(s) and address(es) of each incorporator(s) is (are) *(all incorporators must sign below)*:

Name(s)	Address(es)
Theodore L. Brubaker	221 East Chestnut Street, Lancaster, PA 17602-2782

9. The specified effective date, if any, is:
Upon Filing
month day year hour, if any

10. Additional provisions of the articles, if any, attach an 8½ x 11 sheet.

IN TESTIMONY WHEREOF, the incorporator(s) has/have signed these Articles of Incorporation this

24th day of February,

2011.

Signature

Signature

Signature

Docketing Statement DSCB:15-134A (Rev 2001)
Departments of State and Revenue

One (1) copy required

BUREAU USE ONLY:
Dept. of State Entity # _____

Dept. of Rev. Box # _____

Filing Period _____ Date 3 4 5 _____

SIC/NAICS _____ Report Code _____

Check proper box:

Pennsylvania Entities

____ business stock
____ business non-stock
____ professional
____ nonprofit stock
x ____ nonprofit non-stock
____ statutory close
____ management
____ cooperative
____ insurance
____ limited liability company
____ restricted professional limited liability company
____ business trust

Foreign Entities
State/Country _____ Date_____

____ business
____ nonprofit
____ limited liability company
____ restricted professional limited liability company
____ business trust

Other

____ domestication
____ division
____ consolidation

1. Entity Name:
V3 Cyber Charter School

2. Individual name and mailing address responsible for initial tax reports:

Name	Number and street	City	State	Zip
Theodore L. Brubaker	221 East Chestnut Street	Lancaster	PA	17602-2782

3. Description of business activity:
Secondary School Education

4. Specified effective date, if any:
Upon Filing
month/day/year hour, if any

5. EIN (Employer Identification Number), if any:
Applied For

6. Fiscal Year End:
December

7. Fictitious Name (only if foreign corporation is transacting business in PA under a fictitious name):

ATTACHMENT TO
ARTICLES OF INCORPORATION FOR
V3 CYBER CHARTER SCHOOL

3. The corporation is incorporated under the Pennsylvania Nonprofit Corporation Law of 1988, Act of December 21, 1988, P.L. 1444; and the corporation (a) is formed and shall be operated exclusively for "charitable", "educational" and "scientific" purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) ("Code") and (b) is formed and shall be operated as a Charter School under the Charter School Law of the Commonwealth of Pennsylvania. Subject to the provisions of these articles, the corporation shall have the power to do all acts and engage in all transactions, and shall have and may exercise all the powers and privileges, which are permitted under the Pennsylvania Nonprofit Corporation Law of 1988.

10. The existence of the corporation shall be perpetual.

11. The corporation shall not be controlled by any "disqualified person" with respect to the corporation (within the meaning of Section 4946 of the Code).

12. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, the corporation's directors, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 3 hereof. No substantial part of the activities of the corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from Federal income tax under Section 501(c)(3) of the Code, (b) by an organization, contributions to which are deductible under 170(c)(2) of the Code.

13. Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the corporation, dispose of all the assets of the corporation for the purposes of the corporation or to an organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code (within the meaning of Section 501(c)(3) of the Code), exclusively for such purposes, and shall have been described in Section 170(b)(1)(A) of the Code for a period of at least 60 calendar months, as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

14. For any period during which the corporation constitutes a "private foundation" within the meaning of Section 509 of the Code:

(a) The corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code.

(b) The corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code.

(c) The corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code.

(d) The corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

Appendix W

Bylaws

BYLAWS

OF

V3 CYBER CHARTER SCHOOL

A Nonprofit Corporation
Formed Under the Laws of the Commonwealth of Pennsylvania

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BYLAWS
OF
V3 CYBER CHARTER SCHOOL

ARTICLE I
NAME AND ORGANIZATION

The name of the corporation shall be the V3 Cyber Charter School ("Corporation"). The Corporation is formed pursuant to the provisions of the Nonprofit Corporation Law of 1988, Act of December 21, 1988, P.L. 1444, and as now or hereafter amended ("Nonprofit Corporation Law"). The Corporation is organized on a non-stock basis and shall have no members.

ARTICLE II
REGISTERED OFFICE AND PLACE OF BUSINESS

The registered office and the principal place of business of the Corporation shall be at 221 East Chestnut Street, Lancaster, Pennsylvania 17602. The Corporation may have such other places of business as the Board of Trustees may from time to time decide.

ARTICLE III
SEAL

The corporate seal of the Corporation shall have inscribed thereon the name of the Corporation, the year of its organization and the words "Corporate Seal, Pennsylvania".

ARTICLE IV
PURPOSE

The corporation is formed and shall be operated exclusively for "charitable," "educational" and "scientific" purposes as those terms are defined within the meaning of the Internal Revenue Code of 1986 (or the corresponding section of any future Internal Revenue

Law of the United States) as now enacted or as may be hereafter amended; and subject to the foregoing limitations and Article VII of these Bylaws, the Corporation is formed for the purpose of establishing and operating a Charter School under the Charter School Law of the Commonwealth of Pennsylvania for the purposes of improving pupil learning; increasing learning opportunities for all pupils; encouraging the use of different and innovative teaching methods; creating new professional opportunities for teachers, including the opportunity to be responsible for learning programs at the school site; providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; being accountable for meeting measurable academic standards; and providing a method to establish accountability systems.

ARTICLE V
MANAGEMENT; BOARD OF TRUSTEES; NOMINATION AND ELECTION

1. Management By Board of Trustees. The business and affairs of the Corporation shall be managed by its Board of Trustees. The Board of Trustees shall consist of at least five members but not more than fifteen members as determined by the affirmative vote of a majority of the Board of Trustees. Each Trustee shall be at least eighteen years of age. A Trustee need not be a resident of the Commonwealth of Pennsylvania.

2. Method of Selection; Election of Trustees. The Trustees shall be elected by the affirmative vote of a majority of the Board of Trustees then in office. In electing persons to be Trustees of the Corporation, the Board of Trustees shall give due regard to the purposes of the Corporation which include the Corporation's establishing and operating a Charter School.

3. Term of Office. The term of office of each Trustee shall be three years and until such Trustee's successor shall be chosen and shall qualify and, except for the initial terms of office and when a vacancy is filled for the balance of an unexpired term, shall commence on July 1. One third of the Trustees in office (or as near thereto as practical) shall be elected each year. The term of office of each initial Trustee shall be as set forth in the minutes of the organizational meeting of the incorporator.

4. Removal. Any Trustee may be removed from office for cause by the affirmative vote of two-thirds of all Trustees then in office.

5. Vacancy. A vacancy in the membership of the Board of Trustees may be filled for the unexpired term by the Board of Trustees.

ARTICLE VI
MEETINGS OF THE BOARD OF TRUSTEES

1. Regular Meetings. The Board of Trustees shall meet at least quarter annually for the purpose of transacting such business and matters as may come before the Board of Trustees.

2. Time and Place. Except as otherwise required under the provisions of the Sunshine Act, (a) each regular meeting of the Board of Trustees shall be held at such time and place as the President and the Secretary shall determine; (b) notice of such meeting shall be given to each Trustee two weeks prior to such meeting; (c) special meetings of the Board of Trustees may be called by the President or Secretary or by a majority of the Trustees in office with two days prior notice to each Trustee; and (d) notice of special meetings may be given either personally, by mail, by facsimile or by computer transmission or other similar

form of communication and notice of special meetings shall contain a brief statement of the general nature of the business to be transacted.

3. Action By the Board; Quorum. A majority of the Trustees in office shall be necessary to constitute a quorum for the transaction of business, and the acts of a majority of the Trustees present at a meeting at which a quorum is present shall be the acts of the Board of Trustees except where the provisions of these Bylaws, the Articles of Incorporation, the Charter School Law or the Nonprofit Corporation Law require a greater number.

4. No Compensation. A Trustee shall not receive any salary or compensation for services as a Trustee of the Corporation.

5. Committees. The Board of Trustees may by resolution establish one or more committees to consist of one or more Trustees of the Corporation. Except as provided in these Bylaws, the Articles of Incorporation, the Charter School Law or the Nonprofit Corporation Law, any such committee shall have and may exercise all of the powers and authorities of the Board of Trustees to the extent provided in the resolution of the Board of Trustees.

ARTICLE VII
PURPOSES, POWERS, LIMITATIONS

1. General Purpose. In accordance with and subject to the Corporation's Articles of Incorporation, the Corporation (a) is formed and shall be operated exclusively for "charitable", "educational" and "scientific" purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) ("Code"), and (b) is formed and shall be operated for the

purpose of establishing and operating a Charter School under the Charter School Law of the Commonwealth of Pennsylvania. Subject to the foregoing, the Corporation shall be operated exclusively for the purposes enumerated in Article IV of these Bylaws; no part of the net earnings of the Corporation shall inure, directly or indirectly, to the benefit of any private person or individuals; and no Trustee shall be compensated for service as a Trustee. No substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation; and the Corporation shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

2. Miscellaneous Powers. Subject to the limitations and provisions of paragraph 1. of this Article and subject to all other limitations and provisions contained in these Bylaws, the Articles of Incorporation, the Charter School Law and the Nonprofit Corporation Law, the Corporation shall have all powers, authorities, duties, and privileges permitted pursuant to the Nonprofit Corporation Law.

ARTICLE VIII
OFFICERS

1. Enumeration. The Corporation shall have a President, Vice-President, Secretary and Treasurer and may have such other officers as the Board of Trustees shall from time to time authorize. The Executive Committee of the Corporation shall consist of all of the officers of the Corporation who are Trustees and any other persons designated by the Board of Trustees. The duties, powers, and discretions of officers of the Corporation shall be as set

forth in these Bylaws and as shall from time to time be designated by the Board of Trustees. Any number of offices may be held by the same person.

2. Qualifications. All officers of the Corporation shall be natural persons and at least eighteen years of age. The President and Vice-President shall be chosen from among the Trustees. The Secretary, Treasurer and any other officers may, but are not required, to be chosen from among the Trustees.

3. Election; Removal. All officers shall be elected by the Board of Trustees for a term of one year and until their successors shall be elected and shall qualify; provided, however, that each officer shall serve at the pleasure of the Board of Trustees and may be removed from office at any time without cause by a majority of all Trustees then in office.

4. President. The President (and in the absence of the President, the Vice-President) shall be the chief executive officer of the Corporation; shall have general and active management of the business and affairs of the Corporation within the budget and guidelines established and adopted by the Board of Trustees; shall see that all orders and resolutions of the Board of Trustees are carried into effect, subject, however, to the right of the Trustees to delegate any specific powers; shall execute on behalf of the Corporation all bonds, mortgages and other instruments requiring a seal, under the seal of the Corporation; shall be EX-OFFICIO a member of all committees; shall, in the absence of the Chairperson of the Board or if there is no Chairperson, preside at all meetings of the Board of Trustees; and shall have the general powers and duties of supervision and management usually vested in the office of the president of a corporation.

5. Secretary. The Secretary (and in the absence of the Secretary, the Assistant Secretary if any has been appointed) shall attend all meetings of the Board of Trustees and shall act as clerk thereof, and shall record all the votes of the Trustees and the minutes of all meetings in a book to be kept for the purpose; shall perform like duties for all committees of the Board of Trustees when required; shall give, or cause to be given, notice of all meetings of the Board of Trustees; shall perform such other duties as may be prescribed by the Board of Trustees; and shall keep in safe custody the corporate seal of the Corporation and, when authorized by the Board of Trustees, affix the same to any instrument requiring it.

6. Treasurer. The Treasurer (and in the absence of the Treasurer, the Assistant Treasurer if any has been appointed) shall have custody of the Corporation's funds and securities and shall keep full and accurate accounts of receipts and disbursements of the Corporation in books belonging to the Corporation; shall disburse the funds of the Corporation as may be ordered by the Board of Trustees, taking proper receipts and vouchers for such disbursements; and shall render to the Chairperson, the Chief Executive Officer and Trustees, at the regular meetings of the Board of Trustees, or whenever they may require it, an account of all the transactions as Treasurer and of the financial condition of the Corporation.

7. Chairperson. If there shall be a Chairperson of the Board, he or she shall be elected from among the Trustees; shall preside at all meetings of the Board of Trustees; and shall have such other powers and duties as from time to time may be prescribed in these Bylaws or by the Board of Trustees.

8. Vacancy. Any vacancy in any office shall be filled by the Board of Trustees for the unexpired term of office.

ARTICLE IX
RECORDS

There shall be kept at the registered office or principal place of business of the Corporation an original or duplicate record of the proceedings of the Board of Trustees and the original or a copy of the Corporation's Bylaws and Articles of Incorporation, including all amendments or alterations.

ARTICLE X
DISCRIMINATION PROHIBITED

All rights, privileges, programs and activities of the Corporation shall be made available to all pupils and all educational policies, admissions policies, scholarship and loan programs, extracurricular activities, and other programs of the Corporation shall be administered without regard to race, religion, color, sex, national origin, or ancestry.

ARTICLE XI
MISCELLANEOUS PROVISIONS

1. Signatures. All checks or demands for money and notes of the Corporation shall be signed by such persons as the Board of Trustees may from time to time designate.

2. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July each year.

3. Notices. Whenever notice is required to be given to any person, it may be given to such person, either personally, by mail, by facsimile or by computer transmission or other similar form of communication, to such person's address appearing on the books of the

Corporation or supplied to the Corporation for the purpose of notice. If the notice is sent by mail, it shall be deemed to have been given to the person entitled thereto when deposited in the United States mail.

4. Waiver of Notice. Whenever any written notice is required by these Bylaws, the Articles of Incorporation, the Sunshine Act or the Nonprofit Corporation Law, waiver in writing signed by the person entitled to such notice whether before or after the time stated therein shall be deemed equivalent to the giving of such notice. Neither the business to be transacted nor the purpose of the meeting needs to be specified in the waiver of notice of such meeting. Attendance of a Trustee at any meeting shall constitute a waiver of notice of such meeting except where a Trustee attends a meeting for the purpose of objecting to the transaction of any business because the meeting was not lawfully called or convened.

5. Telephone Conferences. One or more Trustees may attend and participate in a meeting of the Board of Trustees or a committee of the Board of Trustees by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other.

6. Advisors. The Corporation shall be authorized to retain and pay for the services of accountants, attorneys, investment counselors and all other advisors as the Board of Trustees shall deem necessary or appropriate for the business of the Corporation.

ARTICLE XII
PROTECTION FROM LIABILITY

1. Trustee's Limitation of Personal Liability. A Trustee of the Corporation shall not be personally liable for monetary damages for any action taken, or for any failure to take

any action, in his/her capacity as Trustee; provided, however, that this provision shall not eliminate or limit the liability of a Trustee to the extent that such elimination or limitation of liability is expressly prohibited by the Pennsylvania Directors' Liability Act as in effect at the time of the alleged action or failure to take action by such Trustee. This Article is intended to and shall constitute adoption by the Trustees of the fullest protection from liability for the Trustees under the Directors' Liability Act.

2. Preservation of Rights. Any repeal or modification of this Article by the Board of Trustees of the Corporation shall not adversely affect any right or protection existing at the time of such repeal or modification to which any Trustee or former Trustee may be entitled under this Article. The rights conferred by this Article shall continue as to any person who has ceased to be a Trustee of the Corporation and shall inure to the benefit of such person's successors and assigns.

ARTICLE XIII
INDEMNIFICATION

1. Mandatory Indemnification. The Corporation shall indemnify, to the fullest extent now or hereafter permitted by law, each authorized representative (including each former authorized representative) of the Corporation who was or is made a party to or a witness in (or who is threatened to be made a party to or a witness in) any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that such person is or was an authorized representative of the Corporation, against all expenses (including attorneys' fees and disbursements), judgments, fines (including excise taxes and penalties) and amounts paid in settlement

actually and reasonably incurred by such person in connection with such action, suit or proceeding.

2. Mandatory Advancement of Expenses. The Corporation shall pay expenses (including attorneys' fees and disbursements) incurred by an authorized representative of the Corporation in defending or appearing as a witness in any civil or criminal action, suit or proceeding described in paragraph 1. of this Article in advance of the final disposition of such action, suit or proceeding. The expenses incurred by such authorized representative shall be paid by the Corporation in advance of the final disposition of such action, suit or proceeding only upon receipt of an undertaking by or on behalf of such authorized representative to repay all amounts advanced if it shall ultimately be determined that such person is not entitled to be indemnified by the Corporation.

3. Permissive Indemnification and Advancement of Expenses. The Corporation may, as determined by the Board of Trustees from time to time and in addition to any indemnity provided under these Bylaws or otherwise, indemnify to the fullest extent now or hereafter permitted by law, any person who was or is a party to or a witness in or is threatened to be made a party to or a witness in, or is otherwise involved in, any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that such person is or was an authorized representative of the Corporation, against all expenses (including attorney's fees and disbursements), judgments, fines (including excise taxes and penalties), and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or

proceeding. The Corporation may, as determined by the Board of Trustees from time to time, pay expenses incurred by any such person by reason of such person's participation in an action, suit or proceeding referred to in this paragraph 3. in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount if it shall ultimately be determined that such person is not entitled to be indemnified by the Corporation.

4. Scope of Indemnification. Indemnification under this Article is provided pursuant to Section 8365 of the Pennsylvania Directors' Liability Act (or any successor provision or statute) and the Nonprofit Corporation Law, and this Article is intended to provide indemnification in accordance therewith whether the Corporation would have the power to so indemnify under any other provisions of other law and whether the indemnified liability arises or arose from any threatened pending or completed action by or in the right of the Corporation. It is intended that the Corporation shall indemnify each authorized representative to the maximum extent permitted by law. Consistent with such intent, this Article shall be interpreted as creating an irrevocable contractual obligation of the Corporation, which shall be for the benefit of each authorized representative, to indemnify each authorized representative to the maximum extent permitted by law. Indemnification under this Article shall not be made by the Corporation in any case where indemnification for the alleged act or failure to act giving rise to the claim for indemnification is expressly prohibited by the Pennsylvania Directors' Liability Act or any successor statute as in effect at the time of such alleged action or failure to take action.

5. Insurance; Funding to Meet Indemnification Obligations. The Corporation shall have the power to purchase and maintain insurance on behalf of any authorized representative of the Corporation against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not the Corporation would have the power to indemnify such person against such liability. The Board of Trustees shall have the power to borrow money on behalf of the Corporation, including the power to pledge the assets of the Corporation, from time to time to discharge the Corporation's obligations with respect to indemnification, the advancement and reimbursement of expenses, and the purchase and maintenance of insurance on behalf of each authorized representative.

6. Miscellaneous. Each authorized representative of the Corporation shall be deemed to act in such capacity in reliance upon such rights of indemnification and advancement of expenses as are provided in this Article. The rights of indemnification and advancement of expenses provided by this Article shall not be deemed exclusive of any other rights to which any person seeking indemnification or advancement of expenses may be entitled under any agreement, vote of disinterested Trustees, statute or otherwise, both as to action in such person's official capacity and as to action in another capacity while holding such office or position, and shall continue as to a person who has ceased to be an authorized representative of the Corporation and shall inure to the benefit of the heirs, executors and administrators of such person. Any repeal or modification of this article by the Board of

Trustees of the Corporation shall not adversely affect any right or protection existing at the time of such repeal or modification to which any person may be entitled under this Article.

7. Definition of Authorized Representative. For the purposes of this Article, the term "authorized representative" shall mean a Trustee, officer, employee or agent of the Corporation or of any subsidiary of the Corporation, or a trustee, custodian, administrator, committeeman or fiduciary of any employee benefit plan established and maintained by the Corporation or by any subsidiary of the Corporation, or a person serving another corporation, partnership, joint venture, trust or other enterprise in any of the foregoing capacities at the request of the Corporation.

ARTICLE XIV
APPLICABLE LAW

If and to the extent any provision of these Bylaws is inconsistent with the provisions of applicable law, including without limitation the Charter School Law and the Sunshine Act, the provisions of applicable law shall supersede and replace these Bylaws.

ARTICLE XV
AMENDMENT

These Bylaws and the Articles of Incorporation may be amended by the affirmative vote of two-thirds of the Trustees then in office at any regular or special meeting of the Board of Trustees, provided that notice of any proposed amendment shall be given not less than five (5) days prior of the date of the meeting.

Appendix X

Curriculum

V3 Academy Cyber Charter School

ACCOUNTING I

Accounting I

I. PHILOSOPHY

Students will learn the fundamental skills of accounting and appreciate its value in managing personal accounts, obtaining a job, or as a basis for further study.

Students will gain an understanding of the principles and practices of the proprietorship organized as a service business, corporations organized as a merchandising business as well as a partnership. Many commercial forms used in business transactions will be introduced.

This course is designed to give students the stepping stone necessary to advance themselves into the more intricate transactions and concepts encountered in additional studies of accounting.

The class will challenge students to conduct themselves in a professional manner to meet the needs of the increasingly competitive business world.

This class will provide students the opportunity to improve their analytical, critical-reasoning, and problem-solving skills.

II. CORE CONCEPTS

1. Analyzing and Recording Transactions - Determine how account balances are changed into debit and credit parts and then correctly journalizing the transactions.

2. Cash Control Systems – Practices related to using a checking account, prepare business papers related to using a checking account, reconcile a bank statement, journalize dishonored checks and electronic banking transactions and establish and replenish a petty cash fund.

3. Posting Entries – Posting from journals to a general ledger, posting to accounts payable ledger and accounts receivable ledger, and posting totals to a general ledger.

4. Work sheets – Creating a work sheet, planning adjusting entries on a work sheet, extending financial statement information and determining net income or loss.

5. Accounting for Plant Assets and Inventory – Buying and disposing of plant assets and paying property tax, calculating and journalizing depreciation expense, and determining the quantity and cost of merchandise inventory.

6. Financial Statements – The financial statements should provide information about a business's financial condition, changes in this financial condition, and the progress of operations.

7. Recording Adjusting and Closing Entries – Two types of journal entries change general ledger account balances at the end of a fiscal period: Adjusting entries bring general ledger account balances up to date and closing entries prepare temporary accounts for the next fiscal period.

8. Changes that Effect Owner's Equity – Detailed information about changes in owner's equity is needed by owners and managers to make sound business decisions.

9. Payroll – Preparing payroll time cards, determining payroll tax withholding, preparing payroll records and checks, recording employer payroll taxes and reporting and paying withholding and payroll taxes.

III. COURSE OF STUDY

A. Course Study: Accounting I

B. Grade Level: 9-12

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: Elective

E. Credits: 1.0

F. Prerequisites:

G. Course Description:

Knowledge of accounting is beneficial to students throughout life, whether they go to college or seek employment upon graduation from high school. Basic accounting principles are applied to many personal financial activities, such as balancing a checkbook or completing a federal or state income tax return.

Accounting I is designed to help students meet two broad objectives: (1) preparation for entry into the labor force and (2) preparation for advanced study of accounting. Falling within these two broadly stated goals are a number of more specific objectives:

1. To help student understand the basic accounting principles and procedures.
2. To help students explain and appreciate the importance of profit in helping to ensure continued business operations.
3. To help students understand the types of on-the-job activities that are required of entry-level accounting workers.

IV. CONTENT: **Accounting I**
CORE CONCEPT: 1 **Analyzing and Recording Transactions**
MAJOR OBJECTIVE: **Determine how account balances change and learn to journalize transactions**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Know and understand how to use T Accounts with debit and credit sides	T Account is an accounting device used to analyze transactions and the transactions must be analyzed to determine how account balances are changed Students will *use* T Accounts to *analyze* transactions	• Textbook: Work Together Problems and Questions on use of T Accounts • Write the answers to On Your Own Questions about T Accounts • Textbook: Challenge Problem on Analyzing transactions recorded in T Accounts	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations
1.2 Properly analyze how transactions will affect individual account balances	Analyzing transactions into debit and credit parts, and how the transactions affect accounts as well as owner's equity accounts for a proprietorship Students will *analyze* individual account balances	• Textbook: Questions on analyzing transactions • Textbook: On Your Own Questions putting into debit and credit parts • Textbook: Application Problems on analyzing revenue, expense, and withdrawal transactions • Textbook: Mastery Problem on analyzing transactions into debit and credit parts	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 1 **Analyzing and Recording Transactions**
MAJOR OBJECTIVE: **Determine how account balances change and learn to journalize transactions**

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.3 Learn to record transactions in a general journal	Recording transactions into journals, using source documents, and buying and paying on account Students will *record* transactions in a general journal	• Textbook: Questions on journalizing transactions • Textbook: Application, Mastery and Challenge Problems on journalizing transactions • Research and write on pros and cons of an accounting-related job • Internet Activity on journalizing transactions	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations Internet Access
1.4 Ability to journalize purchases and cash payments using special journals	For a merchandising business organized as either a partnership or corporation the journalizing of purchases using a purchases journal, journalizing cash payments using a cash payments journal, performing additional cash payments journal operations, and journalizing other various transactions using a general journal Students will journalize purchases and cash payments using special journals	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions journalizing purchases and cash payments • Textbook: Application Problems, Mastery and Challenge Problems of journalizing purchases and cash payments • Test on journalizing purchases and cash payments • Writing activity on special journals	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 1 **Analyzing and Recording Transactions**
MAJOR OBJECTIVE: **Determine how account balances change and learn to journalize transactions**

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.5 Ability to journalize sales and cash receipts using special journals	Journalizing sales on account using a sales journal and journalizing cash receipts using a cash receipts journal Students will *journalize* sales and cash receipts using special journals	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions with journalizing sales on account and cash receipts • Textbook: Application, Mastery and Challenge Problems of journalizing sales on account and cash receipts transactions • Test on journalizing sales and cash receipts • Internet Activity on journalizing	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations Internet Access

CONTENT: **Accounting I**
CORE CONCEPT: 2 **Cash Control Systems**
MAJOR OBJECTIVE: **Practices related to using a checking account and preparing associated forms**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Accurately record and maintain a checking account	Identify accounting concepts and practices related to using a checking account and prepare business papers related to using a checking account Students will *record* and *maintain* a checking accounting	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions journalizing purchases and cash payments • Textbook: Application Problems, Mastery and Challenge Problems of journalizing purchases and cash payments • Test on journalizing purchases and cash payments	Textbook (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations
2.2 Precisely reconcile a bank statement	When a bank statement is received, a depositor should verify its accuracy by verifying that information on a bank statement and a checkbook are in agreement Students will *reconcile* a bank statement to a checkbook	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions for bank reconciliations • Textbook: Application Problems, Mastery and Challenge Problems on bank reconciliations • Test on bank reconciliations	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting**
CORE CONCEPT: 2 **Cash Control Systems**
MAJOR OBJECTIVE: **Practices related to using a checking account and preparing associated forms**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Understanding how to account for dishonored checks and electronic banking	A check that a bank refuses to pay and the fee charged for that dishonored check, along with any funds transferred electronically must be recorded in the accounting records Students will *journalize* dishonored checks and electronic banking	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions about dishonored checks and electronic banking • Textbook: Application Problems, Mastery and Challenge Problems about dishonored checks and electronic banking • Test on dishonored checks and electronic banking	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations
2.4 Establishing and maintaining a petty cash fund	An amount of cash kept on hand and used for making small payments for which a check is not used, needs to be maintained and journalized accurately Students will *demonstrate* the steps to establish and maintain a petty cash find	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions on a petty cash fund • Textbook: Application Problems, Mastery and Challenge Problems on a petty cash fund • Test on a petty cash fund	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 3 **Posting Entries**
MAJOR OBJECTIVE: **Properly posting from journals to ledgers**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Preparing a chart of accounts	Prepare a chart of accounts for a service business organized as a proprietorship or a merchandising business organized as a partnership or corporation Students will *prepare* a chart of accounts	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions concerning chart of accounts • Textbook: Application Problems, Mastery and Challenge Problems concerning chart of accounts	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations
3.2 Learning to post from journals to a general ledger	Transferring information from an individual journal entry or the total of a journal column to a ledger account Students will *post* from journals to a general ledger	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions about posting to a general ledger • Textbook : Application Problems, Mastery and Challenge Problems about posting to a general ledger • Test about posting to a general ledger • Writing activity on the posting process	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 3 **Posting Entries**
MAJOR OBJECTIVE: **Properly posting from journals to ledgers**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Knowing and understanding when to post to an accounts payable and accounts receivable ledger	Each entry in the purchases journal, sales journal, cash payments and cash receipts journal can affects the account of a vendor or customer and needs to be individually posted Students will *post* to an accounts payable and accounts receivable ledger	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions on posting to accounts payable and receivable ledgers • Textbook: Application Problems, Mastery and Challenge Problems on posting to accounts payable and receivable ledgers • Test on posting to accounts payable and receivable ledgers	Textbook (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations
3.4 Proving cash and making any correcting entries when needed	Determine that the amount of cash agrees with the balance of the cash account in the accounting records and using journal entries and preparing a memorandum to correct an error found in the ledger Students will *prove* cash and *make* correcting entries when needed	• Textbook: Audit Your Understanding, Work Together about proving cash and correcting entries • Textbook: Application Problems, Mastery and Challenge Problems about proving cash • Test about proving cash and correcting entries	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 4 **Creating and Completing Work sheets**
MAJOR OBJECTIVE: **Beginning, adjusting, extending and completing a work sheet**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Beginning and developing an 8-column accounting work sheet	A work sheet is prepared at end of a fiscal period for both a service and merchandising business, beginning with completing the trial balance columns by using balances from the general ledger accounts Students will *develop* and use an 8-column work sheet	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions to begin a work sheet • Textbook: Application Problems, Mastery and Challenge Problems to begin a work sheet • Writing activity on using a work sheet	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations
4.2 Analyzing and recording accounting work sheet adjustments	Changes need to be planned and recorded to update certain general ledger accounts at the end of the fiscal period Students will *analyze* and *record* work sheet adjustments	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions on adjustments in a work sheet • Textbook: Application Problems, Mastery and Challenge Problems on adjustments in a work sheet • Teacher created quiz on adjustments	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 4 **Creating and Completing Work sheets**
MAJOR OBJECTIVE: **Beginning, adjusting, extending and completing a work sheet**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Knowing how to extend the balances and complete an accounting work sheet	The up-to-date account balances on a work sheet are extended to columns for the two financial statements, calculating net income or net loss, totaling and ruling the work sheet Students will *extend* balances and *complete* a work sheet	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions to complete an accounting work sheet • Textbook: Application Problems, Mastery and Challenge Problems to complete an accounting work sheet • Test on accounting work sheets (an accounting planning document)	(Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations
4.4 Calculating Federal Income Tax and completing an accounting work sheet for a corporation	Accounting for distribution of corporate dividends to stockholders, and determining the amount of federal income tax the corporation owes to complete a work sheet Students will *calculate* Federal Income Tax and *complete* a work sheet for a corporation	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions for corporation accounting work sheets • Textbook: Application Problems, Mastery and Challenge Problems for corporation work sheets • Test on accounting work sheets (an accounting planning document) for a corporation	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 5 **Accounting for Plant Assets and Inventory**
MAJOR OBJECTIVE: **Buying, calculating depreciation, and disposal or sale of assets**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Record and journalize the buying, paying property tax and disposing of plant assets	Assets that will be used for a number of years in the operation of a business are journalized, value is assessed for calculating property taxes, and when asset is sold or disposed of gains or losses will be determined Students will *record* and *journalize* the buying, paying property tax and disposing of plant assets	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions about plant assets • Textbook: Application Problems, Mastery and Challenge Problems about plant assets • Test about plant assets • Writing activity on the disposal of plant assets	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations
5.2 Calculating and journalizing depreciation expense for plant assets	The portion of a plant asset's cost that is transferred to an expense account in each fiscal period during a plant asset's useful life can be determined through varying methods, which is determined by the individual business and must stay consistent Students will *calculate* and *journalize* depreciation expense for plant assets	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions for depreciation expense • Textbook: Application Problems, Mastery and Challenge Problems for depreciation expense • Test for determining depreciation expense	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 5 **Accounting for Plant Assets and Inventory**
MAJOR OBJECTIVE: **Buying, calculating depreciation, and disposal or sale of assets**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Determining the quantity and the cost of merchandise inventory	Merchandise inventory on hand is typically the largest asset of a merchandising business and needs controls that assist managers in maintaining a merchandise inventory of sufficient quantity, variety, and price Students will *determine* the quantity and the cost of merchandise inventory	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions on merchandise inventory • Textbook: Application Problems, Mastery and Challenge Problems on merchandise inventory • Test on accounting for inventory	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 6 **Financial Statements**
MAJOR OBJECTIVE: **Providing information about a business's financial condition**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Preparing financial statements for a proprietorship	Prepare an income statement and balance sheet from information on a work sheet Students will *prepare* financial statements for a proprietorship	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions on financial statements • Textbook: Application Problems, Mastery and Challenge Problems on financial statements • Test on financial statements	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations
6.2 Organize and present financial statements for a partnership	Partnership's need to have an income statement with component percentages, distribution of net income and owner's equity statements and a balance sheet for a fiscal period Students will *organize* and *present* financial statements for a partnership	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions on partnership financial statements • Textbook: Application Problems, Mastery and Challenge Problems on partnership financial statements • Test on partnership financial statements	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 6 **Financial Statements**
MAJOR OBJECTIVE: **Providing information about a business's financial condition**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Arrange and display financial statements for end-of fiscal-period entries for a corporation	Preparing an income statement, a statement of stockholders' equity, a balance sheet and adjusting, closing and reversing entries for a corporation Students will *arrange* and *display* financial statements for end-of-fiscal period entries for a corporation	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions for corporate financial statements • Textbook: Application Problems, Mastery and Challenge Problems for corporate financial statements • Test for corporate financial statements	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 7 **Recording Adjusting and Closing Entries**
MAJOR OBJECTIVE: **End of fiscal period adjustments and closing of temporary accounts**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Accurately recording and journalizing adjusting entries	Adjustments are analyzed and planned on a work sheet but must be journalized so they can be posted to the general ledger accounts Students will *record* and *journalize* adjusting entries	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions for adjusting entries • Textbook: Application Problems, Mastery and Challenge Problems for adjusting entries • Test for adjusting entries	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations
7.2 Identify temporary accounts, understand the reason for, and how to prepare closing entries	Accounts used to accumulate information until it is transferred to the owner's capital account need to be reduced to zero at the end of each fiscal period to prepare accounts for the next fiscal period Students will *identify* temporary accounts, *understand* the reason for, and how to prepare closing entries	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions on closing entries • Textbook: Application Problems, Mastery and Challenge Problems on closing entries • Test on closing entries • Writing activity on the reason for temporary accounts	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 7 **Recording Adjusting and Closing Entries**
MAJOR OBJECTIVE: **End of fiscal period adjustments and closing of temporary accounts**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.3 Assemble a post-closing trial balance to verify accurateness of closing entries	After the adjusting and closing entries are posted, the debits and credits in the general ledger accounts with balances need to be verified in a trial balance report Students will *assemble* a post-closing trial balance to verify accurateness of closing entries	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions on a post-closing trial balance • Textbook: Application Problems, Mastery and Challenge Problems on a post-closing trial balance • Test on a post-closing trial balance	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 8 **Changes that Effect Owner's Equity**
MAJOR OBJECTIVE: **Detailed information about changes in owner's equity for owners and managers**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Recognizing types of transactions that change owner's equity and reporting the change for a proprietorship	Identify and analyze accounting concepts and practices related to changes that effect owner's equity and prepare a balance sheet for a business organized as a proprietorship Students will *work* with types of transactions that change owner's equity and *report* the change for a proprietorship	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions concerning owner's equity • Textbook: Application Problems, Mastery and Challenge Problems for owner's equity • Test on owner's equity • Writing activity about changes in owner's equity	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations
8.2 Determine the distribution of net income and owner's equity statements for a partnership	A partnership's net income or net loss may be divided based on the partnership agreement, and an owner's equity statement summarizes the changes and what is causing the changes in owners' equity during a fiscal period Students will *determine* the distribution of net income and owner's equity statements for a partnership	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions for partnership equity • Textbook: Application Problems, Mastery and Challenge Problems for partnership equity • Test on partnership equity	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 8 **Changes that Effect Owner's Equity**
MAJOR OBJECTIVE: **Detailed information about changes in owner's equity for owners and managers**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.3 Distributing corporate dividends to stockholders in a corporation	Each stockholder is an owner of a corporation and earnings are distributed to stockholders by paying dividends, and are accounted for through various transactions and reports Students will *calculate* and *record* dividends paid to stockholders in a corporation	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions of corporate dividends • Textbook: Application Problems, Mastery and Challenge Problems of corporate dividends • Test on corporate dividends	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 9 **Preparing Payroll and Related Taxes**
MAJOR OBJECTIVE: **Calculating and completing all associated payroll procedures**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Preparing payroll time cards for employees for a pay period	A payroll system must include an accurate record of the time each employee has worked and time cards are used as the basic source of information to prepare a payroll Students will *prepare* payroll timecards for a single pay period	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions for time cards • Textbook: Application Problems, Mastery and Challenge Problems for time cards	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations
9.2 Determining payroll tax withholding for a pay period	The payroll is the total amount earned by all employees for a pay period and is reduced by state and federal taxes and other deductions, such as health insurance, to determine the amount paid to all employees Students will *determine* payroll tax withholding for a single pay period	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions on payroll tax • Textbook: Application Problems, Mastery and Challenge Problems of on payroll tax	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 9 **Preparing Payroll and Related Taxes**
MAJOR OBJECTIVE: **Calculating and completing all associated payroll procedures**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.3 Preparing payroll records and payroll checks	Special payroll records support the recording of payroll transactions and the business uses these records for creating payroll checks and to inform employees of their annual earnings Students will *prepare* payroll records and payroll checks for a single pay period	• Textbook: Application Problems, Mastery and Challenge Problems for calculating payroll checks • Test on preparing payroll records	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations
9.4 Determining and recording employer payroll taxes	Employers must pay several of their own payroll taxes which are considered business expenses, these payroll tax expenses are based on a percentage of employee earnings Students will calculate and record employer payroll taxes	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions for employer payroll taxes • Textbook: Application Problems, Mastery and Challenge Problems for employer payroll taxes • Test for employer payroll taxes	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

CONTENT: **Accounting I**
CORE CONCEPT: 9 **Preparing Payroll and Related Taxes**
MAJOR OBJECTIVE: **Calculating and completing all associated payroll procedures**

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.5 Reporting and paying withholding and payroll taxes	Employers must pay to the government the taxes withheld from employee earnings and employer taxes, these amounts withheld are liabilities to the business until they are actually paid to the government Students will *report* and *pay* withholding and payroll taxes	• Textbook: Audit Your Understanding, Work Together and On Your Own Questions of reporting and paying taxes • Textbook: Application Problems, Mastery and Challenge Problems for reporting and paying taxes • Test on reporting and paying taxes	Textbook with teacher CD and resources (Accounting, General Journal Approach; Ross, Gilbertson, Lehman) Working Papers Simulations

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for all Accounting I classes:

90% - 100%

80% - 89%

70% - 79%

60% - 69%

Below 60%

B. Each student's grade will be determined at the conclusion of each of the four nine-week marking periods. Grades are derived from scores on quizzes, tests, work sheets, homework, special assignments and class projects. All assignments are graded on a point basis. A student's grade is determined by dividing points earned by total possible points. This percentage will be converted to a letter grade according to the scale above.

C. Various methods of gaining extra credit are built into the course structure.

V3 Academy Cyber Charter School

American Cultures I

American Cultures I

I. PHILOSOPHY

This course is designed to continue the chronological study of Western society that began in seventh grade, specifically those events that lead to and help build the United States. The reaching of Europe beyond their continent will be the starting point and will continue through the establishing of our nation and finish with the nation torn apart by the Civil War and restored.

The course will be taught through various methods and will address different learning styles. Artistic projects, storytelling, note-taking, personal reflection, graphic organizers, and various other teaching methodologies will be employed. The goal is that every student will be given the chance to express their mastery of the curriculum in a way that they find comfortable. The course is aligned with the Pennsylvania standards for history.

Overall, the hope is that the student will gain a deeper understanding of who we are as a nation by studying who we have been including our accomplishments and mistakes. What we are is a result of our past. Our successes drive us forward and our mistakes show what must be improved and never be allowed to happen again. Ultimately, the student will learn to look at history critically and gain insight into how this affects their government, family, community, and themselves.

II. CORE CONCEPTS

1. Exploration and Colonization- Chart, map, and describe the various European explorers and the European colonization of North America

2. Colonial Life- Explain different ways of life in the three colonial regions (New England, middle, and Southern colonies).

3. Growing dissatisfaction with England- Analyze the events that lead to the American Revolution by exploring cause/effect relationships.

4. American Revolution- Describe key events of the Revolution and analyze the revolutionary political movement.

5. The Constitution- Identify the principles, infrastructure, and guidelines set down by the constitution and show how it affects the country today.

6. Becoming a nation- Demonstrate understanding of the early problems, accomplishments, and growth of the nation.

7. Jacksonian Era- Explore successes, failures, and effects of Jackson and his political followers.

8. Manifest Destiny- Describe reasons for and diagram the growth of the US.

9. Gathering clouds of Civil War- Analyze events that lead to the American Civil War.

10. Civil War- Describe key events of Civil War and analyze politics of USA and CSA.

III. COURSE OF STUDY

A. Course of Study: American Cultures I

B. Grade Level: 8

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: On Grade Level

E. Credits: 1.0

F. Prerequisites: None

G. Course Description: This course is designed to help each student understand (1) the variety of and differences in the cultures of the various regions the United States in the years 1492-1865, (2) how events in the past have shaped the United States of today, and (3) the contributions made by groups and individuals to our American heritage. These goals are met by examining causes and effects of the more significant events in our history and contrasting American cultures of the past both with each other and their effects on today's society.

IV. CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 1: Exploration and Colonization
MAJOR OBJECTIVE: Chart, map and describe the various European explorers and the European colonization of North America.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Map the routes of the early European explorers.	Student will map the "New World" routes of Columbus, Vespucci, Coronado, De Soto, Hudson, Balboa, Magellan, de Leon, and Cartier.	• Student labeled map of explorer routes • Random questioning by teacher on routes of explorers • Unit test with map labeling section on routes of explorers	• Teacher generated materials • Call to Freedom class text chapter 2 • IU supplied media resources
1.2 Chart information for early European explorers.	Student will chart the reasons, goals, country of origin, and area explored for Columbus, Vespucci, Coronado, De Soto, Hudson, Balboa, Magellan, de Leon, and Cartier.	• Student created chart of information on explorers • Random questioning by teacher on information for early European explorers • Unit test with True/False and multiple choice questions regarding explorers	• Teacher generated materials • Call to Freedom class text chapter 2 • IU supplied media resources
1.3 Describe experiences of early European explorers.	Student will explain traditional view vs. truth about Columbus. Student will describe the circumnavigation of the globe by Magellan and his crew. Student will describe the exploration by Spanish in search for gold. Student will describe French and English exploration of modern-day US and Canada.	• Random questioning by teacher on experiences of early European explorers • Unit test with True/False, multiple choice, short answer, and essay questions regarding explorers • Essay questions regarding explorers • First person creative writing assignment (writing as a member of one of the voyages)	• Teacher generated materials • Call to Freedom class text chapter 2 • IU supplied media resources

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 1: Exploration and Colonization
MAJOR OBJECTIVE: Chart, map and describe the various European explorers and the European colonization of North America.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.4 Map the colonization of North America by various European countries.	Student will map the colonization of England, Spain, France, and Netherlands in North America.	• Student colored/labeled map of areas of colonization • Random questioning by teacher on areas colonized by Europeans	• Teacher generated materials • Call to Freedom class text chapters 2 and 3 • IU supplied media resources
1.5 Explore the English colonies of the East Coast of North America.	Student will explain the unsuccessful colonization attempts at Roanoke Island by Raleigh. Student will explore the changes made for the attempt at Jamestown and why their resources bring about their problems. Student will compare the differences of the Plymouth colony to the previous attempts.	• Unit test with map labeling section on areas of European colonization • Random questioning by teacher on early European colonies • Unit test with true/false, multiple choice, short answer, and essay questions regarding English colonies • Student predictions on success or failure of colonies when lists of actual resources taken with attempt are examined • "What will happen next" creative writing assignment	• Teacher generated materials • Call to Freedom class text chapter 4 • IU supplied media resources

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 2: Colonial Life
MAJOR OBJECTIVE: Explain the different ways of life in the three colonial regions.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Compare the geography and climate of the three regions.	Student will map the placement of the 13 English colonies. Major Geographic features will be labeled (mountains, rivers). Student will explore differences in climate and assess how this will affect way of life in that region.	• Student labeled map of 13 colonies • Quiz on names and locations of 13 colonies	• Teacher generated materials • Call to Freedom class text chapters 4 and 5 • IU supplied media resources
2.2 Analyze the use of natural resources in the three regions.	Student will analyze the agricultural resources of the Southern colonies and their contribution to the developing plantation lifestyle. Student will analyze the fishing and timber resources of the New England region and how this helps develop a merchant and seafaring society. Student will analyze the diversity of resources in the middle colonies that allow choices in lifestyle to develop.	• Teacher generated test on the ways of life in the three regions • Random questioning by teacher on use of natural resources • Essay questions comparing and contrasting the three regions	• Teacher generated materials • Call to Freedom class text chapters 4 and 5 • IU supplied media resources

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 2: Colonial Life
MAJOR OBJECTIVE: Explain the different ways of life in the three colonial regions.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Compare the political and social life in the three regions.	Student will explore the proprietorship governments and joint-stock companies that funded the early colonies in the South. Investigate the roots of plantation society (including slavery). Student will explore the beginnings of the middle colonies. Student will compare William Penn in PA with the Dutch in NY. Student will examine the Puritan founding of Massachusetts and the strict religious society that leads to dissenters forming their own separate colonies; focusing on Anne Hutchinson and the Salem Witch Trials.	• Teacher generated test on the ways of life in the three regions • Random questioning by teacher on political and social life in the three regions • Comparative essay of the 3 regions given a teacher provided thesis statement (i.e.- Which region do you think will develop as the economic leader? Why?)	• Teacher generated materials • Call to Freedom class text chapters 4 and 5 • IU supplied media resources

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 3: Growing Dissatisfaction with England
MAJOR OBJECTIVE: Analyze the events that lead to the American Revolution by exploring cause/effect relationships.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Analyze reasons for the major events and immediate effects of the French and Indian War.	Student will investigate competing land claims of France and England. Student will describe major battles of the French and Indian War. Student will predict the effects of the war on the future of the English colonies.	• Teacher generated test on the growing dissatisfaction with England • Random questioning by teacher on the growing dissatisfaction with England • Student led debates and discussions of the 13 colonies growing dissatisfaction with England	• Teacher generated materials • Call to Freedom class text chapter 6 • IU supplied media resources
3.2 Evaluate colonist's reaction to English taxes and acts.	Student will investigate roots, attempt to carry out, and colonial reaction to taxes from Parliament and the forming of colonial militias.	• Teacher generated test on the growing dissatisfaction with England • Random questioning by teacher on the growing dissatisfaction with England • Student led debates and discussions of the 13 colonies growing dissatisfaction with England • Essay questions regarding the growing dissatisfaction with England	• Teacher generated materials • Call to Freedom class text chapter 6 • IU supplied media resources
3.3 Investigate the decisions of the 1st Continental Congress.	Student will investigate the reasons behind and eventual decisions by the Continental Congress to support Massachusetts, boycott British goods, stop exporting goods to England, and to call for colonies to train militias.	• Teacher generated test on the growing dissatisfaction with England • Random questioning by teacher on the growing dissatisfaction with England • Student led debates and discussions of the 13 colonies growing dissatisfaction with England	• Teacher generated materials • Call to Freedom class text chapter 6 • IU supplied media resources

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 3: Growing Dissatisfaction with England
MAJOR OBJECTIVE: Analyze the events that lead to the American Revolution by exploring cause/effect relationships.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.4 Describe the immediate events that lead to "the shot heard 'round the world."	Student will describe the chronological events that lead to the beginning of the Revolution: Intolerable acts, raising of militias, British Army marching to Lexington and Concord, the "midnight rides" of Revere/Dawes/Prescott, the Battles of Lexington and Concord, and colonial militia attacks on British Army.	• Teacher generated test on the growing dissatisfaction with England • Random questioning by teacher on the growing dissatisfaction with England • Student led debates and discussions of the 13 colonies growing dissatisfaction with England • Predictive essay	• Teacher generated materials • Call to Freedom class text chapter 7 • IU supplied media resources

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 4: American Revolution
MAJOR OBJECTIVE: Describe key events of the American Revolution and analyze the American Revolution political movement.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Compare strengths and weaknesses of the 13 colonies and England.	Student will chart the strengths and weaknesses of both the 13 colonies and England. Student will make predictions as to how these will aid or hurt the war efforts of each.	• Teacher generated test on the key events and political movement of the American Revolution • Random questioning by teacher on key events and political movements of the American Revolution • Student led debates and discussions of key events and political movements of the American Revolution • Predictive essay	• Teacher generated materials • Call to Freedom class text chapter 7 • IU supplied media resources
4.2 Describe and explain the importance of the early battles and strategy of the war.	Student will describe the early battles of the American Revolution and the strategies employed by American Generals.	• Teacher generated test on the key events and political movements of the American Revolution • Random questioning by teacher on key events and political movements of the American Revolution • Student led debates and discussions of key events and political movements of the American Revolution • Essay questions regarding the key events and political movements of the American Revolution	• Teacher generated materials • Call to Freedom class text chapter 7 • IU supplied media resources

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 4: American Revolution
MAJOR OBJECTIVE: Describe key events of the American Revolution and analyze the American Revolution political movement.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Analyze the documents and writings of the American Revolution/Independence movement and explain their importance.	Student will analyze documents such as the Declaration of Independence and Common Sense and explain their effect on the colonial population and the English government.	• Teacher generated test on the key events and political movements of the American Revolution • Random questioning by teacher on key events and political movements of the American Revolution • Student led debates and discussions of key events and political movements of the American Revolution	• Teacher generated materials • Call to Freedom class text chapter 7 • IU supplied media resource
4.4 Describe "hard times" of the Colonial Army in the war.	Student will describe the hardships the Colonial Army experienced.	• Teacher generated test on the key events and political movements of the American Revolution • Random questioning by teacher on key events and political movements of the American Revolution • Student led debates and discussions of key events and political movements of the American Revolution • First person writing assignment on winter spent at Valley Forge	• Teacher generated materials • Call to Freedom class text chapter 7 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 4: American Revolution
MAJOR OBJECTIVE: Describe key events of the American Revolution and analyze the American Revolution political movement.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.5 Analyze the effects of foreign aid in the war effort.	Student will analyze the effects of foreign personalities and foreign aid in the war effort.	• Teacher generated test on the key events and political movements of the American Revolution • Random questioning by teacher on key events and political movements of the American Revolution • Student led debates and discussions of key events and political movements of the American Revolution • Essay questions regarding the key events and political movements of the American Revolution	• Teacher generated materials • Call to Freedom class text chapter 7 • IU supplied media resource
4.6 Describe the colonial victory and the resulting treaty with England.	Student will describe the battles in the last year of the war in the American South and the final battle and surrender at Yorktown, Virginia. Student will describe the Treaty of Paris (1783) and its effects on the 13 Colonies.	• Teacher generated test on the key events and political movements of the American Revolution • Random questioning by teacher on key events and political movements of the American Revolution • Student led debates and discussions of key events and political movements of the American Revolution	• Teacher generated materials • Call to Freedom class text chapter 7 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 5: The Constitution
MAJOR OBJECTIVE: Identify the principles, infrastructure & guidelines set down by the Constitution & show how it affects the country today.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Identify and explain the political shortcomings of the Articles of Confederation.	Students will be able to describe the problems of the government under the Articles of Confederation.	• Student responses on a quiz on political shortcomings of the Articles of Confederation • Student responses during student led debates & discussions on the political shortcomings of the Articles of Confederation • Student responses on a test on political shortcomings of the Articles of Confederation • Student responses on teacher generated materials on the political shortcomings of the Articles of Confederation • Predictive essay regarding the direction of the country under the Article	• Teacher generated materials • Call to Freedom class text chapter 8 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 5: The Constitution
MAJOR OBJECTIVE: Identify the principles, infrastructure & guidelines set down by the Constitution & show how it affects the country today.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.2 Identify and explain the political and cultural contributions of the individuals associated with the Constitution.	Students will produce a table to identify individuals whose role in the drafting and the ratification of the Constitution was vital.	• Student responses on a quiz on political & cultural contributions of the individuals associated with the Constitution • Student responses during student led debates & discussions on political & cultural contributions of the individuals associated with the Constitution • Student responses on a test on political & cultural contributions of the individuals associated with the Constitution • Student responses on teacher generated materials on political & cultural contributions of the individuals associated with the Constitution • Essay questions regarding the political & cultural contributions of the individuals associated with the Constitution	• Teacher generated materials • Call to Freedom class text chapter 8 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 5: The Constitution
MAJOR OBJECTIVE: Identify the principles, infrastructure & guidelines set down by the Constitution & show how it affects the country today.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Identify and explain primary documents, material artifacts and historic sites important to the Constitution.	Students will be able to identify those documents that were drawn upon to form our own Constitution. Students will be able to identify the physical places that were associated with the Constitution.	• Student responses on a quiz on primary documents, material artifacts and historic sites • Student responses during student led debates & discussions on primary documents, material artifacts and historic sites • Student responses on a test on primary documents, material artifacts and historic sites • Student responses on teacher generated materials on primary documents, material artifacts and historic sites	• Teacher generated materials • Call to Freedom class text chapter 8 • IU supplied media resource
5.4 Identify and explain how change has impacted the Constitution.	Students will be able to ascertain how the Constitution altered with the ratification of Amendments.	• Student responses on a quiz on the changes in the Constitution • Student responses during student led debates & discussions on the changes in the Constitution • Student responses on a test on the changes in the Constitution • Student responses on teacher generated materials on the changes in the Constitution • Essay questions regarding the changes in the Constitution	• Teacher generated materials • Call to Freedom class text chapters 8 and 9 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 5: The Constitution
MAJOR OBJECTIVE: Identify the principles, infrastructure & guidelines set down by the Constitution & show how it affects the country today.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.5 Identify and explain the conflict and cooperation among social groups and individuals that impacted the Constitution.	Students will be able to comprehend the conflicts that arose during the writing and ratification of the Constitution and also the compromises that groups made in order to adopt the document.	• Student responses on a quiz on the conflicts and cooperation among social groups and individuals that impacted the Constitution • Student responses during student led debates & discussions on the conflicts and cooperation among social groups and individuals that impacted the Constitution • Student responses on a test on the conflicts and cooperation among social groups and individuals that impacted the Constitution • Student responses on teacher generated materials on the conflicts and cooperation among social groups and individuals that impacted the Constitution	• Teacher generated materials • Call to Freedom class text chapter 8 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 6: Becoming a Nation
MAJOR OBJECTIVE: Demonstrate understanding of the early problems, accomplishments and growth of the nation.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Identify and explain the political and cultural contribution of individuals and groups who helped form the nation in its early years.	Students will be able to distinguish groups and individuals who performed major tasks that helped the formation of the United States.	• Student responses on a quiz on the political and cultural contributions of individuals and groups who helped form the nation in its early years • Student responses during student led debates & discussions on the political and cultural contributions of individuals and groups who helped form the nation in its early years • Student responses on a test on the political and cultural contributions of individuals and groups who helped form the nation in its early years • Student responses on teacher generated materials on the political and cultural contributions of individuals and groups who helped form the nation in its early years • Project with MLA documentation on a specific founding figure	• Teacher generated materials • Call to Freedom class text chapters 10 and 11 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 6: Becoming a Nation
MAJOR OBJECTIVE: Demonstrate understanding of the early problems, accomplishments and growth of the nation.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.2 Identify and explain the documents, acts, and court decisions that are important to our nation's formative years.	Students will be able to make sense of those documents that were important in the development of the United States.	• Student responses on a quiz on the documents, acts, and court decisions that were important in our nation's formative years • Student responses during student led debates & discussions on the documents, acts, and court decisions that were important in our nation's formative years • Student responses on a test on the documents, acts, and court decisions that were important in our nation's formative years • Student responses on teacher generated materials on the documents, acts, and court decisions that were important in our nation's formative years • Essay questions regarding the documents, acts, and court decisions that were important in our nation's formative years	• Teacher generated materials • Call to Freedom class text chapters 10 and 11 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 6: Becoming a Nation
MAJOR OBJECTIVE: Demonstrate understanding of the early problems, accomplishments and growth of the nation.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Explain how change impacted the early years of the United States government.	Students will write on how progress altered the economic and cultural path that the United States had been on.	• Student responses on a quiz on how change impacted the early years of the United States government • Student responses during student led debates & discussions on how change impacted the early years of the United States government • Student responses on a test on how change impacted the early years of the United States government • Student responses on teacher generated materials on how change impacted the early years of the United States government	• Teacher generated materials • Call to Freedom class text chapters 10 and 11 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 6: Becoming a Nation
MAJOR OBJECTIVE: Demonstrate understanding of the early problems, accomplishments and growth of the nation.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.4 Identify and explain conflict and cooperation among social groups and individuals influenced the early years of the United States.	Students will be able to understand how disagreements and collaboration helped determine the course our country headed in.	• Student responses on a quiz on the conflict and cooperation among social groups and individuals influenced the early years of the United States • Student responses during student led debates & discussions on the conflict and cooperation among social groups and individuals influenced the early years of the United States • Student responses on a test on the conflict and cooperation among social groups and individuals influenced the early years of the United States • Student responses on teacher generated materials on the conflict and cooperation among social groups and individuals influenced the early years of the United States	• Teacher generated materials • Call to Freedom class text chapters 10 and 11 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 7: Jacksonian Era
MAJOR OBJECTIVE: Explore the successes, failures, and effects of Jackson and his political followers.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Explain the politics of Andrew Jackson.	Student will write examples of Andrew Jackson's politics such as founding of Democratic party, nominating conventions, and the spoils system.	• Teacher generated test on the Jacksonian Era • Random questioning by teacher on the Jacksonian Era • Teacher evaluation of student debates and discussions of the Jacksonian Era • Essay questions regarding the Jacksonian Era • Comparative essay of Jacksonian government vs. previous or current example	• Teacher generated materials • Call to Freedom class text chapter 12 • IU supplied media resource
7.2 Identify the personalities and effects of Jackson's followers and successors.	Student will identify personalities and effects of Jackson's followers and successors.	• Teacher generated test on the Jacksonian Era • Random questioning by teacher on the Jacksonian Era • Teacher evaluation of student debates and discussions of the Jacksonian Era	• Teacher generated materials • Call to Freedom class text chapter 12 • IU supplied media resource
7.3 Summarize the events surrounding the Indian Removal Act and the Trail of Tears.	Student will complete a written summary of the Indian Removal Act, Jackson's defying of John Marshall's Supreme Court ruling, the forcible removal of the Cherokee, and the resulting journey known as the Trail of Tears.	• Teacher generated test on the Jacksonian Era • Random questioning by teacher on the Jacksonian Era • Teacher evaluation of student debates and discussions of the Jacksonian Era • Essay questions regarding the Jacksonian Era	• Teacher generated materials • Call to Freedom class text chapter 12 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 8: Manifest Destiny
MAJOR OBJECTIVE: Describe reasons for and diagram the growth of the US.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Explore the reasons for and describe westward migration.	Student will explore such reasons as the 1849 gold rush, "manifest destiny", trapping for animal furs, want of land, and religious reasons. Students will describe journeys westward.	• Teacher generated test on reasons for westward migration as a part of manifest destiny • Random questioning by teacher on reasons for westward migration as a part of manifest destiny • Teacher evaluation of student debates and discussions on westward migration as a part of manifest destiny • First person creative writing essay/story as a person moving west on the Oregon Trail	• Teacher generated materials • Call to Freedom class text chapters 13 through 17 • IU supplied media resource
8.2 Explore the founding of the Lone Star Republic and the annexation of Texas.	Student will examine people and events that lead to the founding of the Lone Star Republic and the annexation of Texas.	• Teacher generated test on the founding of the Lone Star Republic and the annexation of Texas • Random questioning by teacher on the founding of the Lone Star Republic and the annexation of Texas • Teacher evaluation of student debates and discussions on the founding of the Lone Star Republic and the annexation of Texas • Essay questions regarding the founding of the Lone Star Republic and the annexation of Texas	• Teacher generated materials • Call to Freedom class text chapters 13 through 17 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 8: Manifest Destiny
MAJOR OBJECTIVE: Describe reasons for and diagram the growth of the US.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.3 Explain and identify the reasons for, major events, and results of the Mexican War.	Student will explain the factors that led to the Mexican War. Student will be able to identify major battles of the Mexican War. Students will explain the significance of the Mexican Cession and Gadsden Purchase.	• Teacher generated test on the reasons for and major events and results of the Mexican War • Random questioning by teacher the reasons for and major events and results of the Mexican War • Teacher evaluation of student debates and discussions on the reasons for and major events and results of the Mexican War • Essay questions regarding the reasons for and major events and results of the Mexican War	• Teacher generated materials • Call to Freedom class text chapters 13 through 17 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 9: Gathering Clouds of Civil War
MAJOR OBJECTIVE: Analyze events that lead to the American Civil War.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Describe the journey of an escaped slave on the Underground Railroad.	Student will describe the various methods of escape, routes, precautions taken, dangers avoided, and goals of escaped slaves on the Underground Railroad. Student will explain the actual experiences of slaves who escaped bondage.	• Teacher generated test on a journey on the Underground Railroad • Random questioning by teacher on a journey on the Underground Railroad • Teacher evaluation of student debates and discussions on the journey of the Underground Railroad • Creative writing assignment in which student assumes role of an escaped slave	• Teacher generated materials • Call to Freedom class text chapter 18 • IU supplied media resource
9.2 Explain the social events that divided the North and South.	Student will explain how the abolition movement, growing feelings of sectionalism, and the necessity of slavery to maintain the plantation lifestyle led to the social division of the North and South.	• Teacher generated test on the social events that divided the North and South • Random questioning by teacher on the social events that divided the North and South • Teacher evaluation of student debates and discussions on the social events that divided the North and South • Essay questions regarding the social events that divided the North and South	• Teacher generated materials • Call to Freedom class text chapter 18 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 9: Gathering Clouds of Civil War
MAJOR OBJECTIVE: Analyze events that lead to the American Civil War.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.3 Explain the political events that divided the North and South.	Student will explain the actions and events that led to the political division of the North and South.	• Teacher generated test on the political events that divided the North and South • Random questioning by teacher on the political events that divided the North and South • Teacher evaluation of student debates and discussions on the political events that divided the North and South	• Teacher generated materials • Call to Freedom class text chapter 18 • IU supplied media resource
9.4 Map and compare how the boundaries of the US changed with the creation of the Confederate States of America.	Student will map the political boundaries of the USA and CSA during the Civil War. Importance of the border states will be explored. Student will compare the boundaries and make assumptions as to how these will affect the war.	• Teacher generated test on how the boundaries of the US changed with the creation of the Confederate States of America • Random questioning by teacher on how the boundaries of the US changed with the creation of the Confederate States of America • Teacher evaluation of student debates and discussions on how the boundaries of the US changed with the creation of the Confederate States of America	• Teacher generated materials • Call to Freedom class text chapter 18 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 10: Civil War
MAJOR OBJECTIVE: Describe key events of the American Civil War and analyze politics of the USA and CSA.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Graph and chart strengths and weaknesses of the North and South.	Student will chart and graph Northern strengths. Student will chart and graph Southern strengths. Student will graph and chart Northern weaknesses. Student will graph and chart Southern weaknesses.	• Teacher generated test on the strengths and weaknesses of the North and South • Random questioning by teacher on the strengths and weaknesses of the North and South • Teacher evaluations of student debates and discussions on the strengths and weaknesses of the North and South • Compare/contrast essay of strengths and weaknesses	• Teacher generated materials • Call to Freedom class text chapter 19 • IU supplied media resource
10.2 Describe early events and politics of 1861-1863.	Student will describe in a report the major political and war events of 1861-1863.	• Teacher generated test on the early events and politics of 1861-1863 • Random questioning by teacher on the early events and politics of 1861-1863 • Teacher evaluation of student debates and discussions on the early events and politics of 1861-1863	• Teacher generated materials • Call to Freedom class text chapter 19 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 10: Civil War
MAJOR OBJECTIVE: Describe key events of the American Civil War and analyze politics of the USA and CSA.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.3 Analyze political, moral, and military turning points of the war.	Student will analyze the Emancipation Proclamation and how it changed the "tone" of the war from solely for the political preservation of the Union to also being a moral effort to end slavery. Student will analyze the Battle of Gettysburg and how it ended the final hope of the Confederacy to turn the war in their favor.	• Teacher generated test on the political and military turning points of the war • Random questioning by teacher on the political and military turning points of the war • Teacher evaluation of student debates and discussions on the political and military turning points of the war • Essay questions regarding the political and military turning points of the war	• Teacher generated materials • Call to Freedom class text chapter 19 • IU supplied media resource
10.4 Describe late events and politics of 1863-1865.	Student will describe late war events and politics of 1863-1865.	• Teacher generated test on the late war events and politics of 1863-1865 • Random questioning by teacher on the late war events and politics of 1863-1865 • Teacher evaluation of student debates and discussions on the late war events and politics of 1863-1865	• Teacher generated materials • Call to Freedom class text chapter 19 • IU supplied media resource

CONTENT: American Cultures I- Eighth Grade Social Studies
CORE CONCEPT 10: Civil War
MAJOR OBJECTIVE: Describe key events of the American Civil War and analyze politics of the USA and CSA.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.5 Explain immediate effects and politics of the end of the war.	Students will explain immediate effects and politics of the end of the war.	• Teacher generated test on the immediate effects and politics of the end of the war • Random questioning by teacher on the immediate effects and politics of the end of the war • Teacher evaluation of student debates and discussions on the immediate effects and politics of the end of the war • Essay questions regarding the immediate effects and politics of the end of the war	• Teacher generated materials • Call to Freedom class text chapter 19 • IU supplied media resource

V. EXPECTED LEVELS OF ACHIEVEMENT

Tests/Quizzes will be graded on the following scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below.

Class participation will be expected in the form of active listening and consistent contribution to discussions throughout the school year.

Major projects will be assigned to the student. These will offer students with various styles of learning to show their mastery of the subject matter. All will be graded by the use of a teacher designed rubric.

Class work will be assigned which will extend the information provided by the instructor. All will be graded for accuracy and completion.

Homework will be assigned to reinforce the material that has been studied/discussed in class.

V3 Academy Cyber Charter School

Traditional American Cultures II

Traditional American Cultures II

I. PHILOSOPHY

American Cultures II is designed to introduce students to the history of the United States of America from the Civil War to the post-WWII period. This course is a continuation of basic American history started in grade 8 with American Cultures I. As a survey course, the students will learn the basics of American history through a conceptual approach. Importance will be placed on tolerance through understanding the historical diversity of the American people. Also included in the curriculum is Pennsylvania and local history, along with an emphasis on Geography, Government, Economics, and current events.

Students will develop an understanding and appreciation of the U.S. as they learn about our country's struggles and triumphs. We want to help students to become productive and active citizens in our community. History is not just facts but deals with human beings making choices, both good and bad. To understand why these choices occurred and how they effected America are of more importance. Unless we learn from our mistakes we are doomed to repeat them.

Communication in both written and verbal form is important for high level thinking in this course. Students will have the opportunity to improve their analytical, critical-reasoning, and problem-solving skills through debates, group presentations, and persuasive writings.

II. CORE CONCEPTS

1) Constitutional Heritage- Understanding the legal framework that governs our democratic system.

2) The Crisis of Union (1848-1877) - Analyze the causes, affect, and results of the Civil War.

3) Settling the West (1865- 1900) - Understand the closing of the western frontier including miners, ranchers, and farmers, and the affect on Native Americans.

4) Industrialization (1865-1901) - Examine the rise of the U.S. as an industrial power.

5) Urban America (1865-1896) - Explore the rise of urbanization in the U.S.

6) Imperialism and Progressivism (1890-1919) - Trace the development of U.S. as a world leader along with their progress at home.

7) World War I - Understand the cause and affect of WWI on the U.S.

8) 1920s the BOOM - Explore the period of prosperity and cultural innovation in the U.S.

9) 1930s the BUST - Analyze the economic problems of the Great Depression and the solutions.

10) Global Struggles (1931-1960) - Understand the most destructive war in the history of the world, WWII.

III. COURSE OF STUDY

A. Course Study: Traditional American Cultures II

B. Grade Level: 9

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: Academic

E. Credits: 1.0

F. Prerequisites: none

G. Course Description: American Cultures II is a required course for all 9th grade students. The course is designed to introduce students to the history of the U.S. from the Civil War to the post WWII period. American history is studied from a conceptual approach. Students will be improving their analytical, critical-reasoning, and problem-solving skills.

IV. CONTENT: American Cultures II
CORE CONCEPT 1: Constitutional Heritage
MAJOR OBJECTIVE: Understanding the legal framework that governs our democratic system.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Define individuals and groups who contributed to the creation of the Constitution	Students will be able to identify major people who were involved in the construction of the Constitution (e.g., George Washington, James Madison, Alexander Hamilton, Benjamin Franklin{PA})	Teacher evaluation of student responses to those who contributed to the construction of the Constitution Teacher evaluation of quiz and test questions involving contributors to the construction of the Constitution	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
1.2 Recognize and explore the importance of historical evidence in documents	Students will be able to identify and analyze the Constitution of the United States (including the separation of powers and the system of checks and balances), Bill of Rights, Articles of Confederation, Federalist Papers, Anti-federalist writings	Teacher evaluation of student responses to the Constitution of the U.S. Teacher evaluation of quiz and test questions involving the Constitution of the U.S.	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
1.3 Trace continuity and change in Constitutional politics	Students will be able to analyze the Constitution Convention in including the Great Compromise	Teacher evaluation of student responses to the Great Compromise and the 3/5th	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated

	and the 3/5th Compromise	Compromise Teacher evaluation of quiz and test questions involving the Great Compromise and the 3/5th Compromise Teacher evaluation of written essays on the use of Compromise	materials
1.4 Examine conflict and cooperation in Domestic instability during the Constitutional period	Students will be able to analyze challenges to the government prior to the Constitution Convention(causes) including trade and Shays Rebellion	Teacher evaluation of student responses to need for the Constitutional Convention Teacher evaluation of quiz and test questions involving causes of the Constitutional Convention Teacher evaluation of written essays on the reason the Constitution was needed	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials

CONTENT: American Cultures II
CORE CONCEPT 2: The Crisis of Union (1848-1877)
MAJOR OBJECTIVE: Analyze the causes, effects, and results of the Civil War.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Define individuals and groups who contributed to the separation and consolidation of the nation	Students will be able to identify people who were involved in the Civil War and Reconstruction (e.g., James Buchanan{PA}, Abraham Lincoln, Jefferson Davis, Rutherford B. Hayes, Andrew Johnson, George Meade , George McClellan, Ulysses S. Grant, Stonewall Jackson, William T. Sherman, JEB Stuart, Robert E. Lee, Stephen Douglas, Thaddeus Stevens {PA}, Edwin Stanton {PA}, Charles Sumner, William Lloyd Garrison, Harriet Beecher Stowe, Eli Whitney, Nat Turner, Dred Scott, John Brown, Elizabeth Balckwell, Clara Barton, John Wilkes Booth)	Teacher evaluation of student responses to individuals and groups who contributed to the separation and consolidation of the nation Teacher evaluation of quiz and test questions involving contributors to the separation and consolidation of the nation	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
2.2 Recognize and explore the importance of historical evidence in documents, artifact, and	Students will be able to identify and analyze the Emancipation Proclamation, Gettysburg	Teacher evaluation of student responses to documents of the crisis	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated

historical places during the crisis of the Union	Address {PA}, U.S. Constitution Amendments 13,14,15, Plessey v. Ferguson, and Artifacts (e.g., Flags, rifles, and other remnants of the Civil War including photographs, Gettysburg{PA}, Vicksburg, Shiloh, Fredericksburg, Chancellorsville, Antietam, Bull Run, Appomattox Courthouse)	Teacher evaluation of quiz and test questions involving documents from the crisis Teacher evaluation of project presentations on battles of the Civil War	materials
2.3 Trace continuity and change in U.S. Politics during the separation and consolidation of the nation	Students will be able to analyze Election of 1860 and 1876, creation of the 54th Massachusetts, Impeachment of Andrew Johnson, Congressional Reconstruction of the South, and effects of the Civil War	Teacher evaluation of student responses to continuity and change during the crisis Teacher evaluation of quiz and test questions involving continuity and change during the crisis Teacher evaluation of written essays on the effects of the Civil War, Reconstruction, and Impeachment of Johnson	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
2.4 Examine conflict and cooperation during Civil War and Reconstruction	Students will be able to analyze the military conflict of the Civil War and Domestic instability of Reconstruction including Racial	Teacher evaluation of student responses to the Civil War and problems of Reconstruction	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials

	ethnic relations (e.g., Creation of Confederate States of America, Wartime Advantages, Total War, Military engagements, Fort Sumter, Bull Run, Antietam, Fredericksburg, Shiloh, Gettysburg {PA}, Vicksburg, Sherman's March, why the south lost and why the war took 4 years, End of slavery, role of races and ethnic groups as troops in the war)	Teacher evaluation of quiz and test questions involving to the Civil War and problems of Reconstruction Teacher evaluation of written essays on the wartime advantages and domestic instability of Reconstruction	

CONTENT: American Cultures II
CORE CONCEPT 3: Settling the West (1865- 1900)
MAJOR OBJECTIVE: Understand the closing of the western frontier including miners, ranchers, and farmers, and the affect on Native Americans.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Define individuals and groups who contributed to the settling of the American west	Students will be able to identify people and groups who settled in the west (e.g., Levi Strauss, William Cody, Sitting Bull, Crazy Horse, George Custer, Chief Joseph, Geronimo, Joseph McCoy, John Deere, Joseph Glidden, Cyrus McCormick, Sioux, Nez Perce, Apache, Cheyenne)	Teacher evaluation of student responses to individuals and groups who contributed to the settling of the west Teacher evaluation of quiz and test questions involving contributors to the settling of the west	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
3.2 Recognize and explore the importance of historical evidence of the American west	Students will be able to identify and analyze the historical documents during the settling of the west (e.g., Homestead Act, Morrill Land Grant, Treaty of Fort Laramie, Dawes Act)	Teacher evaluation of student responses to documents that helped settle the west Teacher evaluation of quiz and test questions involving documents that helped settle the west	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials

3.3 Trace continuity and change in settlement patterns and expansion of the American west	Students will be able to analyze Construction of the Transcontinental Railroad, farming on the Great Plains, and Cattle Ranching (e.g., Manifest Destiny, CA Gold Rush, purchase of Alaska, Railheads, Mining Industry, Meat packing, birth of Salt Lake City)	Teacher evaluation of student responses to settlement patterns in the west Teacher evaluation of quiz and test questions involving settlement patterns in the west Teacher evaluation of written essays on the problems in building the Transcontinental Railroad, farms on plains, and Cattle ranching	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
3.4 Examine conflict and cooperation with Native Americans during the settling of the west	Students will be able to analyze conflict with Native Americans (e.g., battles- Little Big Horn, Wounded Knee, Sand Creek Massacre, Fetterman Massacre, destruction of the buffalo)	Teacher evaluation of student responses to conflict with Native Americans Teacher evaluation of quiz and test questions involving conflict with Native Americans Teacher evaluation of written essays on the conflict with Native Americans and the destruction of buffalo	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials

CONTENT: American Cultures II
CORE CONCEPT 4: Industrialization (1865-1901)
MAJOR OBJECTIVE: Examine the rise of the U.S. as an industrial power.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Define individuals and groups who contributed to the growth of the U.S. into an Industrialized Nation	Students will be able to identify Industrial Leaders, Innovations, Commercial Leaders, and Labor Leaders that helped shape the America into an Industrial power (e.g., Cornelius Vanderbilt, J.P. Morgan, Andrew Carnegie {PA}, John D. Rockefeller, Henry C. Frick{PA}, Bessemer, Andre W. Mellon {PA}, Alexander G. Bell, George Eastman, Thomas Edison, George Washington Carver, George Westinghouse, George Pullman, Edwin Drake{PA}, Jacob Schick, Samuel F.B. Morse, Wright Brothers, Isaac Singer, R.H. Macy, Marshall Field, Frank Woolworth, Montgomery Ward, Sears and Roebuck, Gustavus Swift, H.J. Heinz {PA}, Frank Kellogg, C. W. Post, Charles Pillsbury, Terence Powderly, Eugene Debs, Samuel Gompers, Molly Maguires)	Teacher evaluation of student responses to individuals and groups who contributed to the growth of the U.S. into an Industrialized Nation Teacher evaluation of quiz and test questions involving contributors to the growth of the U.S. into an Industrialized Nation	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
4.2 Recognize and explore the importance of historical evidence during Industrialized expansion of	Students will be able to identify and analyze documents of Industrial America	Teacher evaluation of student responses to documents of Industrial expansion	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated

America	(e.g., “The Gospel of Wealth”, Carnegie, Social Darwinism, Captains of Industry verses Robber Barons)	Teacher evaluation of quiz and test questions involving documents of Industrial expansion	materials
4.3 Trace continuity and change in Industrialized America	Students will be able to analyze Industry and commerce (e.g., Steel industry, Oil industry, Interstate Commerce Commission, Sherman Anti-trust Act, advantages of a corporation, causes of Industrial expansion, Vertical and Horizontal Consolidation, Business Cycle)	Teacher evaluation of student responses to growth in different Industries Teacher evaluation of quiz and test questions involving growth of Industries, causes of Industrial expansion Teacher evaluation of written essays on the business cycle and the difference between Vertical and Horizontal Consolidation	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
4.4 Examine conflict and cooperation in Industrialized America	Students will be able to analyze Labor relations, Rise of organized Labor, and Labor unrest (e.g., National Labor Union, Knights of Labor, American Federation of Labor, Railroad Strike, Homestead Steel Strike, Haymarket Massacre, Pullman Strike)	Teacher evaluation of student responses to Labor Unions Teacher evaluation of quiz and test questions involving Labor Unions Teacher evaluation of written essays on the rise of Labor unions	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials

CONTENT: American Cultures II
CORE CONCEPT 5: Urban America (1865-1896)
MAJOR OBJECTIVE: Explore the rise of urbanization in the U.S.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Define individuals and groups who contributed to growth of urban America	Students will be able to identify people who contributed to urban America (e.g., Jane Addams, Jacob Riis, Joseph Pulitzer, William Randolph Hearst, William Booth, Boss Tweed)	Teacher evaluation of student responses to individuals who contributed to urban America Teacher evaluation of quiz and test questions involving contributors of urban America	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
5.2 Recognize and explore the importance of historical evidence in urban America	Students will be able to identify and analyze historical writings, Artifacts, and culture (e.g., "How the Other Half Lives", Riis, "Give me your tired, your poor…:", Lararus, Statue of Liberty, Hull House, Ellis Island, Brooklyn Bridge)	Teacher evaluation of student responses to historical writings and artifacts dealing with immigration Teacher evaluation of quiz and test questions involving historical writings and artifacts dealing with immigration Teacher evaluation of project presentations on different cultural immigration groups	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials

5.3 Trace continuity and change in urban America	Students will be able to analyze the founding of American cities, the effect of "new" immigration upon them, and corruption in politics (e.g., tenements, spoils system, money formula, civil service exam)	Teacher evaluation of student responses to urban development, tenements, and corruption Teacher evaluation of quiz and test questions involving urban development, tenements, and corruption Teacher evaluation of written essays on the tenements and corruption in politics	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
5.4 Examine conflict and cooperation in U.S. immigration	Students will be able to analyze Immigration in the U.S. (e.g., Potato Famine, Chinese immigration, extensive migration from Germany and Ireland, Chinese Exclusion Act, Immigration from Eastern and Southern Europe)	Teacher evaluation of student responses to immigration in America Teacher evaluation of quiz and test questions involving immigration in America Teacher evaluation of written essays on the immigration laws	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials

CONTENT: American Cultures II
CORE CONCEPT 6: Imperialism and Progressivism (1890-1919)
MAJOR OBJECTIVE: Trace the development of U.S. as a world leader along with their progress at home.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Define individuals and groups who contributed to American Imperialism and Progressivism	Students will be able to identify people and groups who contributed to the development of the U.S. as a world leader and progress at home (e.g., Theodore Roosevelt, Woodrow Wilson, Robert M. LaFollette, Elizabeth Cady Stanton, Susan B. Anthony, Upton Sinclair, Alfred Thayer Mahan, Rough Riders, John Dewey, William McKinley)	Teacher evaluation of student responses to individuals and groups who contributed to Imperialism and Progressivism Teacher evaluation of quiz and test questions involving contributors to Imperialism and Progressivism	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
6.2 Recognize and explore the importance of historical evidence during American Imperialism and Progressivism	Students will be able to identify and analyze the historical writings and Artifacts of Imperialism and Progressivism (e.g., “Influence of Sea Power Alfred Thayer Mahan, Amendments 16,17, 18 and 19, “Jungle”, Upton Sinclair, Monroe Doctrine, Roosevelt Corollary, USS Maine, Panama Canal)	Teacher evaluation of student responses to historical documents and artifacts of Imperialism and Progressivism Teacher evaluation of quiz and test questions involving to historical documents and artifacts of Imperialism and Progressivism	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
6.3 Trace continuity and change in American Imperialism and Progressivism	Students will be able to analyze the Women’s movement (e.g., right to vote, women in the war	Teacher evaluation of student responses to Women’s movement	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated

	effort, League of Women Voters founded)	Teacher evaluation of quiz and test questions involving the Women's movement	materials
6.4 Examine conflict and cooperation in American Imperialism	Students will be able to analyze Military conflict of the Spanish American War	Teacher evaluation of student responses to the Spanish American War Teacher evaluation of quiz and test questions involving Spanish American War Teacher evaluation of written essays on the causes of the Spanish American War	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials

CONTENT: American Cultures II
CORE CONCEPT 7: World War I
MAJOR OBJECTIVE: Understand the cause and affect of WWI on the U.S.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Define individuals and groups who contributed to the first World War	Students will be able to identify people or groups who contributed to the first War World (e.g., Woodrow Wilson, John Pershing, Harlem Hellfighters, Eddy Rickenbacker)	Teacher evaluation of student responses to individuals or groups who contributed to World War I Teacher evaluation of quiz and test questions involving contributors to World War I	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
7.2 Recognize and explore the importance of historical evidence from World War I	Students will be able to identify and analyze the historical writings and Artifacts of World War I (e.g., Selective Service Act, Wilson's Fourteen Points, Treaty of Versailles, The Lusitania, The Zimmerman Telegram)	Teacher evaluation of student responses to writings and artifacts of World War I Teacher evaluation of quiz and test questions involving writings and artifacts of World War I	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
7.3 Trace continuity and change	Students will be able to analyze	Teacher evaluation of student	Textbook, classroom activities,

in the First World War	the War time economy and the advancement of weapon technology	responses to the war time economy and the development of weapons Teacher evaluation of quiz and test questions involving the war time economy and weapon technology Teacher evaluation of written essays on the advancement of weapon technology	media, demonstrations, worksheets, and teacher generated materials
7.4 Examine conflict and cooperation in World War I	Students will be able to analyze Military conflict of World War I (e.g., causes, countries involved, Battles, Trench Warfare, Outcome of war and impact on future events including the Treaty of Versailles)	Teacher evaluation of student responses to trench Warfare and the causes and outcomes of the War Teacher evaluation of quiz and test questions involving trench Warfare and the causes and outcomes of the War Teacher evaluation of written essays on the trench Warfare and the causes and outcomes of the War Teacher evaluation of a project presentation on either trench Warfare or the causes and outcomes of the War	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials

CONTENT: American Cultures II
CORE CONCEPT 8: 1920s the BOOM
MAJOR OBJECTIVE: Explore the period of prosperity and cultural innovation in the U.S.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Define individuals and groups who contributed to the prosperity and cultural innovati0n of the 1920s	Students will be able to identify people who contributed to the 1920s (e.g., Warren G. Harding, Calvin Coolidge, Herbert Hoover, Henry Ford Amelia Earhart, Babe Ruth J. Edgar Hoover, Charles Lindberg, Charlie Chaplin, Ty Cobb)	Teacher evaluation of student responses to individuals who contributed to the 1920s Teacher evaluation of quiz and test questions involving contributors of the 1920s	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
8.2 Recognize and explore the importance of historical evidence of cultural innovation during the 1920s	Students will be able to identify and analyze the 18th and 21st Amendments	Teacher evaluation of student responses to 18th and 21st Amendments Teacher evaluation of quiz and test questions involving 18th and 21st Amendments Teacher evaluation of written essays on the impact of the 18th and 21st Amendments	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials

8.3 Trace continuity and change in America during the 1920s	Students will be able to analyze innovation, sports, and presidential scandal (e.g., The Tin Lizzie, radio{PA}, airplanes, motion pictures)	Teacher evaluation of student responses to innovation, sports and scandals during the 1920s Teacher evaluation of quiz and test questions involving innovation, sports and scandals during the 1920s	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
8.4 Examine conflict and cooperation in America during the 1920s	Students will be able to analyze domestic instability of the 1920s (e.g., Palmer Raids, Scopes Monkey Trial, Sacco-Vanzetti case, prohibition, Teapot Dome Scandal, Immigration, Anti-Slav attitude, quota laws of 1921, 1924 and 1929)	Teacher evaluation of student responses to domestic instability during the 1920s Teacher evaluation of quiz and test questions involving domestic instability during the 1920s Teacher evaluation of written essays on the domestic instability during the 1920s	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials

CONTENT: American Cultures II
CORE CONCEPT 9: 1930s the BUST
MAJOR OBJECTIVE: Analyze the economic problems of the Great Depression and the solutions.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Define individuals and groups who contributed to the Great Depression and its recovery	Students will be able to identify people that contributed to the great depression and its recovery (e.g., Huey Long, Franklin D. Roosevelt, Douglas MacArthur, Herbert Hoover, and the Eleanor Roosevelt, Red Cross)	Teacher evaluation of student responses to individuals and groups who contributed to the Great Depression and its recovery Teacher evaluation of quiz and test questions involving the Contributors of the Great Depression and its recovery	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
9.2 Recognize and explore the importance of historical evidence of the Great Depression	Students will be able to identify and analyze the fireside chats and stock prices	Teacher evaluation of student responses to fireside chats Teacher evaluation of quiz and test questions involving fireside chats Teacher evaluation of student tracking of current stock prices	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
9.3 Trace continuity and change	Students will be able to analyze	Teacher evaluation of student	Textbook, classroom activities,

in recovery during the Great Depression	New Deal Legislation and the Dust Bowl (e.g., Bank Holiday, RFC, AAA, TVA, NRA, FHA, SEC, WPA, CCC, PWA, ERA, SSA, FDIC, FERA)	responses to the New Deal Legislation and Dust Bowl, Teacher evaluation of quiz and test questions involving the New Deal Legislation and Dust Bowl Teacher evaluation of written essays on the New Deal Legislation and Dust Bowl	media, demonstrations, worksheets, and teacher generated materials
9.4 Examine conflict and cooperation during the Great Depression	Students will be able to analyze domestic instability during the Great Depression (e.g., Causes of the Stock market crash, other causes of the Great Depression, Bonus March, Court packing bill)	Teacher evaluation of student responses to domestic instability during the Great Depression Teacher evaluation of quiz and test questions involving domestic instability during the Great Depression Teacher evaluation of written essays on the domestic instability during the great Depression (causes of the Great Depression)	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials

CONTENT: American Cultures II
CORE CONCEPT 10: Global Struggles (1931-1960)
MAJOR OBJECTIVE: Understand the most destructive war in the history of the world, WWII.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Define individuals and groups who contributed to World War II	Students will be able to identify people who contributed to the Second World War (e.g., Franklin Roosevelt, Adolf Hitler, Hideki Tojo, Winston Churchill, Joseph Stalin, Beneto Mussolini)	Teacher evaluation of student responses to individuals who contributed to World War II Teacher evaluation of quiz and test questions involving contributors of World War II	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
10.2 Recognize and explore the importance of historical evidence during World War II	Students will be able to identify and analyze the Artifacts of World War II (USS Arizona, Beaches of Normandy, Enola Gay)	Teacher evaluation of student responses to artifacts of World War II Teacher evaluation of quiz and test questions involving artifacts of World War II	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
10.3 Trace continuity and change during and after World War II	Students will be able to analyze politics during and after World War II(e.g., World War II conferences – Teheran, Yalta, Potsdam, San Francisco, Lend-Lease Act, Global alliances formed – NATO)	Teacher evaluation of student responses to politics during and following World War II Teacher evaluation of quiz and test questions involving politics during and following World War II	Textbook, classroom activities, media, demonstrations, worksheets, and teacher generated materials
10.4 Examine conflict and	Students will be able to analyze	Teacher evaluation of student	Textbook, classroom activities,

cooperation during World War II	Military Conflict during World War II and the effect on Japanese Americans (i.e., causes; battles in Pacific {Iwo Jima, Okinawa, Pearl Harbor, Leyte Gulf, Bataan Death March, dropping of the atomic bombs} and Europe {Stalingrad, Leningrad, Battle of the Bulge, El Alamein, Battle of Britain, D-day invasion}; Troops and Leaders {Douglas MacArthur, Dwight D. Eisenhower, Erwin Rommel, Dwight Eisenhower, Montgomery George S. Patton, Omar Bradley, Chester Nimitz} ;Home front activities; result of war and impact on future events; Japanese Americans {relocation camps, service in military})	responses to military conflict of World War II Teacher evaluation of quiz and test questions involving to military conflict of World War II Teacher evaluation of written essays on the to military conflict of World War II Teacher evaluation of project presentations to military conflict of World War II	media, demonstrations, worksheets, and teacher generated materials

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for American Cultures II

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

B. Individual student grades will be determined at the conclusion of a nine-week period base on:

1. Tests
2. Quizzes
3. Homework
4. Activities
5. Projects

V3 Academy Cyber Charter School

Traditional American Cultures III

Traditional American Cultures III

I. PHILOSOPHY

Students will develop an understanding of recent United States history since World War II that will develop skills and knowledge for United States citizenship. Through learning historical facts, ideas, and concepts the student will develop an educational foundation that the student will use to understand the current stature of the United States in the world. The student will understand the importance of foreign policy delivered through former presidents and their administrations and how these policies create an interdependence of countries throughout the world. Through analysis and interpretation the student will develop the skills to understand the push and pull factors that have helped to develop and mold the history of the United States of America. The student will gain an appreciation for American citizenship by understanding the triumphs and hardships of our most recent Americans. The student will understand how domestic policy affects the individual rights of the American citizen. The interaction of American culture and values in connection with foreign and domestic policy will help to develop the student perception of the present by understanding the many factors that make our past. Through an understanding of United States history since World War II the student will be able to develop informed and rational opinions on the current issues of the day.

II. CORE CONCEPTS

1. The Second World War
   Demonstrate knowledge of the major causes and effects of U.S. involvement in WWII.
2. The Cold War Begins
   Demonstrate knowledge of the major events and people during the Cold War.
3. The Truman Administration
   Demonstrate knowledge of the major events and people during the Truman administration.
4. The Eisenhower Administration
   Demonstrate knowledge of the major events and people during the Eisenhower administration.
5. The Kennedy Administration
   Demonstrate knowledge of the major events and people during the Kennedy administration.
6. The Johnson Administration
   Demonstrate knowledge of the major events and people during the Johnson administration.
7. The Nixon Administration
   Demonstrate knowledge of the major events and people during the Nixon administration.
8. The Ford Administration
   Demonstrate knowledge of the major events and people during the Ford administration.
9. The Carter Administration
   Demonstrate knowledge of the major events and people during the Carter administration.
10. The Reagan Administration
    Demonstrate knowledge of the major events and people during the Reagan administration.
11. The Bush SR. Administration
    Demonstrate knowledge of the major events and people during the Bush Sr. administration.
12. The Clinton Administration
    Demonstrate knowledge of the major events and people during the Clinton administration.

III. COURSE OF STUDY

A. Course Study: American Cultures III

B. Grade Level: 11th Grade

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: Academic

E. Credits: 1.0

F. Prerequisites: none

G. Course Description: American history investigates the impact of people, events and policies upon America and its social structures. This course covers the time period from the Depression Era (1936 to the present). Emphasis is placed on investigation of the parallels between today's events and the past's; thereby, making the course relevant to the needs of today's students. The course challenges the students' analytical thing processes, communication skills and cooperative interpersonal skills.
Academic sections of the course are expected to fulfill course requirements similar to a freshman college course, e.g. oral and written reports based upon independent research. Non-academic sections of the course are required to complete all tests, quizzes and assignments.

IV. CONTENT: American Cultures III
CORE CONCEPT 1: World War II
MAJOR OBJECTIVE: Demonstrate knowledge of the major causes and effects of U.S. involvement in WWII.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Prioritize the reasons why America entered into WWII.	The student will identify the causes and events that led to the U.S. engagement of actions in WWII.	Teacher evaluation of teacher created assignment sheet on WWII. Completion rate of unit Vocabulary list and Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
1.2 Put in order the major events of WWII.	The student will list the major events and turning points of the war in Europe and the Pacific.	Evaluation of student timeline concerning WWII Completion rate of timeline and Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
1.3 Translate the impact of the war on the home front.	The student will write about the impact of WWII on the cultural and socioeconomic aspects of life in America.	Evaluation of student responses to war time economy and cultural events. Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
1.4 Conduct and conclude if the war trials were fair and appropriate.	The student will introduce, describe and debate if the sentences were appropriate for the crimes of the axis powers.	Evaluation of student discussions during debate on war trials of WWII. Class participation /research findings Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
1.5 Appraise the success of the United Nations.	The student will write about and analyze the amount of world peace and the successes of the United Nations.	Evaluation of student essay concerning the United Nations. Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III – World War II to Present
CORE CONCEPT 2: The Cold War Begins
MAJOR OBJECTIVE: Demonstrate knowledge of the major events and people during the Cold War.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Compile the reasons why the Cold War began.	The student will identify the causes and events that led America into the Cold War.	Teacher generated assignment sheet on the beginning of the Cold War. Completion of unit vocabulary list Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
2.2 State the major reasons why America became a superpower.	The student will analyze and interpret the major events that formulated America's foreign policy during this era.	Evaluation of student created chart of U.S. rise to a superpower. Completion rate of chart Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
2.3 Measure the American fears of communist infiltration and nuclear attack.	The student will describe the new "Red Scare" and discuss how America reflected its fear of Communism and nuclear war.	Evaluation of student's verbal responses to teacher created assignment concerning America's fear of communism. Class participation Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
2.4 Classify the steps taken by America to secure peace and safety at home and abroad.	The student will list all of the newly formed organizations at home and with our allies to guarantee safety.	Evaluation of list containing post war security measures. Completion of unit vocabulary list Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III – World War II to Present
CORE CONCEPT 3: The Truman Administration
MAJOR OBJECTIVE: Demonstrate knowledge of the major events and people during the Truman administration.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Describe America's transformation to an economic and industrial world leader.	The student will list and compile the major changes and events that changed our industries and workforce.	Evaluation of student writing describing U.S. rise to a world economic power. Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
3.2 Summarize the impact of social and scientific changes during the Truman presidency.	The student will describe the social, technological, and scientific changes of this era.	Teacher created assignment sheet dealing with the impact of social and scientific changes under Truman. Completion rate of unit vocabulary list Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III – World War II to Present
CORE CONCEPT 4: The Eisenhower Administration
MAJOR OBJECTIVE: To demonstrate knowledge of the major events and people during the Eisenhower administration.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Translate the success of Ike's foreign policy with a focal point on the Cold War.	The student will examine the foreign events that affected the foreign policy of Eisenhower.	Evaluation of student timeline concerning Eisenhower's foreign policies. Evaluation of student responses describing the timeline of Eisenhower's foreign policies Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
4.2 Synthesize the plight of the African American during the 1950's.	The student will illustrate the sequence events of the civil rights movement of the 1950's.	Evaluation of student created chart on African Americans in the 1950's Evaluation of student responses to Civil Rights assignment list. Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
4.3 Compare and contrast the successes and failures of post war policies Truman and Eisenhower.	The student will categorize the foreign and domestic policies of Truman and Eisenhower.	Evaluation of student responses to teacher generated assignment on Truman and Eisenhower's foreign policies. Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
4.4 Explain the knowledge of how life changed by explaining the rise of big business through the growth of industry and the scientific advancements of the 1950's	The student will describe America's postwar economic boom and the changes it brought to society with a focus on the way people lived and worked.	Teacher evaluation of student writing regarding lifestyles of the 1950's. Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III – World War II to Present
CORE CONCEPT 4: The Eisenhower Administration
MAJOR OBJECTIVE: To demonstrate knowledge of the major events and people during the Eisenhower administration.

4.5 Specify the characteristics of the new youth culture and the people/groups whom were the major contributors.	The student will research the major changes in society with a focus on the youth movement.	Teacher observation of group discussion on the new youth culture of the 1950's. Classroom discussion on 1950's society Class participation Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
4.6 Evaluate the factors that contributed to the poverty of the time.	The student will identify the groups that found themselves on the outside of America's economic boom after WWII.	Teacher evaluation of group responses to the factors that contributed to the poverty of that era Class participation Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III – WWII to Present
CORE CONCEPT 5: The Kennedy Administration
MAJOR OBJECTIVE: To demonstrate knowledge of the major events and people during the Kennedy administration.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Diagnose the presidents' goal to improve the social and economic plight of the needy.	The student will describe the expanded educational and economic opportunities of the era.	Evaluation of student written report on Kennedy's social and economic goals Completion of unit vocabulary list Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
5.2 Explain the escalation of the cold war and the events that led to increased American involvement.	The student will identify the role of America's military and veterans during the Cuban Missile Crisis and the Viet Nam War, as well as other challenges presented by communism worldwide.	Evaluation of student created chart and timeline concerning American involvement in the Cold War. Completion rate of assignment Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
5.3 Interpret key domestic issues of the era.	The student will examine the civil rights movement and the changing role of minorities in the American culture.	Evaluation of student responses to teacher designed assignment on domestic issues of the 1950's. Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
5.4 Outline the impact of a presidential assassination on a nation.	The student will outline the sequences of events in the life of JFK's assassination and examine the event from other historical events.	Evaluation of classroom discussion of the Kennedy assassination Evaluation of student essay concerning the Kennedy assassination and its effect on the nation Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III
CORE CONCEPT 6: The Johnson Administration
MAJOR OBJECTIVE: Demonstrate knowledge of the major events and people during the Johnson administration.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Derive the reasons for Johnson's goal of a "Great Society" and its' programs.	The student will describe the factors of LBJ's "War on Poverty".	Evaluation of writing assignment concerning Johnson's "Great Society". Completion of unit vocabulary list Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
6.2 List the specific health and employment programs of the Johnson administration and their effects on America today.	The student will generate a list of the "Great Society" initiatives and their effect in modern society.	Classroom participation Class discussion of research findings on Johnson's health and employment programs Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
6.3 State the major reasons why America became involved in the War of Vietnam.	The student will describe the origins and events that deepened America's involvement in Vietnam.	Evaluation of student writing on Vietnam War Evaluation of student writing concerning US involvement in the Vietnam War Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
6.4 Translate how the war divided the nation politically and ideologically.	The student will analyze why support for the war weakens and describe the motives of the anti-war movement.	Evaluation of student responses within their groups to the political and ideological divide within the U.S. Class participation Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III
CORE CONCEPT 7: The Nixon Administration
MAJOR OBJECTIVE: Demonstrate knowledge of the major events and people during the Nixon administration.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Evaluate Nixon's domestic agenda in regards to environmental and social issues.	The student will list and evaluate the effectiveness of Nixon's policies on environmental and social issues.	Evaluation of student timeline and student description of events regarding Nixon's domestic agenda Completion of unit vocabulary list Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
7.2 Summarize and discuss Nixon's foreign policy achievements.	The student will assess Nixon's foreign policies of détente and the ending of the Vietnam war.	Evaluation of short essay answers describing Nixon's foreign policies. Completion rate of teacher designed assignment. Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
7.3 Discuss Nixon's character and the attitude of his cabinet.	The student will explain Nixon's White House involvement and examine the role of the media in exposing this event.	Evaluation of group research findings concerning Nixon's character and the attitude of his cabinet. Classroom discussion Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
7.4 Appraise the Watergate Scandal and discuss its effects upon the Nation.	The student will analyze the legal aspects raised by Watergate and the effects of public opinion at the time upon the Administration.	Evaluation of student responses to the Watergate affair. Classroom participation Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III
CORE CONCEPT 8: The Ford Administration
MAJOR OBJECTIVE: To demonstrate knowledge of the major events and people during the Ford administration.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Explore president Ford's climb to the presidency and why he pardoned former president Nixon.	The student will outline president Ford's political career and draw a conclusion of this event.	Evaluation of teacher designed short answer assignment concerning Ford's rise to power. Evaluation of student timeline Completion of Unit vocabulary list Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
8.2 Debate if amnesty was a cure for the wounds of the Vietnam War.	The student will research and define amnesty and outline perspectives of Ford's decision.	Evaluation of group research findings on amnesty Evaluation of group responses to amnesty as a cure for the wounds of the Vietnam War Evaluation of classroom participation Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
8.3 Draw a conclusion of the success/failure rates of president Ford's foreign policy actions.	The student will analyze the War Powers Act, Helsinki Accords, and other events in Southeast Asia.	Evaluation of student outline concerning Ford's foreign policy actions Evaluation to teacher designed assignment on Ford's foreign policies Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III
CORE CONCEPT 9: The Carter Administration
MAJOR OBJECTIVE: To demonstrate knowledge of the major events and people during the Carter administration.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Prepare a list of the changes president Carter brought to the presidency.	The student will analyze the numerous changes that president Carter introduced to the presidency.	Evaluation of teacher designed assignments on the changes Carter brought to the White House Completion of unit vocabulary list Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
9.2 Examine and evaluate Carter's policy to combat economic issues.	The student will describe the economic factors that Carter had to manage. (Including the Energy Crisis.)	Evaluation of student letter (essay) concerning the economic issues of the Carter administration Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
9.3 Dissect the achievements and failures that president Carter experienced with his foreign policy.	The student will list the achievements and failures of president Carter.	Evaluation of student chart on the achievements and failures of President Carter Completion rate of chart dealing with the achievements and failures of President Carter Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
9.4 Select the major factors that influenced the 1980 presidential election.	The student will discuss and explain the conservative shift in America's convictions.	Evaluation of student short answers to teacher designed assignment on the 1980 election Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III
CORE CONCEPT 10: The Reagan Administration
MAJOR OBJECTIVE: To demonstrate knowledge of the major events and people during the Reagan administration.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Describe why president Reagan won the elections by landslide victories.	The student will list and explain president Reagan's background and the groups that he appealed to.	Evaluation of teacher generated assignments on the election of 1980 Completion of unit vocabulary list Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
10.2 Debate how president Reagan's Cold War military policy affected the United States economy.	The student will discuss and examine the Reagan Doctrine and his new approaches to arms control.	Evaluation of teacher designed short essays assignment concerning President Reagan's military policies Classroom discussion/ participation Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
10.3 Analyze the means president Reagan used to improve the economy of the 1980's.	The student will explain supply-side economic strategies of the Reagan Administration and their effectiveness upon the U.S. economy.	Evaluation of one page essay looking at how Reagan improved the economy of the 1980's Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
10.4 Rate the success of president Reagan's foreign policy.	The student will present and identify all the foreign events that America was involved in during president Reagan's term.	Evaluation of teacher designed short answer assignment on Reagan's foreign policy Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
10.5 Appraise how the nation's population shift and view of discontent with America led to the 'new conservative" movement.	The student will describe and define "New Conservatism" and relate its theories to society of the 1980's.	Evaluation of student graph concerning the "new conservative" movement Evaluation of student responses to graph on the "new conservative" movement Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III
CORE CONCEPT 10: The Reagan Administration
MAJOR OBJECTIVE: To demonstrate knowledge of the major events and people during the Reagan administration.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.6 Measure the importance of money to culture in the 1980's.	The student will present and define DINKS, and the socioeconomic changes that took place during the 1980's.	Evaluation of teacher designed assignments concerning U.S. culture in the 1980's Evaluation of student responses to teacher designed short essays on the money culture of the 1980's Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
10.7 Diagnose the many social and environmental issues of the 1980's.	The student will describe the major concerns of social activism and measure their importance.	Evaluation of teacher designed assignments that evaluate the social and environmental issues of the 1980's Classroom participation Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
10.8 Differentiate the popular forms of entertainment of the 1980's.	The student will introduce the impact of entertainment on the American culture with the emphasis on cable television.	Evaluation of teacher designed assignments on popular entertainment and lifestyles of the 1980's Evaluation of student responses to 1980's culture via short essay Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III
CORE CONCEPT 11: The Bush Administration
MAJOR OBJECTIVE: To demonstrate knowledge of the major events and people during the Bush administration.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
11.1 Compile the challenges President Bush White House encountered.	Students will list the causes of the recession and describe the American Disabilities Act.	Evaluation of teacher designed assignments concerning the challenges President Bush faced Completion of unit vocabulary list Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
11.2 Prioritize the events that ended the Cold War.	Students will list in chronological order the events that led to the demise of Communism in Eastern Europe.	Evaluation of student timeline on the Cold War Completion of timeline on the Cold War Classroom discussion Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
11.3 State America's involvement in foreign affairs during the Bush administration.	Students will describe America's involvement in China, the Middle East, and Panama.	Evaluation of short answer essay assignment concerning America's involvement in foreign affairs during the Bush administration Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
11.4 Present president Bush's popularity loss and eventual loss in the 1992 election to Bill Clinton.	Students will explain the reasons why president Bush's popularity decreased as his presidency proceeded.	Evaluation of one page essay that analyzes the election of 1992 Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
11.5 Trace America's role in the Middle East, in particular the Persian Gulf War.	Students will outline the causes and effects of America's involvement in the Persian Gulf War.	Evaluation of student chart on America's role in the Middle East Classroom discussion Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III
CORE CONCEPT 12: The Clinton Administration
MAJOR OBJECTIVE: To demonstrate knowledge of the major events and people during the Clinton administration.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
12.1 Rate the Clinton administration's domestic agenda.	The student will synthesize president Clinton's five major areas of concern: family, education, crime, and health care.	Evaluation of group research findings on Clinton's domestic agenda Completion of unit vocabulary list Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
12.2 Trace the nation's involvement in world affairs during his presidency.	The student will diagnose the major foreign events that took place during the Clinton presidential terms.	Evaluation of chronological chart concerning world affairs during the Clinton administration Class discussion/ participation Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
12.3 Appraise the economic prosperity at home and abroad under the Clinton administration.	The student will classify and record the domestic and foreign economic policies that led to prosperity.	Evaluation of short answer teacher designed assignment concerning the economic prosperity that swept the world in the 1990's Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
12.4 Summarize the Clinton impeachment proceedings.	The student will locate and decipher the causes and events leading up to the impeachment proceedings of president Clinton.	Evaluation of group research findings on the Clinton impeachment proceedings Evaluation of group verbal responses to the Clinton impeachment proceedings Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

CONTENT: American Cultures III
CORE CONCEPT 12: The Clinton Administration
MAJOR OBJECTIVE: To demonstrate knowledge of the major events and people during the Clinton administration.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
12.5 Compare and contrast the successes of the two terms that president Clinton was in office.	The student will list and evaluate the pros and cons of the Clinton administration regarding foreign and domestic policy.	Classroom debate on the success of Clinton's presidency Evaluation of group research concerning the success of the Clinton administration Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.
12.6 Present the major social, scientific and technical advancements of the 1990's.	The student will list and identify the technological and scientific advancements of the 1990's.	Evaluation of teacher designed assignments concerning the social, scientific and technical advances of the 1990's Class discussion Unit test	Teacher generated materials, textbook; projects, original audio, visual, and written documentation.

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Traditional Academic

90% – 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

B. Individual student grades will be determined at the conclusion of a nine-week period based on:

1. Tests
2. Quizzes
3. Homework
4. Activities
5. Reports
6. Quarter Projects
7. Other assessment Activities as outlined in this curriculum

V3 Academy Cyber Charter School

Analytical Geometry and Calculus

Analytical Geometry and Calculus

I. PHILOSOPHY

The Analytical Geometry and Calculus course integrates pre-calculus mathematics and calculus concepts. Students are reacquainted with the basic concepts of functions and, in particular, of algebraic functions which provides the foundations for the core calculus concepts of limits and derivatives. After students have studied these in the context of algebraic functions, they will work with the transcendental functions and then with the trigonometric functions. Explanations are concise and clearly supported by a variety of exercises, from drill to critical thinking and problem-solving.

Calculus concepts will be explored and explained using a variety of techniques --- verbal explanation, numerical patterns, graphical displays, and analytical reasoning. Using more than one of these approaches to a concept encourages a deeper understanding of the concept. Technological applications using graphing calculators, the computer lab and the Smartboard can provide a visual representation of limits and derivatives. Ideally, students in Analytical Geometry and Calculus will connect calculus concepts to everyday life through many applications to business, finance, environment, sciences, and the social sciences.

II. CORE CONCEPTS

1. **Numbers and Operations**
2. **Mathematical Reasoning and Connections**
3. **Algebra and Functions**
4. **Geometry**
5. **Limits**
6. **Trigonometry**
7. **Exponential and Logarithmic Functions**
8. **Concepts of Calculus**

III. COURSE OF STUDY

A. Course Study: Analytical Geometry and Calculus

B. Grade Level: 12

C. Length of Course: 1 year

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 days

D. Academic Level: Academic

E. Credits: 1.0 credit

F. Prerequisites: Trigonometry or Pre-Calculus

G. Course Description: Analytical Geometry and Calculus is designed to introduce students to concepts found in a first-semester college calculus course. Students will continue to develop advanced mathematical skills as they study limits and continuity and begin a study of differential calculus and its applications. Calculators will be used to study the behavior of functions and to develop generalizations leading to the understanding of new concepts.

IV. CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Use number relationships and operations to solve problems.

CURRICULUM STANDARD: Numbers and Operations			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Use operations routinely in problem-solving situations.	Use signed numbers to model direction of velocity, acceleration, motion at earth's surface, margin of error, etc. Use reciprocal to solve problems. Use absolute value to guarantee positive answers where necessary (speed, area, etc.). Use exponents to model growth and decay problems such as population growth, inflation, depreciation, radioactive decay, and as a routine strategy to solve problems. Use logarithms to model problems such as the human memory model, sound intensity, Richter Scale, and as a strategy to solve problems.	Homework problems on using operations in various problem-solving situations. Quizzes and tests on using operations in problem-solving situations.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Estimate reasonable answers.

CURRICULUM STANDARD: Numbers and Operations			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.2 Use estimation to project reasonable answers for real-world models.	Approximate area of irregular shapes using rectangles and/or trapezoids.	Observation of class work on determining area under the graph of a curve.	Mathematics Textbook
1.3 Approximate function value using linear approximations.	Use the equation of a line tangent to the graph of the function as a tool for approximating the function value.	Homework problems on finding the equation of a tangent line to approximate values of a function. Quiz on using the equation of the tangent line to approximate the function value.	Mathematics Textbook
1.4 Use formulas to calculate a numerical value for error.	Determine relative error and percentage error in area, surface area, and volume. Determine change and percent change in profit as production changes.	Homework problems on finding the relative error and percentage error in area, surface area, and volume. Quiz on using formulas to calculate a numerical value for error.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Estimate reasonable answers.

CURRICULUM STANDARD: Numbers and Operations			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.5 Demonstrate skills for using graphing calculators to solve and model problems.	Sketch the graph of a function and the line tangent to the function at a given point. Select a viewing window where the tangent line is not distinguishable from the graph of the function.	Observation of class activity using graphing calculator to sketch a line tangent to the graph of a function.	Mathematics Textbook Graphing calculator

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 2: Mathematical Reasoning and Connections
MAJOR OBJECTIVE: Use proofs to validate conjectures.

CURRICULUM STANDARD: Mathematical Reasoning and Connections			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Use direct proofs to validate conjectures.	Use proofs in analysis of: • the distance formula • the quadratic formula • The Power Rule for differentiation. Use the Squeezing Theorem to prove $\lim_{x\to 0}\frac{\sin x}{x}=1$ and $\lim_{x\to 0}\frac{1-\cos x}{x}=0$.	Discussion of proof of quadratic formula and the Power Rule. Homework problem requiring student to write proof of the distance formula. Observation of class work on developing proofs of $\lim_{x\to 0}\frac{\sin x}{x}=1$ and $\lim_{x\to 0}\frac{1-\cos x}{x}=0$.	Mathematics Textbook
2.2 Demonstrate mathematical solutions to problems in other disciplines.	Make application of problem-solving strategies to physics, economics, finance, fuel economy, data analysis, inventory management etc.	Problems applying mathematical concepts to other disciplines. Quizzes and tests throughout the year that include applications of mathematical and calculus concepts to other disciplines.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 3: Algebra and Functions
MAJOR OBJECTIVE: Mathematical Problem Solving and Communication.

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Discover mathematical concepts and relationships.	Relate verbal statements to mathematical model for related rates and optimization problems. Select graphing calculator, tables, or analytical reasoning where appropriate or more efficient to examine and discover mathematical concepts.	Observation of class work using graphing calculator, tables, and textbook explorations to discover relationships.	Mathematics Textbook Graphing calculator
3.2 Apply problem solving strategies to multi-step problems.	Use problem-solving strategies to solve problems that require the use of limits, rate of change, trigonometry, and exponential growth and decay.	Small projects requiring the use of several problem-solving strategies.	Mathematics Textbook
3.3 Summarize results.	Interpret solutions within the context of the problem.	Discussion of results of problem-solving activities using both verbal and written explanations.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 3: Algebra and Functions
MAJOR OBJECTIVE: Use algebra to simplify derivatives and solve calculus problems.

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.4 Identify different types of equations.	Identify the graphs of $y = x$, $y = x^2$, $y = \sqrt{x}$, $y = \frac{1}{x}$, $y = x^3$, $y = \sqrt[3]{x}$, $y = \lvert x \rvert$, and $x^2 + y^2 = r^2$.	Practice on identifying the basic of basic functions. White board practice sketching basic graphs. Quiz on matching the graph of a function with the corresponding equation.	Graphing calculator Mathematics Textbook Teacher generated worksheets on function families Graphing White Board(s)

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 3: Algebra and Functions
MAJOR OBJECTIVE: Use algebra to simplify derivatives and solve calculus problems.

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.5 Solve linear, quadratic, rational, radical, and absolute value equations and inequalities.	Use inverse operations to solve linear, quadratic, rational, radical, and absolute value equations. Use inverse operations to solve linear, quadratic, rational, and absolute value inequalities.	Observation of class work solving linear, quadratic, rational, radical and absolute value equations and inequalities. Graphing calculator activity on determining solutions to rational and absolute value inequalities. Homework on solving linear, quadratic, rational, radical, and absolute value equations and inequalities. Quiz on solving linear, quadratic, rational, radical, and absolute value equations. Quiz on solving linear, quadratic, rational, radical, and absolute value inequalities.	Mathematics Textbook Graphing calculator

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 3: Algebra and Functions
MAJOR OBJECTIVE: Use algebra to simplify derivatives and solve calculus problems.

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.6 Analyze graphs of functions using transformations, reflections and dilations.	Use symmetry to sketch the graph of an equation. Find the x- and y-intercepts of a graph. Given a graph of a function and a constant k apply the translations, reflections and dilations of $f(x)$ to: $kf(x)$ $f(kx)$ $f(-x)$ $-f(x)$ $f(x+k)$ $f(x)+k$ Find equations of and sketch graphs of all basic functions.	Graphing calculator activity on making transformations to parent graphs. Homework/Class work problems illustrating transformations graphically. Quiz/test sketching the graph of a parent function and its transformations. Written explanation of how parent functions are changed through various transformations. (vertical/horizontal shifts, stretching/shrinking, and reflections)	Mathematics Textbook Graphing calculator

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 3: Algebra and Functions
MAJOR OBJECTIVE: Use algebra to simplify derivatives and solve calculus problems.

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.7 Apply the concept of slope.	Interpret slope as a rate of change. Use slope to predict value. Relate slope to perpendicularity and/or parallelism. Given the graph of the line, 2 points on the line, or the slope and a point of a line, write or identify the linear equation in point-slope, standard and/or slope-intercept form.	Problems using slope as a rate of change and predicting of values of a function. Quiz/test on using slope to write the equation of a line. Problems on writing equations of parallel and perpendicular lines.	Mathematics Textbook
3.8 Analyze equations to determine if the equation is a function and to determine the domain and range.	Determine the domain and range of functions analytically. Evaluate functions. Apply functions to business and geometrical settings.	Problems identifying functions and determining the domain and range. Written explanations of why or why not given equations and graphs are functions. Quiz/test on identifying functions, domain and range of various functions.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 3: Algebra and Functions
MAJOR OBJECTIVE: Use algebra to simplify derivatives and solve calculus problems.

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.9 Analyze graphs of functions.	Determine zeros of a function. Identify intervals where the function is increasing or decreasing. Apply the Vertical Line test. Define even and odd functions. Define maximum and minimum values of a function. Graph piece-wise functions. Use graphing calculators to analyze graphs of functions.	Observation of graphing calculator activities on determining zeros of a function and identifying intervals of increase and decrease. Homework on determining zeros of a function and identifying intervals of increase and decrease. Problems determining the maximum and minimum values of a function. Problems graphing piece-wise functions. Quiz/test on analyzing graphs of functions.	Graphing calculator Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 3: Algebra and Functions
MAJOR OBJECTIVE: Use algebra to simplify derivatives and solve calculus problems.

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.10 Analyze composite and inverse functions.	Identify the parts of a composite function. Define inverse functions. Use the definition of inverse functions to verify analytically and graphically that functions are inverses. Find the inverse of a function.	Class work identifying parts of a composite function. Graphing calculator activity on graphing a function and its inverse. Written explanation of why/why not two functions are inverses. Problems on finding the inverse of a function and composing functions in order to make a new function. Quiz/test on finding the inverse of a function and composing functions in order to make a new function.	Mathematics Textbook Graphing calculator
3.11 Simplify derivatives of polynomial, exponential, logarithmic, and trigonometric functions.	Use factoring and cancellation strategies to simplify derivatives of products and quotients.	Homework and class work, on determining derivatives of various types of functions. Quizzes and/or tests on determining derivatives of various types of functions.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 3: Algebra and Functions
MAJOR OBJECTIVE: Use algebra to simplify derivatives and solve calculus problems.

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.12 Use sigma notation.	Understand vocabulary: index of summation, upper and lower bounds, and *i*th term. Apply properties of summation. Use expanded form of the sigma notation to evaluate the sum.	Problems on using sigma notation to evaluate various summation problems. Quizzes/tests using sigma notation in order evaluate various summation problems.	Mathematics Textbook Teacher generated problems to supplement textbook problems

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 4: Geometry
MAJOR OBJECTIVE: Use geometric principles to solve problems.

CURRICULUM STANDARD: Geometry			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Construct tangent lines to curves.	Use graphing calculators to sketch lines tangent to various curves.	Observation of class work on using the graphing technology to graph functions and their tangent lines. Class activity on using the derivative to find the equation of a tangent line to a graph.	Graphing calculator
4.2 Solve problems using analytic geometry.	Write equations of lines, parabolas, and circles from a graph.	Problems on writing equations representing lines, parabolas, and circles. Class work relating geometric shapes to the equation that represents it mathematically. Quiz/test on writing equations of lines, parabolas, and circles from their graphs.	Mathematics Textbook
4.3 Asses figures to determine the types of symmetries they have.	Define symmetry about the x-axis, the y-axis, and the origin.	Homework on determining symmetry of a given graph. Quiz on determining the types symmetry a given graphs has.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 4: Geometry
MAJOR OBJECTIVE: Use geometric principles to solve problems.

CURRICULUM STANDARD: Geometry			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.4 Sketch the graph of a function using transformations, reflections, and dilations.	Examine families of functions and relate a change in the algebraic expression of each family to a change in the graph of the function. Given a graph of a function and a constant k apply the translations, reflections and dilations of $f(x)$ to: $kf(x)$ $f(kx)$ $f(-x)$ $-f(x)$ $f(x+k)$ $f(x)+k$ $\lvert f(x)\rvert$	Graphing calculator activity on matching parent graphs and to transformations of the parent graph. Problems on using graphing calculator to illustrate transformations of graphs to the original graph. White board practice sketching basic graphs of functions. Quiz/test sketching the graph of a parent function and its transformations. Written explanation of how parent functions are changed through various transformations. (vertical/horizontal shifts, stretching/shrinking, and reflections)	Mathematics Textbook Graphing calculator Teacher generated materials on identifying the basic functions and sketching them Graphing White Board(s)

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 5: Limits
MAJOR OBJECTIVE: Calculate limits of functions and determine continuity of functions.

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Differentiate between pre-calculus and calculus.	Introduce concept of limit. Understand that the tangent line is a basic concept of calculus. Understand that area is a basic concept of calculus.	Discussion of the tangent line problem and the area problem.	Mathematics Textbook
5.2 Determine limits graphically and numerically.	Estimate a limit using numerical or graphical approach. Identify different ways that a limit can fail to exist. Use an intuitive approach to the epsilon-delta definition of a limit.	Class activity on estimating a limit using a table or a graph. Graphing calculator activity on determining limits of various functions. Problems determining the limit of a function both analytically and graphically to predict behavior of a function at a point. Quiz/test on using tables and graphs to determine a limit of a function to state behavior of the function at a point.	Mathematics Textbook Graphing calculator

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 5: Limits
MAJOR OBJECTIVE: Calculate limits of functions and determine continuity of functions.

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Evaluate limits analytically.	Evaluate a limit using properties of limits. Evaluate a limit using equivalent functions.	Problems evaluating limits analytically to discuss behavior of a function at a point. Quiz/test evaluating limits analytically to discuss behavior of a function at a point.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 5: Limits
MAJOR OBJECTIVE: Calculate limits of functions and determine continuity of functions.

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.4 Interpret infinite limits.	Determine infinite limits from the left and from the right of a value in the domain of a function. Define vertical asymptotes. Sketch graphs of functions with vertical asymptotes.	Observation of graphing calculator activity describing the behavior of a function at a given point. Problems on using graphing and tables to interpret infinite limits of various functions. Quiz/test questions on using graphing and tables to interpret infinite limits of various functions.	Mathematics Textbook Graphing calculator
5.5 Evaluate and interpret limits at infinity.	Determine finite limits at infinity. Explore horizontal asymptotes on the graphing calculator. Define horizontal asymptotes in terms of limits at infinity. Interpret infinite limits at infinity.	Observation of graphing calculator activity describing the behavior of a function as x increases or decreases without bound. Problems on evaluating and interpreting finite limits at infinity of a function. Quiz/test questions on evaluating and interpreting finite limits at infinity of a function.	Mathematics Textbook Graphing calculator

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 6: Trigonometry
MAJOR OBJECTIVE: Determine limits and derivatives of trigonometric functions.

CURRICULUM STANDARD: Trigonometry			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Evaluate trigonometric functions of any angle.	Define the trigonometric functions for any angle.	Problems on using the unit circle and a calculator to evaluate trigonometric functions of an angle.	Mathematics Textbook
6.2 Display the graphs of sine, cosine, and tangent.	Discuss domain and range of sine, cosine, and tangent functions. Determine the amplitude, period, and phase shift of sine, cosine, and tangent functions where applicable.	Graphing calculator activity on finding the domain and range of the sine, cosine, and tangent functions. Problems on using a graphing calculator to identify and discuss the domain and range, amplitude, period, and phase-shift of the trigonometric functions. Quiz/test on using a graphing calculator to identify the domain and range, amplitude, period, and phase-shift of the trigonometric functions.	Mathematics Textbook Graphing calculator
6.3 Solve trigonometric equations.	Define the inverse trigonometric functions for sine, cosine, and tangent. Use the basic trigonometric and Pythagorean identities to solve trigonometric equations.	Problems on using algebra to solve equations with trigonometric functions. Quiz/test on using algebra to solve equations with trigonometric functions.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 6: Trigonometry
MAJOR OBJECTIVE: Determine limits and derivatives of trigonometric functions.

CURRICULUM STANDARD: Trigonometry			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.4 Determine the limits of trigonometric functions.	Use tables and graphs to determine the $\lim_{x \to 0} \sin \frac{1}{x}$. Use tables, graphs, and analysis to determine the limit of piecewise trigonometric functions. Apply theorems to determine limits of trigonometric functions such as $\lim_{x \to 0} \frac{\sin 2x}{x}$.	Graphing calculator activity on the function $y = \sin \frac{1}{x}$ to describe the behavior of the functions as x approaches 0. Graphing calculator activity illustrating the limits of the trigonometric functions. Problems evaluating the limit of trigonometric functions to indentify behavior near a point. Quiz/test on determining the behavior of trigonometric functions near a point.	Mathematics Textbook Graphing calculator

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 6: Trigonometry
MAJOR OBJECTIVE: Determine limits and derivatives of trigonometric functions.

CURRICULUM STANDARD: Trigonometry			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.5 Differentiate trigonometric functions.	Prove the derivatives for the sine, cosine, and tangent functions. Evaluate the derivative of trigonometric functions.	Problems on determining and evaluating the derivatives of trigonometric functions to find the slope of a line tangent to the graph at a point. Written proofs for the derivatives for the sine, cosine, and tangent functions Quiz/test of finding the derivative of a trigonometric function in order to find the slope of a line tangent to the function at a point.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 7: Exponential and Logarithmic Functions
MAJOR OBJECTIVE: Determine limits and derivatives of exponential and logarithmic functions.

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Analyze the graphs of exponential and logarithmic functions.	Use a graphing calculator to graph exponential and logarithmic functions with base *e*. Discuss the effect of a different base. Analyze exponential and logarithmic functions using the characteristics of each, like domain/range, increasing/decreasing intervals, zeros, *y*-intercept, continuity, limits at infinity, and horizontal asymptotes.	Observation of class activity using graphing calculator to analyze the properties of exponential and logarithmic functions. Problems on the using properties of exponential and logarithmic functions to simplify equations. Quiz/test on the using properties of exponential and logarithmic functions to simplify equations.	Mathematics Textbook Graphing calculator
7.2 Solve exponential and logarithmic equations.	Rewrite logarithmic equations using properties of logarithms. Use properties of logarithms to solve logarithmic equations. Solve applications of exponential and logarithmic equations such as forest yield and economics.	Problems on using properties of exponential and logarithmic functions to solve equations. Quiz/test on using properties of exponential and logarithmic functions to solve equations.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 7: Exponential and Logarithmic Functions
MAJOR OBJECTIVE: Calculate the derivative of exponential and logarithmic functions.

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.3 Apply the exponential growth and decay model.	Define the exponential growth and decay model. Apply to population growth, radioactive decay, etc.	Application problem on using exponential growth and decay to answer problems about future values. Problems on using exponential growth and decay to solve application problems. Quiz/test on using exponential growth and decay to solve application problems.	Mathematics Textbook
7.4 Differentiate exponential and logarithmic functions.	Define the derivatives of $y = e^u$ and $y = \ln u$ with respect to x. Apply the derivatives to finance, economics, etc.	Problems on determining the derivatives of $y = e^u$ and $y = \ln u$ in order to find the slope of a line tangent to at a point. Homework on applying the derivative to approximate values of finance and economics problems. Quiz/test on determining the derivatives of $y = e^u$ and $y = \ln u$ in order to find the slope of a line tangent to at a point.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 8: Concepts of Calculus
MAJOR OBJECTIVE: Use the derivative to determine rates of change and optimize quantities.

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Understand the relationship between the derivative and the tangent line.	Find the slope of the tangent line to a curve at a point. Use the limit definition to find the derivative of a function. Explore the relationship between differentiability and continuity.	Class discussion about how a secant line becomes a tangent to the curve at a point to show definition of derivative. Compare and contrast the differentiability and continuity of a function in order to decide when a function is differentiable. Problems on using the definition of derivative to find the slope of a tangent line to the graph at a point. Quiz/test on using the definition of derivative to find the slope of a tangent line to the graph at a point.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 8: Concepts of Calculus
MAJOR OBJECTIVE: Use the derivative to determine rates of change and optimize quantities.

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.2 Develop basic differentiation rules.	Differentiate functions using the Constant Rule, Power Rule, Constant Multiple Rule, the Sum and Difference Rule, the Product Rule and the Quotient Rule. Use derivatives to find rates of change.	Class discussion on developing the techniques for determining the derivative of a function. Problems on determining the derivative of a function and using the derivative to find rates of change. Quiz/test questions on writing the derivative of a function and using derivatives to find rates of change.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 8: Concepts of Calculus
MAJOR OBJECTIVE: Use the derivative to determine rates of change and optimize quantities.

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.3 Extend differentiation process to higher-order derivatives.	Fine the nth derivative of various functions.	Problems on using the differentiation rules to find the derivative of higher-order functions.	Mathematics Textbook
8.4 Apply the Chain Rule to differentiate composite functions.	Determine the composite parts of functions. Intuitively develop the Chain Rule. Use the Chain Rule to determine the derivatives of polynomial, exponential, logarithmic, and trigonometric functions.	Problems on applying the Chain Rule to find derivatives in order to find the slope of a line tangent to the graph at a point. Quiz/test on applying the Chain Rule to find derivatives in order to find the slope of a line tangent to the graph at a point.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 8: Concepts of Calculus
MAJOR OBJECTIVE: Use the derivative to determine rates of change and optimize quantities.

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.5 Use implicit differentiation.	Distinguish between functions written in implicit form and explicit form. Extend derivatives of composite functions using the Chain Rule to implicit differentiation. Find the derivative of implicitly defined functions.	Homework/ class work on comparing use of the Chain Rule to implicit differentiation to find the slope of a tangent line. Problems on using implicit differentiation to find the derivative of a function. Quiz/test on using implicit differentiation to find the derivative of a function.	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 8: Concepts of Calculus
MAJOR OBJECTIVE: Use the derivative to determine rates of change and optimize quantities.

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.6 Use differentiation to determine rates of change.	Written statement indicating a change with respect to time as a mathematical expression. Find the rates of change of two or more variables with respect to time. Use related rates to solve real-life problems.	Class discussion on the strategies of how to write statements as a related rate problem. Problems on using differentiation to determine rates of change. Quiz/test on using differentiation to determine rates of change.	Mathematics Textbook
8.7 Determine the existence of extremes.	Understand and use Rolle's Theorem.	Observation of class work on using a graphing calculator to illustrate the reasoning behind Rolle's Theorem.	Mathematics Textbook Graphing calculator

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 8: Concepts of Calculus
MAJOR OBJECTIVE: Use the derivative to determine rates of change and optimize quantities.

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.8 Relate the average rate of change to the instantaneous rate of change.	Understand and apply the Mean Value Theorem. Illustrate the Mean-Value Theorem on a graph. Justify the existence of solutions using the Mean-Value Theorem.	Graphing calculator activity illustrating the reasoning behind the Mean Value Theorem. Problems relating the average rate of change to the instantaneous rate of change. Quiz/test questions on using the Mean Value Theorem to relate the average rate of change to the instantaneous rate of change.	Mathematics Textbook Graphing calculator

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 8: Concepts of Calculus
MAJOR OBJECTIVE: Use the derivative to determine rates of change and optimize quantities.

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.9 Use differentiation to sketch graphs of polynomial and rational functions.	Define extremes of a function on an interval. Define and find extremes of a function on an open interval. Find extremes on a closed interval. Determine the interval where a function is increasing or decreasing using the first derivative. Use graphing calculators to understand the relationship between the graph of a function and the graph of its first derivative. Determine the location of relative extreme using the first derivative and evaluate the extreme value. Define concavity in terms of the first derivative.	Problems on using differentiation to sketch the graphs of polynomial and rational functions. Written description of the behavior of the graph of a function using concavity, increasing/decreasing, relative extremes, etc. Quiz/test on using differentiation to sketch the graphs of polynomial and rational functions.	Mathematics Textbook Graph paper Scientific calculator

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 8: Concepts of Calculus
MAJOR OBJECTIVE: Use the derivative to determine rates of change and optimize quantities.

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.9 (continued)	Apply the tests for concavity to determine intervals where a function is concave up or down. Use graphing calculators to visualize the relationship between the graph of a function and the graph of its second derivative. Define points of inflection. Analyze and sketch the graph of a function using: • *x*- and *y*-intercepts • symmetry • domain and range • continuity • vertical asymptotes • relative extremes and increasing/decreasing intervals • concavity • points of inflection • horizontal asymptotes • infinite limits at infinity.	(continued)	Mathematics Textbook

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 8: Concepts of Calculus
MAJOR OBJECTIVE: Use the derivative to determine rates of change and optimize quantities.

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.10 Use differentiation to optimize quantities.	Apply concepts of differentiation to determine maximum/minimum values of various problems. Identify strategies for solving optimization problems • Make a sketch • Write a formula • Reduce to one variable • Determine feasible domain • Apply the first derivative.	Class activity using a given size paper to construct a box of differing dimensions and different volumes. Tabulate results to determine where largest volume occurs. Develop concept to application of derivative. Problems on using differentiation to solve optimization situations. Quiz/test on using differentiation to solve optimization situations. Project on using differentiation to solve optimization situations.	Mathematics Textbook Paper, scissors and tape

CONTENT: Analytical Geometry and Calculus
CORE CONCEPT 8: Concepts of Calculus
MAJOR OBJECTIVE: Use the derivative to determine rates of change and optimize quantities.

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.11 Use the differential to determine propagated error.	Use graphs to illustrate the differential. Compare the differential to the actual function value change. Use the graphing calculator to compare the graph of the tangent line to the graph of the function at a point for small changes in *x*. Use the differential to find the propagated error. Calculate differentials.	Graphing calculator activity showing the line tangent to the curve at a point is equal to the curve for small changes in the *x* coordinate. Problems on calculating the differential and propagated error through the use of a tangent line. Quiz/test on calculating the differential and propagated error through the use of a tangent line.	Mathematics Textbook Graphing calculator
8.12 Represent antiderivatives in terms of the derivative.	Define antiderivatives and the notation for the antiderivative. Understand vocabulary; variable of integration, constant of integration, integrand, indefinite integral. Identify basic integration rules.	Activity relating antiderivatives to the area problem in calculus. Problems finding the antiderivative of a function to calculate the area under the curve. Problems finding the antiderivative of a function to calculate the area under the curve.	Mathematics Textbook

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Analytical Geometry and Calculus

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
Below 60%	=	F

B Each student will be graded at the end of each nine-week period using a point system based on the following criteria:

1. Homework
2. Class work
3. Quizzes
4. Tests
5. Other grading criteria where applicable such as problem-solving activities computer lab activities or graphing calculator activities

C. Extra credit opportunities may be built into the lessons during each nine-week period.

V3 Academy Cyber Charter School

Ancient History

Ancient History

I. PHILOSOPHY

The examination of history rests on knowledge of names, places, dates, events, and ideas. Historical understanding, however, demands that students engage in historical analysis: to raise questions and organize evidence to support their answers. Students engaged in historical thinking draw upon chronological thinking, geographic comprehension, and historical research. These skills are developed through the study of relevant historical content from the civilizations studied in class.

This course will introduce the concept of civilization. The study of geography, social structure, government, religion, and contributions to later societies are covered in each unit. Information covered by this course spans a journey from the caves of Early Man to the raising of crops along river valleys, from the pyramids of Egypt to the cities of Greece and Rome, from the development of the religions of Judaism, Christianity, Islam, and Hinduism to the development of modern-day nations in the Medieval Period and an examination of Renaissance art.

This course will meet the Pennsylvania Department of Education Academic Standards for History, as well as provide thorough coverage of a variety of civilizations around the world. Seamless integration of all of the units covered by this course with prior and latter history or social sciences courses is encouraged.

II. CORE CONCEPTS

1. EARLY MAN- Demonstrate knowledge of early development of humankind during the Stone Ages up to the Agricultural Revolution in terms of geography, social structure, government, religion and contributions to later societies.

2. BEGINNING OF CIVILIZATIONS- Demonstrate knowledge of the ancient river valley civilization of Mesopotamia, in terms of geography, social structure, government, religion and contributions to later societies.

3. EARLY RIVER VALLEYS - Demonstrate knowledge of the civilizations of Egypt, and the Fertile Crescent, i.e. Persia, Hebrews and Phoenicians, in terms of geography, social structure, government, religion and contributions to later societies.

4. EASTERN RIVER VALLEYS- Demonstrate knowledge of the civilizations of India and China in terms of geography, social structure, government, religion and contributions to later societies.

5. GREECE- Demonstrate knowledge of ancient Greece in terms of geography, social structure, government, religion and contributions to later societies.

6. ROME- Demonstrate knowledge of ancient Rome in terms of geography, social structure, government, religion and contributions to later societies.

7. ISLAMIC CIVILIZATION- Demonstrate knowledge of the Islamic civilization in terms of geography, social structure, government, religion and contributions to later societies.

8. MIDDLE AGES- Demonstrate knowledge of the Middle Ages in terms of geography, social structure, government, religion and contributions to later societies.

9. MEDIEVAL PERIOD- Demonstrate knowledge of the late Medieval Period in terms of geography, social structure, government, religion and contributions to later societies.

10. RENAISSANCE- Demonstrate knowledge of the European Renaissance in terms of geography, social structure, government, religion and contributions to later societies.

III. COURSE OF STUDY

A. Course of Study: Ancient History

B. Grade Level: Seventh Grade

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: On Grade Level

E. Credits: 1.0

F. Prerequisites: None

G. Course Description:

This course will introduce the concept of civilization. The study of geography, social structure, government, religion, and contributions to later societies are covered in each unit. Information covered by this course spans a journey from the caves of Early Man to the raising of crops along river valleys, from the pyramids of Egypt to the cities of Greece and Rome, from the development of the religions of Judaism, Christianity, Islam, and Hinduism to the development of modern-day nations in the Medieval Period and an examination of Renaissance art.

CONTENT: Ancient History
CORE CONCEPT 1: Early Man
MAJOR OBJECTIVE: Demonstrate knowledge of early development of humankind during the Stone Ages up to the Agricultural Revolution in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Explain that the life of early hunter-gatherer societies was shaped by their physical environment	Describe the lives of early hunter gatherers: • Homo Sapiens emerged in Africa between 100,000 & 400,000 years ago • Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas • Early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment	• Written responses on the quality of life of hunter-gatherers • Identification of major geographic features important to the study of early man	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 1
1.2 Explain that early humans were hunters & gatherers whose survival depended on availability of resources	Describe the hunter-gatherer societies during the Paleolithic Era (Old Stone Age): • Were nomadic (migrated in search of food, water, shelter) • Invented the first tools, including simple weapons • Learned how to make fire • Lived in clans • Developed oral language • Created "cave art"	• Verbal responses to necessity of nomadic lifestyle to pursue food and climatic resources • Verbal answers to questions on early and simple cultural interactions	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 1
1.3 Explain that the beginning of settled agriculture was a major step in the advance of civilization	Identify the activities of societies during the Neolithic Era (New Stone Age): • Developed agriculture • Domesticated animals • Used advanced tools • Made pottery	• Written responses on early stages of agricultural development and its importance to settling of early man from nomadic to static	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 1

1.4 Explain that archaeologists continue to find and interpret evidence of early humans and their lives	Research archaeologists' study of past cultures by: • Locating and analyzing human remains, fossils, and artifacts • Applying scientific tests such as carbon dating to analyze fossils and artifacts	• Written responses about the scientists' use of limited evidence to draw conclusions about prehistoric life	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 1

CONTENT: Ancient History
CORE CONCEPT 2: Beginning of Civilization
MAJOR OBJECTIVE: Demonstrate knowledge of the ancient river valley civilization of Mesopotamia, in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Explain that during the New Stone Age, permanent settlements appeared in Mesopotamia	Map the locations of the earliest river civilizations (about 3500 to 500 B.C.): • Mesopotamian civilization—Tigris and Euphrates River Valleys (Southwest Asia)	• Observation of student maps, for size, scale, color, landforms, and locations, especially the relevant river valleys	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 2
2.2 Explain that river valleys were the "Cradles of Civilization." Early civilizations made major contributions to social, political, and economic progress	Describe that a Cradle of Civilization is an area of land that can support early human existence through farming because of fertile soil, from flooding and silt, and regular sources of irrigation for crops.	• Written responses to question- "Why is this river valley called the Cradle of Civilization?" • Observation of student maps, for size, scale, color, landforms, and locations, especially the relevant rivers	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 2
2.3 Explain the development of social patterns of ancient river valley civilizations including hereditary rulers and a rigid class system, where slavery was accepted	Describe the development of political patterns of ancient river valley civilizations: • World's first states (city-states, kingdoms, empires) • Centralized government (often based on religious authority) • Written law codes (Code of Hammurabi)	• Written responses to questions about the geography of Mesopotamia shaping life in Sumer	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 2
2.4 Explain that new farming techniques lead to increased economic activities	Describe the development of economic patterns of ancient river valley civilizations: • Metal tools and weapons • Increasing agricultural surplus (better tools, plows, irrigation) • Development of the world's first cities	• Describe the impact that increased faming had on trade	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 2

CONTENT: Ancient History
CORE CONCEPT 3: Early River Valleys
MAJOR OBJECTIVE: Demonstrate knowledge of the civilizations of Egypt, and the Fertile Crescent, i.e. Persians, Hebrews and Phoenicians, in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Explain that during the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent	Map the locations of the earliest river civilizations (about 3500 to 500 B.C.): • Egyptian civilization—Nile River Valley and Delta (Africa)	• Observation of student maps, for size, scale, color, landforms, and locations, especially the relevant river valleys	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 2
3.2 Explain that these river valleys were also the "Cradles of Civilization" along with Mesopotamian civilization	Map the locations of early civilizations (2000 to 500 B.C.): • Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in SW Asia) • Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in SW Asia)	• Observation of student maps, for size, scale, color, landforms, and locations, especially the relevant river valleys	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 2
3.3 Explain the development of social patterns of ancient river valley civilizations including hereditary rulers and a rigid class system, where slavery was accepted	Describe the development of political patterns of ancient river valley civilizations: • World's first states (city-states, kingdoms, empires) • Centralized government (often based on religious authority)	• Verbal responses to questions on social patterns including how early rulers get justify their power and why written law codes were so important	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 2

3.4 Explain that religion was a major part of life in all early civilizations	Summarize the religious traditions that developed in ancient civilizations: • Polytheism was practiced by most early civilizations • Monotheism was practiced by the Hebrews	• Written responses to questions about the geography that shaped life in Egypt and the Fertile Crescent, including the importance of the Nile River	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 2

CONTENT: Ancient History
CORE CONCEPT 3: Early River Valleys
MAJOR OBJECTIVE: Demonstrate knowledge of the civilizations of Egypt, and the Fertile Crescent, i.e. Persians, Hebrews and Phoenicians, in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.5 Explain that new farming techniques lead to increased economic activities	Describe the development of economic patterns of ancient river valley civilizations: • Metal tools and weapons (bronze, iron) • Increasing agricultural surplus (better tools, plows, irrigation) • Increasing trade along rivers and by sea (Phoenicians) • Development of the world's first cities • Specialization of labor	• Written responses to questions involving the development of new farming techniques, tools, and the corresponding economic advancement in early civilizations	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 2
3.6 Explain that the monotheism of Abraham became the foundation of Judaism, Christianity, and Islam—religions that changed the world	Identify the origins of Judaism and describe the essential beliefs, traditions, and customs of Judaism: • Abraham, Moses, Jerusalem • First to believe in one God (monotheism) • Torah, which contains written records and beliefs of Hebrews • Ten Commandments, which state moral and religious conduct	• Verbal responses about Abraham serving as the common founder of most monotheistic religions	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 2
3.7 Explain that Persia, built on earlier Central Asian and Mesopotamian civilizations, developed the largest empire in the world	Locate, on a map, the boundaries of the Persian Empire and what civilizations they had conquered to control that area	• Observation of student maps, for size, scale, color, landforms, and locations, especially the relevant empires and river valleys	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 2

3.8 Explain that Persian culture developed new technologies that spread throughout their empire and into neighboring empires	Identify new technologies as: • Smelting of iron • Irrigation systems for Hanging Gardens of Babylon used for crops	• Verbal responses to questions about the development of new Persian technologies and their spread throughout the empire	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 2
3.9 Explain that one of the region's most famous rulers was Nebuchadnezzar who ruled the Chaldean empire from Babylon, in the Fertile Crescent	Describe how the Fertile Crescent rulers governed their empire: • Tolerance of conquered peoples • Development of imperial bureaucracy • Zoroastrianism as a religion • Road system	• Plot the achievements and causes of decline of several major empires in the Fertile Crescent, including Nebuchadnezzar's Chaldeans and the Persians	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 2

CONTENT: Ancient History
CORE CONCEPT 4: Eastern River Valleys
MAJOR OBJECTIVE: Demonstrate knowledge of the civilizations of Persia, India, and China in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Explain that classical Indian civilization began in the Indus River Valley and spread to the Ganges River Valley, then through the Indian subcontinent. It continued with little interruption because of its geographic location	Summarize how physical geography and location were important to the development of Indian civilization: • Physical barriers such as the Himalayas, the Hindu Kush, and the Indian Ocean made invasion more difficult • Mountain passes in the Hindu Kush provided invasion routes into the Indian subcontinent • The Indus and Ganges were the most important rivers in the Indian subcontinent	• Observation of student maps, for size, scale, color, landforms, and locations, especially the relevant empires and river valleys • Written responses to questions inquiring about identifying what physical barriers made an invasion of the Indian subcontinent difficult and the two most important rivers in the region	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 3
4.2 Explain that the Indo-Aryan people invaded the area, creating a rigidly structured society (caste system) blended with native beliefs	Describe the impact the Aryans had on India and include the importance of the caste system to Indian culture: • Migration, assertion of dominance • Rigid caste system (hereditary), which influenced all social interactions and choices of occupations	• Written responses to questions involving the impact the Indo-Aryan people had on the region after their invasion and how they influenced life there	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 3
4.3 Explain that during the Golden Age of classical Indian culture, Indian people made significant contributions to world civilization	Identify the accomplishments of the Indian civilization: • Golden age of classical Indian culture • Contributions—mathematics, new textiles, literature • Development of Hinduism	• Verbal responses to the development of Indian culture and the associated accomplishments during the Golden Age of India	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 3

4.4 Explain that Hinduism influenced Indian society and culture and is still practiced in India today	List the characteristics of the Hindu religion: • Caste system in religious law based on occupations • Belief in many forms of one major deity • Reincarnation: Cycles of rebirth • Karma: Future reincarnation based on present behavior • Vedas and Upanishads: Sacred writings	• Evaluate the ideas of karma and reincarnation through written response to actions the students have done in this life that would increase or decrease their standing in the next life	

CONTENT: Ancient History
CORE CONCEPT 4: Eastern River Valleys
MAJOR OBJECTIVE: Demonstrate knowledge of the civilizations of Persia, India, and China in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.5 Explain that Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal	List the characteristics of Buddhism: • Founder: Siddhartha Gautama (Buddha- Enlightened One) • Asoka's missionaries and their writings spread Buddhism from India to China and other parts of Asia • Four Noble Truths • Eightfold Path to Enlightenment	• Verbal responses to questions involving the characteristics of Buddhism including the story of its founder, its spread, and its belief structure outlined in the Four Noble Truths and the Eightfold Path	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 3
4.6 Explain that classical China was centered on the Huang He (Yellow River) and was geographically isolated	Explain that migratory invaders raided Chinese settlements from the North • The Great Wall was built as for protection and as a line of defense against these invasions	• Observation of student maps, for size, scale, color, landforms, and locations, especially the relevant empires and river valleys	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 4
4.7 Explain that China was governed by a succession of ruling families called dynasties, among the most important was the Shang dynasty	State that the Chinese rulers were considered divine • They served under a Mandate of Heaven only as long as their rule was just	• Written responses about the dynasties of China, using the Shang as an example of a family that ruled through a Mandate of Heaven	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 4

4.8 Explain that Yin/Yang represented opposites for Confucianism and Taoism	Identify the contributions of Confucianism in forming the social order in China: • Belief that humans are good, not bad • Respect for elders • Code of politeness, still used in Chinese society today • Emphasis on education • Ancestor worship Identify the contribution of Taoism in forming Chinese culture and values: • Humility • Simple life and inner peace • Harmony with nature	• Written responses to the importance of the Yin Yang symbol to different Chinese philosophies and religions, focusing on the development of contributions to Chinese culture from Confucianism and Taoism	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 4
4.9 Explain that the Silk Roads facilitated trade and contact between China and other cultures as far away as Rome	Show the spread of the contributions of classical China to world civilization: • civil service system • paper • porcelain • silk	• Written responses about the contributions of Chinese culture to modern society	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 4

CONTENT: Ancient History
CORE CONCEPT 5: Greece
MAJOR OBJECTIVE: Demonstrate knowledge of ancient Greece in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Explain that the physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization	Map the location of these geographic attributes of Greece: • Aegean Sea • Greek peninsula, Europe, Asia Minor • Mediterranean Sea • Athens, Sparta, Troy	• Observation of student maps, for size, scale, color, landforms, and locations, especially the relevant civilization	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 5
5.2 Explain that the expansion of Greek civilization, through trade and colonization, led to the spread of Hellenic culture across the Mediterranean and Black seas	The development of the cultures of Crete and Mycenae influenced Greek society to the extent that certain trade items extended Greek control of the Aegean Sea such as: • Pottery • Olives/olive oil • Lumber	• Show the spread of Hellenic culture from Crete and Mycenae throughout the Aegean Sea basin to include all of modern Greece, parts of Asia Minor and Macedonia using student created maps	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 5
5.3 Explain that Greek mythology was based on a polytheistic religion that was integral to the culture, politics, and art in ancient Greece	Describe how mythology helped the early Greek civilization explain the natural world and the human condition: • Based on polytheistic religion • Explanations of natural phenomena, human qualities, and life events	• Identify Greek gods and matching the names of the gods to their respective jobs or duties • Gain an understanding of the myths and their associated metaphors for life and culture in Greece	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 5
5.4 Identify the impact of Greek gods and goddesses on later civilizations and the contemporary world	Read the stories of specific gods to include but not limited to: • Zeus, Hera, Apollo, Artemis, Athena, and Aphrodite	• As a cross-curricular activity, identify myths as a genre of literature	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 5

CONTENT: Ancient History
CORE CONCEPT 5: Greece
MAJOR OBJECTIVE: Demonstrate knowledge of ancient Greece in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.5 Explain that Greece grew in importance because its economic and social development was stronger than its neighboring civilizations	Describe the economic and social development of Greece: • Farming (limited arable land) • Commerce and the spread of Hellenic culture • Shift from barter to money economy (coins)	• Verbal responses to questions regarding the impact of trade and commerce spreading Hellenic cultural values throughout the Aegean world	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 5
5.6 Explain that classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision-making. It became a foundation of modern democracies	The Romans disenfranchised: • Women • Children • Aliens • Slaves • Poor Compare to modern voting rights	• Written responses involving the voting process and rights in Greece compared to modern voting rights in America	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 5
5.7 Contrast philosophies of government that divided the Greek city-states of Athens (democracy) and Sparta (oligarchy)	Graphically organize the philosophies of: Athens • Stages in evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy • Tyrants who worked for reform: Draco, Solon • Origin of democratic principles: public debate, duties of the citizen Sparta • Oligarchy • Rigid social structure • Militaristic and aggressive society	• Written responses on the contrasting philosophies of the two most powerful Greek city-states	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 5

5.8 Describe the social structure and citizenship in the Greek polis	Compare to modern voting rights • Citizens (free adult males) had political rights and the responsibility of civic participation in government • Women and foreigners had no political rights • Slaves had no political rights	• Verbal responses to a comparison of modern citizens' responsibilities in voting, the government's fight against voter apathy and the election process contrasted to the Greek revolutionary acceptance of the development of an electoral process open to its free adult males	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 5
5.9 Explain that the Greeks defeated the Persian Empire and preserved their political independence	Summarize the importance of wars with Persia, from 499 to 449 B.C., to the development of Greek culture: • Persian wars united Athens and Sparta against the Persian Empire • Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the Aegean Sea • Athens preserved its independence and continued innovations in government and culture	• Graphically organize the events and battles of the Greco-Persian wars, including the importance of the Athenian navy and the Spartan army	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 5
5.10 Explain that competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War	Display maps of Peloponnesian battles. • Macedonian conquest of Greece followed the weakening of Greek defenses during the Peloponnesian War	• Verbal responses to map inquiries including the defeat of Athens during the Peloponnesian war and the subsequent invasion from Macedonia	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 5

5.11 Explain that Alexander the Great adopted Greek culture and spread Hellenistic influences throughout his vast empire	Summarize and map the Macedonian conquest and Alexander the Great's contributions to the spread of Hellenistic culture: Phillip II, King of Macedon • Conquered most of Greece Alexander the Great • Established an empire from Greece to Egypt and the margins of India • Extended Greek cultural influences • Blended of Greek and oriental elements • Spread Hellenistic culture through trade	• Show the spread of Hellenic culture throughout the Aegean Sea basin to include all of modern Greece, parts of Asia Minor and Macedonia, as well as expansion into the Persian empire, using student created maps	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 6
5.12 Identify contributions of Greek culture to Western civilization	Write an essay on Greek contributions: • Drama: Aeschylus, Sophocles • Poetry: Homer (Iliad and Odyssey) • History: Herodotus, Thucydides • Sculpture: Phidias • Architecture: Types of columns • Science: Archimedes, Hippocrates • Mathematics: Euclid, Pythagoras • Philosophy: Socrates, Plato, Aristotle	• Written responses in the essay on Greek contributions to later and modern civilizations	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 6

CONTENT: Ancient History
CORE CONCEPT 6: Rome
MAJOR OBJECTIVE: Demonstrate knowledge of ancient Rome in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Explain that the Italian peninsula was protected by the sea and an arc of Europe's highest mountains, the Alps	Summarize the importance of geographic location to the economic, social, and political development of ancient Rome: • Rome—Centrally located in the Mediterranean Basin and distant from eastern Mediterranean powers • Italian Peninsula • Alps—Protection • Mediterranean Sea—Protection, sea-borne commerce	• Show the spread of Roman culture throughout the Italian Peninsula using student created maps	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7
6.2 Explain that Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art	Summarize Roman mythology: • Based on the Greek polytheistic religion • Explanations of natural phenomena, human qualities, and life events • Read the stories of specific gods to include but not limited to: Jupiter, Juno, Apollo, Diana, Minerva, and Venus	• Matching the names of the gods to their respective jobs or duties, as well as to their corresponding Greek deity	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7
6.3 Explain that many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology	As a group, discuss impact on other cultures to include: • Symbols and images in literature, art, monumental architecture, and politics	• Verbal responses on impact of Roman culture on other cultures, including modern society	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7

6.4 Explain that the Roman Republic made major strides in the development of representative democracy, which became a foundation of modern democracy	Draw a pyramid of the social structure in the Roman Republic: • Patricians—Small but powerful nobility • Plebeians—Majority of population, middle and lower classes • Women--- Not allowed to vote • Slaves—Not based on race	• Create a social structure pyramid, in which the people at the top of the pyramid (Patricians) may be smaller in number but have far more political power than those at the bottom of the pyramid (Women and Slave) who have less power	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7

CONTENT: Ancient History
CORE CONCEPT 6: Rome
MAJOR OBJECTIVE: Demonstrate knowledge of ancient Rome in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.5 Describe the features of democracy in the Roman Republic	Summarize the citizenship of the Roman Republic and compare to Greek and modern citizens: • Patrician and plebeian men • Selected foreigners • Rights and responsibilities of citizenship (taxes, military service) • Representative democracy • Assemblies • The Senate and the Consuls • Laws of Rome codified as Twelve Tables	• Written responses to questions comparing and contrasting the rights and responsibilities of citizens in the Roman Republic, in the democracies of Greece, and in modern societies • Identify the various parts of the Roman Republic's government that established a series of checks and balances later used in the formation of modern governing styles	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7
6.6 Explain that after the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture	Describe the Punic Wars between Rome and Carthage from 264 to 146 B.C. in a graphic organizer: • Rome and Carthage were in competition for trade. • Hannibal invaded the Italian Peninsula. • Three wars resulted in Roman victory, the destruction of Carthage, and expanded trade and wealth for Rome	• Graphically organize the chronology and events of the Punic wars, as well as the territory and people involved in each of the three • Written responses to questions and maps about the results of the three wars, to include information on the destruction of Carthage, the salting of its fields, and the expansion of the Roman empire to include all of the Northern Africa, Spain and the Fertile Crescent	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7

6.7 Explain that the Roman Republic, in the face of changing social and economic conditions, failed to survive challenges by Julius Caesar, succumbed to civil war, and was replaced by an imperial regime, the Roman Empire	Summarize the causes for the decline of the Roman Republic: • Spread of slavery in the agricultural system • Migration of small farmers into cities and unemployment • Civil war over the power of Julius Caesar and the Triumvirates • Devaluation of Roman currency; inflation	• Verbal responses to questions about the decline of the Roman Republic to include trends in Roman farmer migrations into the cities of Rome and bloody civil wars and assassinations that resulted from Julius Caesar's rise to power and the power of the Two Triumvirates	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7
6.8 Explain that Augustus Caesar established the Roman Empire by instituting civil service, rule by law, a common coinage, and secure travel and trade throughout the Empire	Draw maps of the evolution of the Roman Empire and spread of Roman culture: • Mediterranean basin • Northern Africa • Europe • Hellenistic world of the Eastern Mediterranean • Western Europe as a frontier • Gaul • British Isles	• Show the spread of Roman culture throughout the Mediterranean basin and into Western Europe using students created maps	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7

6.9 Explain that, following Augustus Caesar, the Roman Empire enjoyed 200 years of peace and prosperity known as the Pax Romana, and that there was an expansion and solidification of Roman Empire	Graphically organize the impacts of Pax Romana on the Empire: Economic impact • Established uniform system of money, which helped to expand trade • Guaranteed safe travel and trade on Roman roads • Promoted prosperity and stability Social impact • Returned stability to social classes • Increased emphasis on the family Political impact • Created a civil service • Developed a uniform rule of law	• Written responses to the graphic organizer on Pax Romana and its period of peace and prosperity	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7
6.10 Explain that the followers of Jesus spread Christianity throughout the Roman Empire, bringing it into conflict with Roman polytheism and eventually changing Western civilization	Condense the origins of Christianity within the Roman Empire: • Had its roots in Judaism • Was led by Jesus of Nazareth, who was proclaimed the Messiah • Conflicted with polytheistic beliefs of Roman Empire	• Written responses to questions involving the origins of Christianity, its conflicts with Rome and the results of those conflicts to include the crucifixion of Jesus	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7

6.11 Explain that, as the Roman Empire declined in the West, the Church in Rome grew in importance, membership, and influence	Map the proliferation of Christianity and examine the methods of its spread: • Carried by the Apostles, including Paul, throughout the Roman Empire • Slowed as a result of persecution by Roman authorities • Adopted and legalized by Emperor Constantine	• Show the spread of the Christian religion throughout the Mediterranean basin, throughout Europe, including the route taken by the Apostle Paul in his missionary journeys	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7
6.12 Explain the impact of the early Church of Rome in the late Roman Empire in that the Church became an example of moral authority, loyalty to the church became more important than loyalty to the Emperor and the Church became main unifying force of Western Europe	Outline the essential beliefs, traditions, and customs of the early Christian faith: • Monotheism • Jesus as both Son and incarnation of God • Life after death • New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians • Christian doctrine established by early church councils	• Written responses to questions about the beliefs of early Christians and the impact of those beliefs on the Roman Empire	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7

6.13 Explain that over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems	Identify the following causes for the decline of the Western Roman Empire and describe which are external and which are internal: • Economy—The cost of defense and devaluation of Roman currency • Military—Army membership starting to include invaders, resulting in decline of discipline • Moral decay—People's loss of faith in Rome's government and the family • Political problems—Civil conflict and weak or tyrannical administrations • Move of capital by Constantine from Rome to Byzantium, renaming it Constantinople • Increase in power of Eastern Roman Empire (Byzantines)	• Written responses to questions about external and internal causes of the decline of the Western Roman Empire	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7
6.14 Explain that Mongol armies invaded Russia, Southwest Asia, and China, creating an empire	Summarize the effects of the Mongol army invasions: • Invaded Russia, China and Muslim states in Southwest Asia, destroying cities and countryside • Created an empire	• Written responses to questions about the effects of Mongol army invasions and the empire that those invasions created to replace the dying Western Roman Empire	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 10

6.15 Explain that the capital of the Eastern Roman Empire was changed to Constantinople to provide political, economic, and military advantages	Explore the importance of the location of Constantinople: • Protection of the eastern frontier • Distance from Germanic invasions in the western empire • Crossroads of trade • Easily fortified site on a peninsula bordering natural harbor • Seat of the Byzantine Empire until Ottoman conquest • Preserved classical Greco-Roman culture	• Written responses to questions about the location of Constantinople and why the invasions and collapse of the Western Roman Empire made it so important	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 10
6.16 Explain that, as the first to codify Roman law, Justinian provided the basis for the law codes of Western Europe, allowing the Byzantine Empire to reach its height in culture and prosperity	Analyze the influence of Emperor Justinian on the expansion of the Byzantine Empire: • Codification of Roman law (impact on European legal codes) • Re-conquest of former Roman territories • Expansion of trade	• Written responses to questions about the influence of the emperor Justinian and his re-conquests of the Western Roman Empire, as well as his changes to the legal system of Rome	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 10
6.17 Explain that Greek and Roman traditions were preserved in the Byzantine Empire	Summarize how Greek and Roman culture survived with the Byzantine Empire: • Continued flourishing of Greco-Roman traditions • Greek language (as contrasted with Latin in the West) • Greek Orthodox Christianity • Greek and Roman knowledge preserved in Byzantine libraries	• Verbal responses to questions involving the survival of Greek and Roman customs and traditions in the Byzantine Empire, thanks in large part to expanded education and libraries, Greek Orthodox Christian ceremonies, and a re-emergence of the Greek language	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 10

6.18 Explain that the cultural and political differences between the eastern and western Roman Empire weakened the unity of the Christian Church and led to its division	Sort the similarities and differences of the Eastern and Western Church and explain the division with the Christian Church: Eastern Church • Centered in Constantinople • Close to seat of power after Constantinople became capital • Use of Greek language in the liturgy Western Church • Centered in Rome • Farther from seat of power after Constantinople became capital • Use of Latin language in the liturgy Division between Western and Eastern Churches • Authority of the Pope eventually accepted in the West • Practices such as celibacy eventually accepted in the West	• Written responses to comparison and contrast exercises on the similarities and differences of the Eastern and Western Christian Church	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 10
6.19 Explain that Ottoman Turks conquered the Byzantines and describe the impact Ottoman invasions had on Constantinople	Describe the effects of the Ottoman invasions of Europe: • Constantinople fell to the Ottoman Turks, ending the Byzantine's rule and became capital of the Ottoman Empire as Istanbul	• Written responses to questions about the effects of Ottoman army invasions and the empire that those invasions created to replace the dying Eastern Roman Empire	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 10

6.20 Explain that conquests and trade spread Roman cultural and technological achievements throughout the Empire and that western civilization was influenced by the cultural achievements of Rome	Write an essay on the contributions of Rome: • Art/architecture: Pantheon, Coliseum, Forum • Technology: Roads, aqueducts, Roman arches • Science: Ptolemy • Medicine: Emphasis on public health (public baths; public water system; medical schools) • Language: Latin, Romance • Literature: Virgil's Aeneid • Religion: Roman mythology; adoption of Christianity as the imperial religion • Law: The principle of "innocent until proven guilty" (from the Twelve Tables)	• Written responses on the contributions of Rome to later and modern civilizations	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 7

CONTENT: Ancient History
CORE CONCEPT 7: Islamic Civilization
MAJOR OBJECTIVE: Demonstrate knowledge of the Islamic civilization in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Explain that the revelations of Muhammad form the basis of the Islamic religion and explain that, Muslim rule expanded rapidly, overcoming geographic barriers, and weakened political empires	Identify the origins and map the spread of Islam: • Muhammad, the Prophet • Mecca and Medina on the Arabian Peninsula: Early Muslim cities • Muhammad and his followers spread Islam across Asia and Africa, and into Spain • Geographic extent of first Muslim empire • Diffusion along trade routes from Mecca and Medina • Expansion despite great distances, desert environments, and mountain barriers • Spread into the Fertile Crescent, Iran, and Central Asia, facilitated by weak Byzantine and Persian empires	• Written responses to questions about the origins of the Islamic religion • Show the spread of the Islamic religion throughout the Middle East, Northern Africa and the Mediterranean basin, using student created maps	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 11
7.2 Explain that Islamic traditions and customs developed over centuries and created a distinct Muslim culture	Label the beliefs, traditions, and customs of Islam: • Monotheism (Allah, Arabic word for “God”) • Koran as a holy book • Five pillars of Islam • Acceptance of Judeo-Christian prophets, including Moses and Jesus	• Verbal responses to questions that help explain Islamic traditions and customs	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 11

7.3 Explain that major historical turning points marked the spread and influence of Islamic civilization	Identify these turning points: • Sunni-Shi'a division • Muslim conquest of Jerusalem and Damascus • Muslim defeat at the Battle of Tours	• Verbal responses to questions involving the key points during the spread of Islamic influence	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 11
7.4 Explain that early Islamic civilization was characterized by achievements in science and the arts that contributed to world civilization and explain that Islamic civilization preserved ancient Greek, Persian, and Indian learning	Write an essay on the cultural and scientific contributions of Islamic civilization: Cultural contributions • Architecture (Dome of the Rock) • Mosaics • Arabic alphabet • Universities • Translation of ancient texts into Arabic Scientific contributions • Arabic numerals (adapted from India), including zero • Algebra • Medicine • Expansion of geographic knowledge	• Written responses on the cultural and scientific contributions of the Islamic civilization • Verbal responses to questions about how these contributions helped preserve and expanded upon the learning of other civilizations	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 11

CONTENT: Ancient History
CORE CONCEPT 8: Middle Ages
MAJOR OBJECTIVE: Demonstrate knowledge of the Middle Ages in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Explain that during the Middle Ages, the Pope anointed the Holy Roman Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people	Distinguish the foundations of early medieval society: • Classical heritage of Rome • Christian beliefs • Customs of Germanic tribes	• Verbal responses to the foundations of early medieval society, including Rome, Church, and Germanic customs	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 13
8.2 Explain that the Roman Catholic Church grew in importance after Roman authority declined. It became the unifying force in western Europe	State the influence of the Roman Catholic Church in Europe: • Monasteries preserved Greco-Roman cultural achievements. • Missionaries carried Christianity and Latin alphabet to Germanic tribes • Pope anointed Charlemagne Holy Roman Emperor • Parish priests served religious and social needs of the people	• Written responses to questions about the growing importance of the Christian Church during the Middle Ages, including the process of a Pope anointing an emperor, showing the Church's power over the political government	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 13
8.3 Explain that invasions shattered Roman protection over the Empire	Explain that the decline of Roman influence in Western Europe • Left people with little protection against invasion • Poor were forced to enter into feudal agreements • Land-holding lords promised protection in exchange for labor	• Verbal responses to questions about how modern societies are protected and what modern citizens have to give in exchange for protection against invasion	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 13

8.4 Explain how the medieval manor functioned as a social and economic system	Describe the feudal society during the Middle Ages: • Fief • Vassals • Serfs • Feudal obligations • Rigid class structure • Self-sufficient manors	• Written responses on the medieval manor's division of labor, protection and the obligations and responsibilities of each part of the feudal system	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 13

CONTENT: Ancient History
CORE CONCEPT 8: Middle Ages
MAJOR OBJECTIVE: Demonstrate knowledge of the Middle Ages in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.5 Explain the Age of Charlemagne and how he revived the idea of the Roman Empire	Infer that as a result of the Frankish kings using military power to expand their territory: • Franks emerged as a force in Western Europe • Pope crowned the Emperor of the Holy Roman Empire • Power of the church was established in political life • Roman culture was revived	• Written responses to the inferences that came as a result of the Franks using military power to expand, including the power of Charlemagne and the revival of the Holy Roman Empire • Identify these actions as resulting in the re-establishment of a Christian empire in Europe	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 13
8.6 Explain that invasions by Angles, Saxons, and Vikings disrupted the social, economic, and political order of Europe	View maps of the influence of various invasions on the development of Europe: • Angles and Saxons from continental Europe settled in England • Vikings from Scandinavia settled in Russia • Manors with castles provided protection from invaders, reinforcing the feudal system • Invasions disrupted trade, towns declined, and the feudal system was again strengthened	• Show the influence and conquests of the Angles, Saxons, and Vikings, using student created maps	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 13

CONTENT: Ancient History
CORE CONCEPT 9: Medieval Period
MAJOR OBJECTIVE: Demonstrate knowledge of the late Medieval Period in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Explain that during the Medieval Period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia	List and view maps of the major trade routes in the Eastern Hemisphere from 1000 to 1500 A.D.: • Silk roads across Asia to the Mediterranean basin • Maritime routes across the Indian Ocean • Trans-Saharan routes across North Africa • Northern European links with the Black Sea • Western European sea and river trade • South China Sea and lands of Southeast Asia	• Written responses to questions about the importance of cities' location along these trade routes in order to increase economic power and influence • Identify the economic advantages to trade route cities in Italy, Northern European and German Hanseastic League cities	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 14
9.2 Explain how the English expanded their territories and consolidated their power	Show map of expansion of English possessions and share that the following applied to England: • William the Conqueror, leader of the Norman Conquest, united most of England • Common law had its beginnings during the reign of Henry II. • King John signed the Magna Carta, limiting the King's power • The Hundred Years' War between England and France helped define England as a nation	• Written responses to questions involving the expansion of the English territory	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 14

9.3 Explain how the French expanded their territories and consolidated their power	Show map of expansion of French possessions and share that the following applied to France: • Hugh Capet established the French throne in Paris, and his dynasty gradually expanded their control over most of France • The Hundred Years' War between England and France helped define France as a nation • Joan of Arc was a unifying factor	• Written responses to questions involving the expansion of the French territory	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 14
9.4 Explain how the Spanish expanded their territories and consolidated their power	Show map of expansion of Spanish possessions and share that the following applied to Spain: • Ferdinand and Isabella unified the country and expelled Muslim Moors • Spanish Empire in the Western Hemisphere expanded under Philip II	• Written responses to questions involving the expansion of the Spanish territory	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 14

CONTENT: Ancient History
CORE CONCEPT 9: Medieval Period
MAJOR OBJECTIVE: Demonstrate knowledge of the late Medieval Period in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.5 Explain how the Russians expanded their territories and consolidated their power	Show map of expansion of Russian possessions and share that the following applied to Russia: • Ivan the Great threw off the rule of the Mongols, centralized power in Moscow, and expanded the Russian nation • Power was centralized in the hands of the tsar • The Orthodox Church influenced unification	• Written responses to questions involving the expansion of the Russian territory	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 14
9.6 Explain that crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims	List the key events and effects of the Crusades: Key events of Crusades • Pope Urban's speech • The capture of Jerusalem • Founding of Crusader states • Loss of Jerusalem to Saladin • Sack of Constantinople by western Crusaders Key effects of Crusades • Weakened the Pope and nobles; strengthened monarchs • Stimulated trade throughout the Mediterranean area and the Middle East • Left a legacy of bitterness among Christians, Jews, and Muslims • Weakened the Byzantine Empire	• Written responses of the key events and effects of the Crusades, including that their goal was to switch control of the Holy Land from Muslim religious leaders to Christian religious leaders • Contributions to discussion on statements that war still rages in this portion of the world, involving religious disputes and conflicts for thousands of years	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 14

9.7 Explain that in the fourteenth century, the Black Death (bubonic plague) decimated the population of much of Asia and then the population of much of Europe	Summarize the impact the Black Death had on economic and social institutions in much of Asia and then in Europe: • Decline in population • Scarcity of labor • Some freed of feudal obligation • Decline of church influence • Disruption of trade	• Verbal responses to questions about the Black Death and its impacts on economic and social institutions	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 14
9.8 Explain that education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations and, as a result, it was church scholars who preserved ancient literature in monasteries in the East and West	Discuss as a group how European scholars began to interpret and value ancient learning: • Church scholars • Were among the very few who could read and write • Worked in monasteries • Translated Greek and Arabic works into Latin • Made new knowledge in philosophy, medicine, and science available in Europe • Laid the foundation for the rise of universities in Europe	• Verbal response to questions about education during the Middle Ages and how it was largely confined to Church scholars	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 14

CONTENT: Ancient History
CORE CONCEPT 10: Renaissance
MAJOR OBJECTIVE: Demonstrate knowledge of the European Renaissance in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Explain that the Crusades stimulated trade by introducing Europeans to many desirable products and that trade promoted frequent contacts with the Byzantine and Muslim Empires	Re-document the economic effects of the Crusades: • Increased demand for Middle Eastern products • Stimulated production of goods to trade in Middle Eastern markets • Encouraged the use of credit and banking	• Written responses to questions about the effects of the Crusades and how the stimulated trade increased contact with a variety of civilizations	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 15
10.2 Explain that new economic institutions developed during the Renaissance	Identify the new economic concepts of the Renaissance: • Church rule against usury and the banks' practice of charging interest helped to secularize northern Italy • Letters of credit served to expand the supply of money and expedite trade • New accounting and bookkeeping practices (use of Arabic numerals) were introduced	• Written responses to questions involving the development of new economic institutions, including charging of interest, credit, and Arabic numerals	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 15

10.3 Explain that wealth accumulated from European trade with the Middle East led to the rise of Italian city-states	Map the benefit of geographic location to northern Italian cities during the Renaissance period. Include an explanation of how these cities achieved importance and developed politically: • Florence, Venice, and Genoa • Had access to trade routes connecting Europe with Middle Eastern markets • Served as trading centers for the distribution of goods to northern Europe • Were initially independent city-states governed as republics	• Show the importance of location of Italian cities to trade routes, using student created maps	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 15
10.4 Explain that Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule	Describe and read passages about Machiavelli's ideas on power as defined in his book, The Prince: • An early modern treatise on government • Supported absolute power of the ruler • Maintains that the end justifies the means • Advises that one should do good if possible, but do evil when necessary	• Verbal responses to questions about Machiavelli's ideas on power, focusing on how The Prince continues to act as a guide for many modern politicians in their pursuit of power	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 15

CONTENT: Ancient History
CORE CONCEPT 10: Renaissance
MAJOR OBJECTIVE: Demonstrate knowledge of the European Renaissance in terms of geography, social structure, government, religion and contributions to later societies

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.5 Explain that the Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works which glorified city-states in northern Italy. Renaissance art and literature focused on individuals and worldly matters, along with Christianity	Identify prominent Italian Renaissance artists and writers: • Leonardo da Vinci—Mona Lisa and The Last Supper • Michelangelo—Ceiling of the Sistine Chapel and David • Petrarch—Sonnets, humanist scholarship	• Verbal and written responses to viewing Renaissance-style works of art	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 15
10.6 Explain the, with the rise of trade, travel and literacy, the Italian Renaissance spread to northern Europe. The art and literature changed as people of different cultures adopted Renaissance ideas	Identify how ideas of the Italian Renaissance changed as they became adopted in northern Europe: • Growing wealth in Northern Europe supported Renaissance ideas • Northern Renaissance thinkers merged a focus on humanity with Christianity • The movable type printing press and the production and sale of books (Gutenberg Bible) helped disseminate ideas	• Written responses to questions about ideas and changes of the Northern Renaissance	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 15
10.7 Explain that Northern Renaissance artists portrayed religious and secular subjects	Identify the important artists and writers of the Northern Renaissance: • Erasmus---The Praise of Folly • Sir Thomas More---Utopia • Shakespeare--- Playwright	• Written responses to questions about artists and writers of the Northern Renaissance	• Teacher generated printed materials • Teacher generated online materials • IU supplied media resources • World History: The Human Journey class text chapter 15

IV. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Ancient History:

A: 100%-90%

B: 89%-80%

C: 79%-70%

D: 69%-60%

F: Below 60%

B. Individual student grades will be determined at the conclusion of each marking period based on:

1. Tests
2. Quizzes
3. Projects
4. Homework
5. Class work

V3 Academy Cyber Charter School

AP Calculus

AP Calculus

I. PHILOSOPHY

The AP Calculus course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. Calculus concepts will be explored and explained using a variety of techniques---verbal explanation, numerical patterns, graphical displays, and analytical reasoning. Using more than one of these approaches to a concept encourages a deeper understanding of the concept. The connections between these strategies are also important.

Technological applications using graphing calculators, the Smartboard, and internet websites can provide a visual representation of calculus concepts and reinforce the relationships between the geometrical, numerical, analytical, and verbal expressions of calculus. Technology is also used to confirm written work, to implement experimentation, and to assist in interpreting results. Ideally, calculus will become an interrelated whole for students in the AP Calculus class through the unifying themes of derivatives, integrals, limits, approximations, and applications and modeling rather than a collection or unrelated topics. These themes are developed using all the functions. Ideally, students will be able to connect calculus concepts to everyday life through many applications to the environment, the sciences, and the social sciences.

II. CORE CONCEPTS

1. **Functions and Graphs**
2. **Limits**
3. **Derivatives**
4. **Applications of the Derivative**
5. **Integrals**
6. **Applications of the Integral**

III. COURSE OF STUDY

A. Course of Study: AP Calculus

B. Grade Level: 12

C. Length of Course: 1 year

1. Frequency: Every Day

2. Duration: 1 hour

3. Length: 180 days

D. Academic Level: Enriched

E. Credits: 1 credit

F. Prerequisites: 80% in Pre-calculus

G. Course Description: It is expected that a student taking this course will also take the Advanced Placement Calculus AB exam offered in the spring for a fee, as this course is designed to prepare students for that exam. Most colleges offer credit to students who pass the exam. The topics covered in this course include plane analytic geometry; functions, limits and continuity; differentiation and integration of algebraic and trigonometric functions with applications.

IV.CONTENT: AP Calculus

CORE CONCEPT 1: Functions and Graphs

MAJOR OBJECTIVE: Analysis of Graphs

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Apply the properties of function families to sketch the graph of each basic function without the aid of graphing technology.	Analyze the characteristics of these basic functions: $y = k$ $y = x$ $y = x^2$ $y = x^3$ $y = \sqrt{x}$ $y = \sqrt[3]{x}$ $y = \frac{1}{x}$ $y = \frac{1}{x^2}$ $y = \lvert x \rvert$ $y = \lVert x \rVert$ $y = e^x$ $y = \ln x$ trigonometric functions	Practice on applying the properties of function families to sketch the graph of each basic function without the aid of graphing technology. White board practice sketching basic graphs. Quiz on sketching the graphs of basic functions by applying the properties of function families to sketch the graph of each basic function without the aid of graphing technology.	Textbook Teacher generated materials on identifying the basic functions and sketching them. White boards.

CONTENT: AP Calculus
CORE CONCEPT 1: Functions and Graphs
MAJOR OBJECTIVE: Analysis of Graphs

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.2 Analyze the functional relationship between variables.	Determine the symmetry of a function. (graphically, numerically and algebraically). Analyze the behavior of even and odd functions. Express composite and inverse functions. Write absolute value functions as piecewise functions. Analyze and graph functions defined in pieces.	Practice problems on determining the symmetry of a function (graphically, numerically and algebraically). Graphing activity on piecewise functions which involves writing absolute value functions as piecewise functions. Quiz and test on writing absolute value functions as piecewise functions, analyzing the behavior of even and odd functions and expressing composite and inverse functions.	Textbook. Graphing paper. Graphing calculators.
1.3 Determine the domain and range of a function and its inverse.	Identify the domain and range from the graph of a function. Determine the domain and range of a function analytically.	Graphing calculator activity on identifying the domain and range from the graph of a function. Practice problems identifying the domain and range from the graph of a function.	Textbook. Graphing calculator.

CONTENT: AP Calculus
CORE CONCEPT 1: Functions and Graphs
MAJOR OBJECTIVE: Analysis of Graphs

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.4 Sketch geometric transformations of a graph.	Given a graph of a function and a constant k apply the translations, reflections and dilations of $f(x)$ to: $kf(x)$ $f(kx)$ $f(-x)$ $-f(x)$ $f(x+k)$ $f(x)+k$	White board activity practicing translations, reflections and dilations. Class and group discussion on transformations of graphs. Quiz on graphing a function and a constant k by applying the rules of translations, reflections and dilations.	Textbook. Graphing calculator. White board.

CONTENT: AP Calculus
CORE CONCEPT 1: Functions and Graphs
MAJOR OBJECTIVE: Analysis of Graphs

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.5 Analyze and solve exponential equations and inequalities.	Solve exponential growth and exponential decay problems. Apply exponential functions to problem solving situations such as exponential growth and decay, finance, environment, and biology.	Graphing calculator exploration analyzing and solving exponential equations and inequalities. Practice problems on applying exponential functions to problem solving situations such as exponential growth and decay, finance, environment, and biology. Test on applying exponential functions to problem solving situations such as exponential growth and decay, finance, environment, and biology.	Textbook. Graphing calculator.
1.6 Analyze and solve logarithmic equations.	Relate the basic characteristics of logarithmic functions to their graphs. Apply properties of logarithms to simplify and solve logarithmic functions and/or equations. Apply logarithmic functions to problem solving situations.	Graphing calculator exploration on relating the basic characteristics of logarithmic functions to their graphs. Practice problems on applying properties of logarithms to simplify and solve logarithmic functions and/or equations. Test on solving logarithmic equations by applying properties of logarithms.	Textbook. Graphing calculator.

CONTENT: AP Calculus
CORE CONCEPT 1: Functions and Graphs
MAJOR OBJECTIVE: Analysis of Graphs

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.7 Analyze and solve trigonometric equations and inequalities.	Use graphs of trigonometric functions to investigate and apply: • Periodicity. • Even and odd trigonometric functions. • Transformations of trigonometric graphs. Apply trigonometric functions to problem solving situations. Simplify and solve inverse trigonometric functions.	Graphing activity on analyzing and solving trigonometric equations and inequalities. Practice problems on applying trigonometric functions to problem solving situations. Quiz and/or test on solving trigonometric equations.	Textbook. Graphing calculator.

CONTENT: AP Calculus
CORE CONCEPT 2: Limits
MAJOR OBJECTIVE: Limits of functions

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Understand the limiting process.	Define limit. Estimate limits from graphs or tables of data.	Class discussion of the tangent line problem and the area problem. Graph problems to determine the limit of a function at a point.	Textbook. Teacher resource materials. Web site: www.calculus-help.com. Smartboard.
2.2 Evaluate limits of all functions.	Use limit notation appropriately. Apply properties of limits to simplify limits of all functions. Calculate limits algebraically. Determine and compare one-sided and two-sided limits.	Practice problems on calculating limits algebraically and graphically. Graphing calculator exploration on limits. Creation of a graphic organizer on evaluating limits. Quiz or test on limits using tables, graphs and analysis.	Textbook. Graphing calculator. Web site: www.jamesrahn.com

CONTENT: AP Calculus
CORE CONCEPT 2: Limits
MAJOR OBJECTIVE: Asymptotic and unbounded behavior

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Describe asymptotic behavior in terms of limits.	Understand asymptotes in terms of graphical behavior. Define vertical asymptotes as a limit or limits involving infinity. Relate the $\lim_{x \to a} f(x)$ to the graph of a vertical asymptote. Define horizontal asymptotes as a limit or limits. Apply the End Behavior Model. Relate the $\lim_{x \to \infty} f(x)$ to the graph of a horizontal asymptote. Describe limits involving infinity.	Graphing calculator exploration on asymptotes. Practice problems defining vertical asymptotes as a limit or limits involving infinity. Practice problems defining horizontal asymptotes as a limit or limits. Apply the End Behavior Model. Quiz or test on describing asymptotic behavior in terms of limits.	Textbook. Graphing calculator. Concepts Worksheet www.calculus-help.com. Smartboard.
2.4 Compare relative magnitudes of functions and their rates of change.	Contrast exponential growth, polynomial growth, and logarithmic growth.	Practice problems comparing magnitudes of functions and their rates of change.	Textbook.

CONTENT: AP Calculus
CORE CONCEPT 2: Limits
MAJOR OBJECTIVE: Asymptotic and unbounded behavior

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.5 Understand continuity intuitively.	Recognize continuity when close values of the domain lead to close values of the range. Classify basic functions as continuous or discontinuous.	Class discussion on recognizing continuity when close values of the domain lead to close values of the range.	Textbook. Web site: www.calculus-help.com. Smartboard. Concepts Worksheet
2.6 Understand continuity in terms of limits.	Define continuous functions. Analyze properties of continuous functions. Extend to continuity at a point.	Practice problems on defining continuity and determining if a function is continuous or discontinuous. Class activity on properties of continuous functions. Quiz and/or test on defining and determining continuity.	Textbook. Web site: www.jamesrahn.com
2.7 Understand graphs of continuous functions geometrically.	Apply the Intermediate Value Theorem and the Extreme Value Theorem to continuous functions.	Practice problems on the Intermediate Value Theorem. Practice problems on the Extreme Value Theorem. Quiz on the Intermediate Value Theorem and/or the Extreme Value Theorem.	Textbook. Website: www.calculus-help.com. Smartboard.

CONTENT: AP Calculus
CORE CONCEPT 3: Derivatives
MAJOR OBJECTIVE: Concept of the derivative

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Determine derivatives graphically, numerically, and analytically.	Estimate the derivative of *f* at points on a graph. Estimate derivatives of *f* at points from a table of values. Utilize the numerical derivative capabilities of a calculator.	Practice problems on estimating the derivative of *f* at points on a graph. Practice problems on estimating derivatives of *f* at points from a table of values.	Textbook. Website: www.calculus-help.com. Smartboard.
3.2 Interpret the derivative as an instantaneous rate of change.	Compare average rates vs. instantaneous rates of change. Relate tangent lines to a curve as an extension of the linearity of the curve. Interpret the slope of a curve as an instantaneous rate of change. Determine the slope of a curve at a point by relating local linearity to differentiability. Define normal to a curve. Apply rates of change to velocity.	Class discussion on average rates of change vs. instantaneous rates of change. Practice problems on interpreting the derivative as an instantaneous rate of change. Quiz and/or test on interpreting the derivative as an instantaneous rate of change. Graphing calculator activity on relating tangent lines to a curve as an extension of the linearity of the curve. Written steps showing how to find a tangent line.	Textbook. Graphing calculator. Web site: www.jamesrahn.com
3.3 Determine the derivative using the limit of the difference quotient.	Derive the difference quotient. Determine one-sided derivatives.	Quiz questions on determining the derivative using the limit of the difference quotient.	Textbook.

CONTENT: AP Calculus
CORE CONCEPT 3: Derivatives
MAJOR OBJECTIVE: Derivatives as a function

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.4 Determine when a function is differentiable.	Relate differentiability to continuity.	Class discussion on the relationship between differentiability and continuity.	Textbook. Concepts Worksheet
3.5 Write an equation for the line tangent to a curve at a point.	Use tangent line equations to: • approximate function values close to the point of tangency (linear approximation) • write differential equations • estimate change with differentials	Practice problems on writing equation for lines tangent to a curve at a point. Quiz and/or test on writing equations for tangent lines.	Textbook. Web site: www.jamesrahn.com
3.6 Approximate the rate of change from graphs and tables of values.	Determine numerical rates of change for a set of given data. Estimate rates of change using lines tangent to the graph.	Practice approximating rate of change from graphs and tables of values. Quiz and/or test question on approximating rate of change from graphs and tables of values.	Textbook.

CONTENT: AP Calculus
CORE CONCEPT 3: Derivatives
MAJOR OBJECTIVE: Derivatives as a function

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.7 Connect the graph of *f'* and *f"* with the graph of *f*.	Define increasing and decreasing functions. Relate the increasing and decreasing behavior of *f* to the sign of *f'* Use *f'* to determine monotonicity. Relate the concavity of *f* to the sign of *f"*. Define points of inflection. Interpret the behavior of *f*, *f'*, and *f"* and connect it to the graph of *f*.	Graphing calculator exploration: Finding *f* from *f'*. Sketches of polynomial and rational functions. Group activity connecting the behavior of the function to the first and second derivative. Quiz and test questions on connecting the behavior of the function to the first and second derivative.	Textbook. Concepts Worksheet Web site: www.jamesrahn.com
3.8 Apply the Mean Value Theorem.	Interpret the Mean Value Theorem graphically. Explore the geometrical interpretation of the Mean Value Theorem. Apply the Mean Value Theorem to problem solving situations.	Apply Mean Value Theorem through graphing calculator activity. Practice problems on the Mean Value Theorem. Quiz and/or test questions on the Mean Value Theorem.	Textbook. Graphing calculator. Concepts Worksheet Website: www.calculus-help.com. Smartboard.

CONTENT: AP Calculus
CORE CONCEPT 3: Derivatives
MAJOR OBJECTIVE: Derivatives as a function

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.9 Develop basic differentiation rules.	Find the derivative of basic functions, including constant, power, exponential, logarithmic, trigonometric, and inverse trigonometric functions. Apply the basic rules for the derivative of sums, differences, constant multiple, products, and quotients of functions.	Skill practice on applying the rules for differentiation. Homework problems on finding the derivative of basic functions, including constant, power, exponential, logarithmic, trigonometric, and inverse trigonometric functions. Quiz and/or test questions on finding the derivative of basic functions, including constant, power, exponential, logarithmic, trigonometric, and inverse trigonometric functions.	Textbook. Website: www.calculus-help.com. Smartboard.
3.10 Apply the Chain Rule to differentiate composite functions.	Determine the composite parts of functions. Intuitively develop the Chain Rule.	White board practice on identifying composite functions. Class discussion and group activity on applying the Chain Rule to differentiate composite functions.	Textbook. Whiteboard.
3.11 Understand implicit differentiation.	Find the derivative of implicitly defined functions.	Class discussion on developing strategies for differentiating implicit functions. Homework problems on finding derivatives of implicit functions. Quiz and/or test questions on derivatives of implicit functions.	Textbook. Concepts Worksheet Website: www.calculus-help.com. Smartboard.

CONTENT: AP Calculus
CORE CONCEPT 4: Applications of the Derivative
MAJOR OBJECTIVE: Analysis of curves

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Analyze curves.	Analyze and sketch the graph of a function using: • x- and y-intercepts • symmetry • domain and range • continuity • vertical asymptotes • relative extreme • increasing/decreasing behavior • concavity • points of inflection • horizontal asymptotes • infinite limits at infinity	Class work on sketching a graph from given information. Homework problems on sketching graphs with given information. Quiz and/or test questions on curve sketching given the following information: • x- and y-intercepts • symmetry • domain and range • continuity • vertical asymptotes • relative extreme • increasing/decreasing behavior • concavity • points of inflection • horizontal asymptotes • infinite limits at infinity	Textbook. Concepts Worksheet. Graphing Calculator. Web site: www.jamesrahn.com

CONTENT: AP Calculus
CORE CONCEPT 4: Applications of the Derivative
MAJOR OBJECTIVE: Analysis of curves

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.2 Apply differentiation to optimize quantities.	Locate and calculate global (absolute) extrema. Locate and calculate local (relative) extreme. Compare the difference between local and global extreme and strategies to determine each. Find extrema on open and closed intervals. Apply the First Derivative Test. Implement strategies for solving optimization problems: • Make a sketch • Write a formula • Reduce to one variable • Determine feasible domain • Apply the first derivative • Solve Apply to business and industry, mathematics and economics problem solving situations.	Construction of a box with the maximum volume. Analytical representation of construction. Homework problems on evaluating extreme by applying the First Derivative Test. Practice problems relating to business and industry, mathematics and economics problem solving situations. Quiz and/or test questions on applying differentiation to optimize quantities.	Textbook. Graph paper. Scissors, tape. Smartboard.

CONTENT: AP Calculus
CORE CONCEPT 4: Applications of the Derivative
MAJOR OBJECTIVE: Interpretation of the derivative

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Model rates of change.	Solve related rates problems.	Graphing calculator exploration on motion along a line simulation. Homework problems on modeling rates of change. Quiz and/or test questions on modeling rates of change.	Textbook. Graphing Calculator. Smartboard.
4.4 Use implicit differentiation to find the derivative of an inverse function.	Find the derivative of the inverse of a function without the inverse.	Homework problems on derivatives of inverse functions.	Textbook. Concepts Worksheet.
4.5 Interpret the derivative as a rate of change in varied applied contexts.	Relate the derivative to position, velocity and acceleration: • Velocity is the derivative of position. • Speed is the absolute value of velocity. • Acceleration is the derivative of velocity.	Homework problems on determining the velocity, speed and acceleration of an object. Quiz and/or test questions on interpreting the derivative as a rate of change in varied applied contexts.	Textbook. Concepts Worksheet.

CONTENT: AP Calculus
CORE CONCEPT 4: Applications of the Derivative
MAJOR OBJECTIVE: Interpretation of the derivative

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.6 Interpret differential equations via slope fields.	Relate slope fields to the solution curves for differential equations. Interpret slope fields geometrically.	Homework problems on relating slope fields to the solution curves for differential equations. Homework on interpreting slope fields geometrically. Quiz and/or test questions on interpreting differential equations via slope fields.	Textbook. College Board – Free response questions.

CONTENT: AP Calculus
CORE CONCEPT 5: Integrals
MAJOR OBJECTIVE: Interpretations and properties of definite integrals

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Understand the relationship between the integral and the area under the curve.	Compute Riemann sums using left endpoints, right endpoints, and midpoints to approximate the area under the curve. Define the definite integral as $\lim_{n\to\infty}\sum_{k=1}^{n} f(c_k)\Delta x$. Use and apply appropriate vocabulary: • constant of integration • variable of integration • integrand • indefinite integral. Evaluate the definite integral using geometric formulas.	Class activity on approximating area using Riemann sums. Homework problems on computing Riemann sums using left endpoints, right endpoints, and midpoints to approximate the area under the curve. Quiz and/or test question understanding the relationship between the integral and the area under the curve.	Textbook. Web site: www.jamesrahn.com
5.2 Understand the relationship between the integral, velocity, and distance traveled.	Interpret distance as the area under the graph of the velocity function.	Class activity on approximating distance by using Riemann sums to approximate the area under the velocity curve.	Textbook.

CONTENT: AP Calculus
CORE CONCEPT 5: Integrals
MAJOR OBJECTIVE: Interpretations and properties of definite integrals

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Understand the Fundamental Theorem of Calculus, Part 1.	Define and apply the Fundamental Theorem, Part 1. • Realize that integration and differentiation are inverse operations • Apply the Chain Rule to find $\frac{dy}{dx}\int_a^u f(t)dt$ if $u = f(x)$	Homework problems on the Fundamental Theorem, Part 1. Quiz and/or test questions on the Fundamental Theorem, Part 1.	Textbook. Concepts Worksheet. College Board --- Free response questions.
5.4 Analyze the Fundamental Theorem of Calculus, Part 2 graphically and analytically.	Evaluate definite integrals. Use the Fundamental Theorem Part 2 to: • represent a particular antiderivative.	Homework problems on evaluating definite integrals. Quiz and/or test questions on evaluating definite integrals.	Textbook.
5.5 Develop basic integration techniques.	Apply the properties of integrals. Find antiderivatives following directly from derivatives of basic functions Develop integration from area under the curve. Recognize that the integral represents net change. Integrate using *u*-substitution. (include change of limits.).	Class discussion relating area under the curve to integration. Homework problems on *u*-substitution integration. Quiz and/or test questions on using *u*-substitution.	Textbook.

CONTENT: AP Calculus
CORE CONCEPT 5: Integrals
MAJOR OBJECTIVE: Interpretations and properties of definite integrals

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.6 Use numerical approximations to definite integrals.	Use Rieman sums to approximate definite integrals of functions represented algebraically, graphically, and/or tables. Apply the method of trapezoidal sums to approximate definite integrals of functions represented algebraically, graphically, and by tables.	Homework problems on applying the Trapezoidal method. Quiz and/or test questions on applying the method of trapezoidal sums to approximate definite integrals of functions represented algebraically, graphically, and by tables.	Textbook. College Board --- Free response questions.

CONTENT: AP Calculus
CORE CONCEPT 6: Applications of the Integral
MAJOR OBJECTIVE: Use the integral to evaluate accumulated change

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Find specific antiderivatives.	Use initial conditions to determine the specific function from a family of antiderivatives. Relate antiderivatives and indefinite integrals. Describe motion along a line: • Direction of movement • Speeding up or slowing down • Acceleration to right or left • Particle is stopped	Simulation problem on motion along a line. Homework problems using initial conditions to determine the specific function from a family of antiderivatives. Quiz and/or test questions on motion along a line and questions on initial conditions.	Textbook. Graphing Calculator. College Board – Free response questions.
6.2 Use separable differential equations to model problems.	Apply algebraic and integration techniques to solve separable differential equations. Develop mathematical model for exponential growth/decay problems. Model exponential growth/decay with separable differential equations.	Homework problems on applying algebraic and integration techniques to solve separable differential equations. Homework problems on developing mathematical models for exponential growth/decay problems. Quiz and/or test questions on exponential growth/decay and separable differential equations.	Textbook. College Board – Free response questions.

CONTENT: AP Calculus
CORE CONCEPT 6: Applications of the Integral
MAJOR OBJECTIVE: Use the integral to evaluate accumulated change

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Use integration as a mathematical model for applications of area, volume, distance, accumulation.	Determine distance traveled by a particle along a line. Explain the difference between position and displacement. Calculate total consumption over time. Calculate the area between two curves, the area enclosed by intersecting curves, and the area of a region with changing boundaries. Understand volume as an integral. Determine volume of solids by cross sections and by circular cross sections.	Practice problems on evaluating the definite integral, applications to area and area between two curves and volume. Quiz and/or test questions on the definite integral, applications to area and area between two curves and volume. Class project on illustrating volume by disks and/or washers using sculpted cheese blocks.	Textbook. Concepts Worksheet. Web site: www.jamesrahn.com College Board – Free response questions.

CONTENT: AP Calculus
CORE CONCEPT 6: Applications of the Integral
MAJOR OBJECTIVE: Use the integral to evaluate accumulated change

CURRICULUM STANDARD: Concepts of Calculus			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.4 Calculate the average value of a function on an interval.	Define the Mean Value Theorem for Integrals. Apply and evaluate the Mean Value Theorem for Integrals to problem solving situations.	Homework problems on the Mean Value Theorem for Integrals. Quiz and/or test questions on the Mean Value Theorem for Integrals.	Textbook. College Board – Free response questions.

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Advanced Placement Calculus AB

90% - 100%	=	A	Exceptional Achievement
80% - 89%	=	B	Outstanding Achievement
70% - 79%	=	C	Satisfactory Achievement
60% - 69%	=	D	Passing, but not satisfactory achievement
Below 60%	=	F	Failing

B Each student will be graded at the end of each nine-week period using a point system based on the following criteria:

1. Homework
2. Class work
3. Problem-solving activities
4. Computer lab activities/Graphing calculator activities
5. Quizzes
6. Tests

C. Extra credit opportunities may be built into the lessons during each nine-week period.

V3 Academy Cyber Charter School

Art History

I. PHILOSOPHY

In this Art History course, students will be exposed to art production, historical and cultural context, critical process, and aesthetic process. Students will have opportunities to identify and describe art from prehistoric times to present time, while examining early Egyptian art through that of the Greek and Roman eras. Students will look closely at art from India, China, Japan, Africa, and Native Americans and examine the art of cultures such as: Christian, Byzantine, Islamic, Roman, and Gothic. Modern European art is also covered as well as art from the modern era. The students will be able to use a historical approach to analyze art and a critical approach to interpret it. Throughout this course, students will discuss various artworks, research artists online, create documents and presentations demonstrating concepts learned, and produce several artworks using techniques described in the course.

II. CORE CONCEPTS

1. Understand that art from prehistoric times to present time is different and identify the differences.
2. Begin the course of study by examining the early Egyptian art and then continuing through that of the Greek and Roman eras.
3. Examine art from India, China, Japan, Africa, and Native Americans.
4. Examine the art of Christian, Byzantine and Islamic cultures, as well as Roman and Gothic art.
5. Identify modern European art as well as art from the modern era.
6. Use a historical approach to analyze art and a critical approach to interpret it.
7. Discuss various artworks, research artists online, create documents and presentations demonstrating concepts learned, and produce several artworks using techniques described in the course.

III. COURSE OF STUDY

A. Course Study: Art History

B. Grade Level: 9-12

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: Elective

E. Credits: 1.0

F. Prerequisites: none

G. Course Description:

In this Art History course, students will be exposed to art production, historical and cultural context, critical process, and aesthetic process. Students will have opportunities to identify and describe art from prehistoric times to present time, while examining early Egyptian art through that of the Greek and Roman eras. Students will look closely at art from India, China, Japan, Africa, and Native Americans and examine the art of cultures such as: Christian, Byzantine, Islamic, Roman, and Gothic. Modern European art is also covered as well as art from the modern era. The students will be able to use a historical approach to analyze art and a critical approach to interpret it. Throughout this course, students will discuss various artworks, research artists online, create documents and presentations demonstrating concepts learned, and produce several artworks using techniques described in the course.

VI. ESSENTIAL QUESTIONS

1. How do you define art?
2. Explain the difference between how art criticism and art history differ.
3. How is the choice of materials used in a sculpture important to both the sculptor and the viewer?
4. Explain how successful works of art achieve unity by using the elements and principles.
5. What are the four steps in the process of art criticism and how do you apply them?
6. Why did prehistoric people create art?
7. Explain the role religion played in the development of the pyramids.
8. Discuss the contributions made by Myron, Phidias, and Polyclitus to Greek sculpture.
9. What are the characteristics of Roman public buildings?
10. What influenced Japanese art?
11. Discuss the influence of geography and beliefs on the artworks created by Native American cultures.
12. Describe how artworks made of enduring materials provide information about the technologies and social structures of African peoples who lived centuries ago.
13. Describe the relationship between early Christian art and religious beliefs.
14. Describe the structural changes made in churches during the Romanesque period.
15. Discuss the accomplishments of Duccio and Giotto.
16. Identify the singular contributions of three Renaissance giants - Leonardo da Vinci, Michelangelo, and Raphael.
17. Identify innovations introduced by Hugo van der Goes.
18. Identify factors that caused artists of northern Europe to be divided in their stylistic preferences.
19. Describe the style and the most important works of three major Spanish painters of the period.
20. Explain how Goya opened up the visual arts to include highly personal and subjective vision as subject matter.

V. KEY SKILLS

1. Creating and Understanding Art
2. Art of Early Civilizations
3. Art of Rising Civilizations
4. Art of Asia, the Americas, and Africa
5. Art in Quest of Salvation
6. Art of an Emerging Modern Europe
7. Art of the Modern Era

VI. PA STANDARDS ALIGNMENT

1. 9.1 Production, Performance, and Exhibition of Dance, Music, Theatre, and Visual Arts
2. 9.2. Historical and Cultural Contexts
3. 9.3. Critical Response
4. 9.4. Aesthetic Response

VII. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Art History

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

B. Individual student grades will be determined at the conclusion of a nine-week period base on:

1. Cumulative Journal
2. Discussion Board Questions with Class and Teacher Input
3. Individual Art Projects
4. Unit Tests

V3 Academy Cyber Charter School

Traditional Biology

Traditional Biology

I. PHILOSOPHY

Traditional Biology is designed to be a survey course in general biology. Because of the rapid expansion of knowledge in the biological sciences today, it is impossible to present detailed information from all the branches of biology in a one-year course.

A buffet-style approach is taken by offering the students small samples of relevant information about the main themes of biology. This approach will not only prepare the students for more specific science courses to be taken later but also should help them understand and evaluate how biological sciences influence their daily lives.

The textbook selected for this course is used mainly as a reference. Periodic reading assignments are required to give the students the needed background information to provide an adequate foundation for class discussion or laboratory problem. The chapter by chapter approach outlined in the book has been discarded. Current periodicals are used to supplement the biology text.

The laboratory program draws activities from many sources. Thought provoking questions related to laboratory observations are answered and handed in after each laboratory session. Generally one or more lab or field sessions are provided every week during the school year.

II. CORE CONCEPTS

1. Inquiry and Design- Introduction to science using the scientific method
2. Environment- Human impact on the Earth
3. Biochemical - Chemical structure and function of organic molecules
4. Cell - Cellular functions, cell reproduction, and transport of materials across membranes
5. Energetics - Cellular energy and life
6. Genes - Form and function of DNA and RNA
7. Genetics - Mendel's Laws of heredity and genetic engineering
8. Diversity of Life - Taxonomy and classification of living organisms
9. Bacteria / Virus - How bacteria and viruses affect humans
10. Natural Selection - adaptation and change

III. COURSE OF STUDY

- Course Study: SCIENCE (TRADITIONAL BIOLOGY)
- Grade Level: 10
- Length of Course:
  - Frequency: Every Day
  - Duration: 1 Hour
  - Length: 180 Days
- Academic Level: Academic
- Credits: 1.0
- Prerequisites: None
- Course Description:

  Traditional Biology is a survey course designed to allow students to become familiar with the great varieties of studies within the biological sciences. Since it is impossible for students to become biological specialists in one year, the course presents the great themes of biology: organization, reproduction, continuity, energy, and adaptation. Special emphasis will be given to lab skills and ability to work cooperatively to solve biological problems. Model building, simulation and a wide variety of AV materials are used. Quality note taking will be emphasized.

CONTENT: Traditional Biology
CORE CONCEPT: 1 Inquiry and Design
MAJOR OBJECTIVE: Introduction to science using the scientific method

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Investigate the various fields of Biology	Students will investigate different specimens from various fields of Biology in order to identify each area of Biology such as Ecology, Botany, Genetics, etc.	• Teacher observation of student exploration into the various fields of biology	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
1.2 Delineate between living and non living, based on the characteristics of life S11.B.3.1	Students will delineate between living and non living by defining the characteristics of life, and using them to identify living organisms S11.B.3.1.2	• Teacher evaluation of student ability to make observations about living and non-living specimens based on characteristics of what it means to have life	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
1.3 List the ways in which Biology affects human lives and predict the implication that Biology will have in the future S11.A.1.1 S11.B.3.2	Students will list five ways Biology affects them in different aspects of their lives including, but not limited to: food production, medical care, and terrorism S11.A.1.1.4 S11.A.1.1.5 S11.B.3.2.2 S11.B.3.2.3	• Teacher evaluation of student written summary and critique of current periodicals on real world situations	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, current media
1.4 Create an experimental design based on the principles of the Scientific Method S11.A.2.1.	Students will create an experimental design based on teacher and student generated questions and interpret the results using the scientific method S11.A.2.1.1 S11.A.2.1.2	• Teacher evaluation of student experimental designs, data and lab write up	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials

CONTENT: Traditional Biology
CORE CONCEPT: 2 Environment
MAJOR OBJECTIVE: Human impact on the Earth

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Identify the carrying capacity of various species S11.B.3.1 S11.B.3.2 S11.A.1.3	Students will identify the carrying capacity of various species by examining the limiting factors and growth rates and predicting the carrying capacity of the Earth S11.B.3.1.1 S11.B.3.2.1 S11.B.3.1.2 S11.B.3.2.2 S11.B.3.1.3 S11.B.3.2.3 S11.B.3.1.5 S11.A.1.3.3	• Teacher observation of written report and class discussion on population dynamics • Teacher evaluation of students performance on Lincoln / Peterson population estimation	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, Lincoln / Peterson population lab
2.2 Investigate the causes and effects of water pollution S11.B.3.1 S11.B.3.2 S11.B.3.3 S11.A.1.3 S11.D.1.3	Students will investigate the causes and effects of water pollution by using topographic maps to determine Pennsylvania watersheds, testing the water quality, and discussing the historical impacts humans had on the water supply S11.B.3.1.1 S11.B.3.2.3 S11.B.3.1.4 S11.B.3.3.1 S11.B.3.1.5 S11.A.1.3.3 S11.D.1.3.1 S11.D.1.3.2 S11.D.1.3.3	• Teacher observation of individuals during small group work while water quality testing on local water ways • Student lab write-up on reasons for water quality of a body of water. • Teacher evaluation of student identification of the local and regional watersheds • Teacher evaluation of whole class discussion on historical impact on the local waterways	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, topographic maps, water testing equipment (pH, dissolved oxygen, phosphate, nitrate, temp)

CONTENT: Traditional Biology
CORE CONCEPT: 2 Environment
MAJOR OBJECTIVE: Human impact on the Earth

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Investigate the causes and effects of air pollution S11.B.3.1 S11.B.3.2 S11.D.2.1 S11.A.1.3	Students will investigate the causes and effects of air pollution by examining the current levels of ozone and greenhouse gasses, then comparing it to past atmospheric levels S11.B.3.1.5 S11.B.3.2.3 S11.D.2.1.1 S11.D.2.1.2	• Teacher evaluation of student performance on greenhouse and ozone hole activity • Teacher assessment of student written summary on current environmental topics	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, current data on ozone and greenhouse gasses
2.4 Investigate the causes and effects of soil pollution S11.A.1.3 S11.B.3.3	Students will investigate the causes and effects of soil pollution by discussing the implications of landfills and alternatives to landfills S11.A.1.3.3 S11.A.1.3.4 S11.B.3.3.2 S11.B.3.3.3	• Teacher observation of whole class discussion on landfill practices and the alternatives	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, computer tour of Lebanon Co landfill
2.5 Investigate the impact of our natural resources and alternatives S11.C.2.2 S11.D.1.2	Students will investigate the alternative solutions to our energy crises by researching and discussing our use of natural resources S11.C.2.2.1 S11.C.2.2.2 S11.C.2.2.3 S11.D.1.2.1 S11.D.1.2.2	• Teacher evaluation of written report on the positive and negative impacts of using alternative energy sources (researching alt sources in our area)	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, pictures of local alternative energy sources

CONTENT: Traditional Biology
CORE CONCEPT: 3 Biochemistry
MAJOR OBJECTIVE: Chemical structure and function of organic molecules

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Explain patterns in the periodic table S11.A.3.3 S11.C.1.1	Students will explain the relationships between elements in the same family and or same group by using the periodic table S11.A.3.3.2 S11.3.3.3 S11.C.1.1.1 S11.C.1.1.3 S11.C.1.1.4	• Teacher evaluation of student demonstration of the patterns in the periodic table	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, periodic table
3.2 Discuss the use of specific elements in the periodic table S11.A.1.1	Students will discuss the use of specific elements like oxygen, carbon, hydrogen and groups like acids and bases, as they relate to the biological sciences S11.A.1.1.4 S11.A.1.1.5	• Teacher observation of whole group discussion of common biological elements • Student written summary on current elements talked about in the media	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
3.3 Examine the role macromolecules play in our daily lives S11.B.1.1	Students will examine the role proteins, lipids, carbohydrates, and nucleic acids play in relating to the human body S11.B.1.1.1 S11.B.1.1.2 S11.B.1.1.3	• Teacher evaluation of student write up on macromolecule lab data tables	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials

CONTENT: Traditional Biology
CORE CONCEPT: 4 Cell
MAJOR OBJECTIVE: Cellular functions, cell reproduction, and transport of materials across membranes

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Identify the parts of a microscope	Student will identify the parts of a microscope on diagrams and on the microscope	• Teacher evaluation of student performance on labeling the microscope parts	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
4.2 Demonstrate the lab techniques and utilization of the microscope S11.A.2.2	Students will demonstrate utilization of microscope skills by making wet mount slides and calculating the size of an object under the microscope S11.A.2.2.1 S11.A.2.2.2	• Teacher observation of student demonstration of lab techniques and utilization of the microscope • Teacher evaluation of student calculation of organism size under the microscope	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
4.3 Identify the functions and parts of the cell S11.B.1.1	Students will identify the part of the cell under the microscope Students will identify the difference between plant and animal cells S11.B.1.1.1 S11.B.1.1.2	• Teacher evaluation of student performance on matching cell parts with functions • Teacher evaluation of student written comparison between plant and animal cell	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, plant and animal specimens

CONTENT: Traditional Biology
CORE CONCEPT: 4 Cell
MAJOR OBJECTIVE: Cellular functions, cell reproduction, and transport of materials across membranes

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.4 Examine the anatomy and function of the cell membrane S11.A.1.1	Student will examine the functions and importance of the phospholipid bilayer and proteins found with in the cell membrane S11.A.1.1.5	• Teacher evaluation of student performance on osmometer written lab report • Teacher evaluation of data sheet from reflex lab • Teacher evaluation of written summary on the ability to apply concepts to a classroom demonstration on diffusion	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, osmometer lab, reflex lab
4.5 Compare the process of mitosis and meiosis S11.B.1.1	Students will compare the similarities and differences between mitosis and meiosis, how they function, and why each one is important S11.B.1.1.3	• Teacher and student evaluation of individuals during mitosis/meiosis group work • Teacher evaluation of student observation of onion mitosis lab	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, onion mitosis lab

CONTENT: Traditional Biology
CORE CONCEPT: 5 Energetics
MAJOR OBJECTIVE: Cellular energy and life

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Identify the laws of thermodynamics S11.B.1.1	Students will identify the laws of thermodynamics by experiencing some of them first hand S11.B.1.1.3	• Teacher evaluation of student application of the laws of thermodynamics	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
5.2 Summarize the types of chemical reactions S11.B.1.1 S11.C.1.1	Students will summarize the two types of chemical reactions: endergonic and exergonic S11.B.1.1.1 S11.C.1.1.3	• Teacher evaluation of student demonstration of endergonic and exergonic chemical reactions	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
5.3 Compare anaerobic and aerobic cellular respiration S11.B.1.1	Student will look at the end product of glycolysis and determine the fate of pyruvate in the presence of oxygen (oxidative respiration) or without oxygen (fermentation) S11.B.1.1.1 S11.B.1.1.3	• Teacher evaluation of written comparison of the importance and use of aerobic and anaerobic activities	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
5.4 Identify chemical reaction of cellular respiration S11.B.1.1	Students will identify the products and reactants of the chemical reaction for cellular respiration S11.B.1.1.3	• Teacher evaluation of student identification of the chemical reaction process in class discussion	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials

CONTENT: Traditional Biology
CORE CONCEPT: 5 Energetics
MAJOR OBJECTIVE: Cellular energy and life

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.5 Determine the energy content in food	Students will determine the energy content in 4 different common food products by reading nutritional labels and burning food products	• Teacher evaluation of student generated data sheet and lab write up on the energy content in food by calculating the heat energy given off by the known sample of food	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, calorimeter lab
5.6 Summarize the production of ATP from ADP S11.A.3.1 S11.B.1.1 S11.C.2.1	Students will summarize the production of ATP during Glycolysis, Citric Acid Cycle, and the Electron Transport Chain S11.A.3.1.4 S11.B.1.1.1 S11.B.1.1.3 S11.C.2.1.2	• Teacher evaluation of student comparison and written summary of the production of ATP from ADP	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
5.7 Investigate the properties of light S11.C.2.1	Students will investigate the electromagnetic spectrum, breaking it down to the properties of visible light S11.2.1.1	• Teacher investigation of whole class discussion on properties of light, how we use it and protect ourselves from the harmful effects	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
5.8 Identify the chemical reactions of photosynthesis S11.B.1.1	Students will identify the products and reactants of photosynthesis S11.B.1.1.3	• Teacher evaluation of student lab write up on the chemical reactions in plants that take place in the light and dark using elodea in both environments	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, elodea light / dark lab

CONTENT: Traditional Biology
CORE CONCEPT: 6 Genes
MAJOR OBJECTIVE: Form and function of DNA/RNA

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Analyze the structure of DNA S11.B.2.1 S11.B.2.2	Student will analyze the nucleotide structure and the chemical bonds that hold the nitrogenous bases together (sugar, phosphate, and base) S11.B.2.1.1 S11.B.2.2.1	• Teacher evaluation of student identification of the structure of DNA and RNA • Teacher observation of student ability to complete the structure of DNA / RNA lab • Student written summary on the implications of the human genome project	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, DNA/RNA lab, human genome video
6.2 Investigate the process of replication S11.B.2.2	Students will investigate the function of DNA polymerase in replication S11.B.2.2.1 S11.B.2.2.2 S11B.2.2.3	• Teacher evaluation of student ability to imitate the process of DNA replication using DNA models	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
6.3 Summarize the stages of protein synthesis	Students will summarize where and how transcription and translation take place during protein synthesis	• Teacher observation of student simulation of the steps of protein synthesis	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials

CONTENT: Traditional Biology
CORE CONCEPT: 7 Genetics
MAJOR OBJECTIVE: Mendel's Laws of heredity and genetic engineering

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Predict genetic outcomes S11.B.2.2	Student will predict genetic outcome of particular traits using information learned in meiosis S11.B.2.2.1 S11.B.2.2.2 S11.B.2.2.3	• Teacher evaluation of genetic crosses recorded about the students in data tables	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
7.2 Summarize Mendel's Laws of Heredity S11.B.2.1 S11.B.2.2	Students will summarize Mendel's Laws using the homozygous traits of the parental pea plant and comparing it to the heterozygous and homozygous traits of the f1 and f2 generations S11.B.2.1.1 S11.B.2.1.2 S11.B.2.2.1 S11.B.2.2.2 S11.B.2.2.3	• Teacher evaluation of student performance on Mendel's laws worksheet and activities • Teacher and student examination of written and oral report on genetic mutations	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, genetic research on computers
7.3 Diagram Punnett Squares	Students will diagram Punnett squares to predict the genotypes and phenotypes of the offspring from monohybrid and dihybrid crosses	• Teacher evaluation of student performance on diagramming Punnett squares using one or more traits	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
7.4 Discuss societal implication of biotechnology in genetic engineering S11.A.1.2	Students will discuss societal implications of cloning, gene therapy, karyotyping, and amniocentesis S11.A.1.2.2	• Teacher observation of student discussion on societal implications of biotechnology • Teacher evaluation of written report on the impacts that biotechnology plays on today's society	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials

CONTENT: Traditional Biology
CORE CONCEPT: 8 Diversity of Life
MAJOR OBJECTIVE: Taxonomy and classification of living organisms

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Categorize all living organisms S11.A.3.3 S11.B.1.1	Students will use and create dichotomous keys to categorize all living organisms into the various taxonomic levels S11.A.3.3.1 S11.A.3.3.2 S11.B.1.1.1 S11.B.1.1.2 S11.B.1.1.3	• Teachers evaluation of students use of dichotomous keys • Teacher evaluation of students ability to categorize organisms into taxonomic levels and create a dichotomous key	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, dichotomous keys
8.2 Compare characteristics of organisms in each kingdom S11.A.3.3 S11.B.1.1	Students will examine twelve preserved and live specimens and place them into different kingdoms according to their characteristics S11.A.3.3.1 S11.A.3.3.2 S11.B.1.1.1 S11.B.1.1.2 S11.B.1.1.3	• Teacher evaluation of student observations and identification of different characteristics that place organisms in different taxonomic levels	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, preserved specimens
8.3 Demonstrate the principles of scientific nomenclature	Students will demonstrate the principles of assigning a genus and species name to formulate the scientific names of organisms	• Teacher evaluation of students ability to form scientific name based on specific characteristics	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials

CONTENT: Traditional Biology
CORE CONCEPT: 9 Bacteria / Virus
MAJOR OBJECTIVE: How bacteria and viruses affect humans

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Differentiate between the anatomy and functions of bacteria and viruses S11.B.1.1	Students will differentiate between the life cycles and characteristics of bacteria and viruses which makes them a challenge to the human population S11.B.1.1.1 S11.B.1.1.2 S11.B.1.1.3	• Teacher evaluation of student performance on lab activity on collecting, growing, and comparing bacteria colonies • Teacher evaluation on discussion on the differences between bacteria and viruses	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
9.2 Discuss the affects of bacteria and viruses on humans S11.B.3.1	Students will discuss the positive and negative affects of bacteria and viruses in everyday life Students will discuss the role bacteria and viruses play in bioterrorism S11.B.3.1.2 S11.B.3.1.3	• Teacher evaluation of whole class discussion on the effects of bacteria and viruses on humans • Teacher examination of student generated brochure and written report on a bacterial or viral disease	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, computer research on bacteria and viruses
9.3 Evaluate prevention and cures for bacteria and viral infections S11.A.1.1 S11.A.1.2	Students will evaluate various prevention methods and cures for infectious diseases cause by ten bacteria and viruses S11.A.1.1.2 S.11.A.1.1.5 S11.A.1.2.1 S11.A.1.2.2	• Teacher evaluation of student lab write ups on the effectiveness of sanitation methods to help prevent infection	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials

CONTENT: Traditional Biology
CORE CONCEPT: 10 Natural Selection
MAJOR OBJECTIVE: Adaptation and change

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Discuss the theories of evolution and the origin of life S11.B.2.1	Students will discuss Big Bang, spontaneous generation, creationism, and other theories about the origin of life S11.B.2.1.1 S11.B.2.1.2 S11.B.2.2.3 S11.B.2.1.4	• Teacher observation of research report discussing similarities and differences of the various theories of the origin of life	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials
10.2 Examine the proof of adaptation S11.B.2.1	Students will examine the proof of adaptation by examining fossil records and fossil dating S11.B.2.1.1 S11.B.2.1.2 S11.B.2.2.3 S11.B.2.1.4	• Teacher evaluation of student performance on fossil comparison and fossil dating	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials, fossils
10.3 Discuss how mutations and natural selection cause evolution S11.B.2.1	Students will discuss how natural selection and mutations have been beneficial to certain traits like Sickle Cell Anemia and ling neck giraffes S11.B.2.1.1 S11.B.2.1.2 S11.B.2.2.3 S11.B.2.1.4	• Teacher observation of whole class discussion on natural selection and mutations and how it applies to real world organisms	Microscopes, lab equipment, classroom activities, demonstrations, textbooks, collected specimens, media, labs, teacher created materials

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Traditional Biology

90%-100%	= A
80%- 89%	= B
70%- 79%	= C
60%- 69%	= D
Below 60%	= F

B. The student's grade will be determined at the conclusion of each of the four nine-week secessions. The grade will be based on the five categories listed below. The percentages are approximate. Each marking period is subject to change.

Laboratory work	20%
Test / Quiz	30%
Projects	20%
Class work / Homework	20%
Participation	10%

C. Adaptations for learning support students as per IEP.

V3 Academy Cyber Charter School

Academic Chemistry

ACADEMIC CHEMISTRY

I. PHILOSOPHY

Chemistry is best descried as the study of matter, its properties and structure, its forms, its classifications and how it changes. Each of these aspects of matter is addressed extensively in the Academic Chemistry course. Connections are made insofar as the study of matter interacts with biology (the study of life), physics (the study of energy and change) and other natural sciences. There is also an emphasis on the effects of chemistry, and the natural sciences as a whole, on the social, political and ethical world around us.

Class time consists mainly of lecture, demonstrations and note taking. There is also time for independent projects and group laboratory exercises to reinforce the theoretical concepts in a more practical and tangible way.

There are three main student goals for Academic Chemistry. First, students will be given the opportunity to sharpen and improve their mathematical problem solving skills. Stoichiometry, conversions and measurement as well as more involved analysis and interpretation of results are all aimed at this purpose. Students are taught to develop a logical plan for solving a problem beginning with evaluating the information given and determining the desired result and then planning and taking the necessary steps to get from point A to point B.

Second, students will be given an opportunity to prepare for a college level, lab science course. The course familiarizes students with the fundamental ideas of scientific inquiry and problem solving as well as the specific conventions and methods used in most scientific endeavors.

Thirdly, students will be expected to expand their knowledge and understanding of basic chemical principles and applications. While there is not as much emphasis on the specific content as there is on the methods and processes, there are many concepts that can be used in future science coursework and daily life (i.e. reading food labels).

II. CORE CONCEPTS

1. Classification	Organize, classify and scientifically name materials.
2. Atomic Structure	Use mathematical and visual models to describe basic atomic structure.
3. Compounds/Bonding	Qualitatively and quantitatively describe the composition and structure of chemical compounds.
4. Chemical Reactions	Investigate types of chemical reactions in terms of components involved and mathematical relationships.
5. Stoichiometry	Mathematically determine values from experimental data based on conversions and relationships.
6. Gas Behavior	Qualitatively and quantitatively describe gas behavior and chemical reactions involving gases.
7. Liquid/Solid Behavior	Qualitatively describe liquid and solid behavior and structure.
8. Phase Changes	Qualitatively and quantitatively examine and describe phase changes in matter.
9. Aqueous Solutions	Examine and describe basic aqueous solutions in terms of contents and chemical interactions.
10. Societal Issues	Examine the impact of science and technology on our society as it relates to economics, politics, history and ethics.
11. Lab Skills	Safely conduct laboratory investigations involving collecting, recording and interpreting data for a specific purpose.
12. Measurement/ Problem Solving	Use proper significant figures and logical processes to gather information and solve mathematical problems.

III. COURSE OF STUDY

- Course Study: Academic Chemistry
- Grade Level: Ten, Eleven or Twelve
- Length of Course:
  - Frequency: Every Day
  - Duration: 1 Hour
  - Length: 180 Days
- Academic Level: Academic
- Credits: 1.0
- Prerequisites: Algebra
- Course Description:
  This course is a detailed study of the structure, composition, classification and changes of matter. Students will also learn skills in mathematical problem solving as well as information gathering and interpretation.

CONTENT: Academic Chemistry
CORE CONCEPT: 1 Classification
MAJOR OBJECTIVE: Students will organize, classify and scientifically name materials.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Describe materials with scientific symbols, formulas and name.	Students will be proficient in the systems and applications of element names/symbols, ionic nomenclature, covalent nomenclature and hydrate formulas/nomenclature.	• Teacher evaluation of student responses to class and homework problems and examples involving nomenclature • Teacher evaluation of quiz and test examples involving nomenclature • Teacher evaluation of student feedback and performance while using Ball and Stick and Paper Atomic Models • Teacher evaluation of student answers and processes demonstrated in lab exercises predicting chemical formulas and names based on observations	• Ball and Stick Model and Paper Model construction • Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activity

CONTENT: Academic Chemistry
CORE CONCEPT: 1 Classification
MAJOR OBJECTIVE: Students will organize, classify and scientifically name materials.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.2 Observe and classify changes in chemical systems. **S11.A.3.3** **S11.C.1.1** **S11.C.2.1**	Students will be able to classify physical and chemical changes based on observable characteristics and contents of reactants and products. **S11.A.3.3.1** **S11.C.1.1.4** **S11.C.2.1.2**	• Teacher evaluation of student responses to class and homework examples and teacher demonstrations involving evaluation and classification of material changes • Teacher evaluation of quiz and test problems involving evaluation and classification of material changes • Teacher evaluation of student answers and processes demonstrated in lab exercises classifying material changes	• Textbook exercises • Teacher generated notes, exercises, demonstrations and activities • Teacher generated lab activity
1.3 Classify materials based on observed characteristics. **S11.A.3.3**	Students will be able to identify materials as homogeneous, heterogeneous, elements, compounds and solutions based on observable characteristics. **S11.A.3.3.1**	• Teacher evaluation of student responses to exercises and teacher demonstrations classifying physical examples of various materials as "homogeneous, element, compound or solution" • Teacher evaluation of quiz and test problems involving evaluation and classification of materials	• Textbook exercises • Teacher generated notes, exercises, demonstrations and activities

CONTENT: Academic Chemistry
CORE CONCEPT: 1 Classification
MAJOR OBJECTIVE: Students will organize, classify and scientifically name materials.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.4 Use the Periodic Table of the Elements as an organizing and classifying tool for materials. **S11.A.3.3** **S11.C.1.1**	Students will examine areas of the Periodic Table by name and properties and use table location to predict element properties and contrast ionic and covalent compounds. **S11.A.3.3.1** **S11.A.3.3.2** **S11.C.1.1.4**	• Teacher evaluation of student responses to exercises involving using location on the Periodic Table to classify elements and predict their properties • Teacher evaluation of quiz and test problems involving using location on the Periodic Table to classify and organize elements	• Textbook exercises • Teacher generated notes, exercises and activities
1.5 Gather and present information on a specific element.	Students will research history and isolation of a specific element and explain its properties and uses.	• Teacher evaluation of student prepared information sheet outlining properties, uses, sources and history of an assigned element	• Element research project

CONTENT: Academic Chemistry
CORE CONCEPT: 2 Atomic Structure
MAJOR OBJECTIVE: Students will use mathematical and visual models to describe basic atomic structure.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Identify major steps and contributions in the development of the modern atomic theory. **S11.A.1.1** **S11.A.2.1** **S11.C.1.1**	Students will identify the major contributors and contributions to the modern model of the atom including: the Dalton Model, the Thomson Cathode Ray Experiment, the Rutherford Gold Foil Experiment, the Bohr "Planetary" Model and the Schrodinger Equation. **S11.A.1.1.5** **S11.A.2.1.3** **S11.C.1.1.2**	• Teacher evaluation of student responses to class and homework problems and examples involving atomic model history • Teacher evaluation of quiz and test problems involving atomic model history	• Textbook exercises • Teacher generated notes, exercises and activities
2.2 Explain and evaluate different models of the atom. **S11.A.1.1** **S11.A.2.1** **S11.A.3.2** **S11.A.3.3** **S11.C.1.1**	Students will explain and evaluate the scientific basis of the major historical models of the atom including: the "Plum Pudding" Model, the Bohr Model the Schrodinger Model. **S11.A.1.1.4** **S11.A.1.1.5** **S11.A.2.1.3** **S11.A.3.2.2** **S11.A.3.2.3** **S11.A.3.3.2** **S11.C.1.1.1**	• Teacher evaluation of student responses to class and homework problems and examples involving atomic model evaluation • Teacher evaluation of quiz and test problems involving atomic model evaluation	• Textbook exercises • Teacher generated notes, exercises and activities

CONTENT: Academic Chemistry
CORE CONCEPT: 2 Atomic Structure
MAJOR OBJECTIVE: Students will use mathematical and visual models to describe basic atomic structure.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Explain and apply the modern model of the atom. **S11.A.1.1** **S11.A3.2** **S11.C.1.1**	Students will explain the modern model of the atom in terms of electron density and orbital structure and then apply that model to predicting electron placement and properties. **S11.A.1.1.5** **S11.A3.2.2** **S11.A3.2.3** **S11.C.1.1.4**	• Teacher evaluation of student responses to class and homework problems and examples involving the modern model of the atom and electron placement • Teacher evaluation of quiz and test problems involving the modern model of the atom and electron placement • Teacher evaluation of student responses and feedback to computer visualization of atomic structure	• Textbook exercises • Teacher generated notes, exercises and activities • Internet atomic visualization activity
2.4 Apply electron behavior as a wave. **S11.A.1.1**	Students will apply the concepts of uncertainty and wave characteristics as they apply to the wave/particle duality of nature. **S11.A.1.1.5**	• Teacher evaluation of student responses to class and homework problems and examples involving wave/particle duality • Teacher evaluation of quiz and test problems involving wave/particle duality	• Textbook exercises • Teacher generated notes, exercises and activities

CONTENT: Academic Chemistry
CORE CONCEPT: 2 Atomic Structure
MAJOR OBJECTIVE: Students will use mathematical and visual models to describe basic atomic structure.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.5 Explain the location and character of sub-atomic particles. **S11.A.3.3** **S11.C.1.1**	Students will explain the location and character of protons, neutrons and electrons as they apply to isotopes, valence, orbital diagrams and electron configurations. **S11.A.3.3.2** **S11.C.1.1.1** **S11.C.1.1.2**	• Teacher evaluation of student responses to class and homework problems and examples involving sub-atomic particles • Teacher evaluation of quiz and test problems involving sub-atomic particles	• Textbook exercises • Teacher generated notes, exercises and activities

CONTENT: Academic Chemistry
CORE CONCEPT: 3 Compounds/Bonding
MAJOR OBJECTIVE: Students will qualitatively and qualitatively describe the composition and structure of chemical compounds.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Describe the different types of bonding and how they occur. **S11.A.3.2** **S11.C.1.1**	Students will describe ionic, covalent and metallic bonding as well as the hydrate complex in terms of the components involved and the forces that lead to bond formation. **S11.A.3.2.3** **S11.C.1.1.3**	• Teacher evaluation of student responses to class and homework bonding problems and examples • Teacher evaluation of quiz and test problems involving chemical bonding • Teacher evaluation of student answers and processes demonstrated in lab exercises creating compounds and evaluating bonding types	• Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activity
3.2 Write balanced formulas for ionic compounds based on compound contents. **S11.C.1.1**	Students will be able to write electrically balanced formulas for ionic compounds by determining and balancing electrical charges of ion components. **S11.C.1.1.3**	• Teacher evaluation of student responses to class and homework problems and examples involving writing balanced ionic formulas • Teacher evaluation of quiz and test problems involving writing balanced ionic formulas • Teacher evaluation of student answers and processes demonstrated in lab exercises creating and naming ionic compounds	• Paper model construction • Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activity

CONTENT: Academic Chemistry
CORE CONCEPT: 3 Compounds/Bonding
MAJOR OBJECTIVE: Students will qualitatively and qualitatively describe the composition and structure of chemical compounds.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Write valid formulas for chemical compounds based on experimental data and mathematical models. **S11.C.1.1**	Students will use mathematical models to develop empirical and molecular formulas for compounds and determine percent compositions of components. **S11.C.1.1.3**	• Teacher evaluation of student responses to class and homework problems and examples involving writing chemical formulas of various types • Teacher evaluation of quiz and test problems involving writing chemical formulas of various types • Teacher evaluation of student answers and processes demonstrated in lab exercises determining and evaluating chemical formulas of unknown compounds	• Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activities

CONTENT: Academic Chemistry
CORE CONCEPT: 3 Compounds/Bonding
MAJOR OBJECTIVE: Students will qualitatively and qualitatively describe the composition and structure of chemical compounds.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.4 Apply knowledge of atomic/molecular structure to solve mathematical problems involving large-scale measurements.	Students will apply knowledge of atomic/ molecular structure in conjunction with the mole concept and atomic masses (g/mole) to solve macroscale problems.	• Teacher evaluation of student responses to class and homework problems and examples involving solving macroscale compound problems • Teacher evaluation of quiz and test problems involving solving macroscale compound problems • Teacher evaluation of student answers and processes demonstrated in lab exercises determining macroscale material quantities using atomic/ molecular structure	• Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activities

CONTENT: Academic Chemistry
CORE CONCEPT: 4 Chemical Reactions
MAJOR OBJECTIVE: Students will investigate types of chemical reaction in terms of components involved and mathematical relationships.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Write chemical equations to describe reactions.	Students will write formulas from observations and description of chemical changes and balance existing formulas with the proper conventions.	• Teacher evaluation of student responses to class and homework problems and examples and teacher demonstrations involving writing chemical equations • Teacher evaluation of quiz and test problems involving writing chemical equations	• Textbook exercises • Teacher generated notes, exercises, demonstrations and activities
4.2 Classify chemical reactions into basic categories.	Students will classify chemical reactions into five categories using appropriate descriptive vocabulary of chemical/physical changes.	• Teacher evaluation of student responses to class and homework problems and examples and teacher demonstrations involving classification of chemical reactions • Teacher evaluation of quiz and test problems involving classification of chemical reactions	• Textbook exercises • Teacher generated notes, exercises, demonstrations and activities

CONTENT: Academic Chemistry
CORE CONCEPT: 4 Chemical Reactions
MAJOR OBJECTIVE: Students will investigate types of chemical reaction in terms of components involved and mathematical relationships.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Use the quantitative relationships within a chemical equation to solve larger mathematical problems.	Students will make use of the mole concept and mole conversions to apply relationships within chemical equations to larger investigations of chemical reactions.	• Teacher evaluation of student responses to class and homework problems and examples and teacher demonstrations involving using chemical equations in larger problems • Teacher evaluation of quiz and test problems involving using chemical equations in larger problems • Teacher evaluation of student answers and processes demonstrated in lab exercises applying mole relationships within a chemical equation	• Textbook exercises • Teacher generated notes, exercises, demonstrations and activities • Teacher generated lab activities

CONTENT: Academic Chemistry
CORE CONCEPT: 4 Chemical Reactions
MAJOR OBJECTIVE: Students will investigate types of chemical reaction in terms of components involved and mathematical relationships.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.4 Relate energy to the matter changes in a chemical reaction. **S11.C.2.1**	Students will make use of calorimetry and mass-energy conversions to investigate the matter to energy relationships within a chemical reaction. **S11.C.2.1.2**	• Teacher evaluation of student responses to class and homework problems and examples and teacher demonstrations involving mass/energy relationships in chemical reactions • Teacher evaluation of quiz and test problems involving mass/energy relationships in chemical reactions • Teacher evaluation of student answers and processes demonstrated in lab exercises evaluating energy transfer in chemical reactions	• Textbook exercises • Teacher generated notes, exercises, demonstrations and activities • Teacher generated lab activity

CONTENT: Academic Chemistry
CORE CONCEPT: 5 Stoichiometry
MAJOR OBJECTIVE: Students will mathematically determine values from experimental data based on conversions and relationships.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Convert between quantities of different materials. **S11.A.3.2**	Students will apply mole ratios found in chemical equations to convert between stoichiometric quantities of different materials. **S11.A.3.2.1**	• Teacher evaluation of student responses to class and homework problems and examples involving stoichiometric conversions • Teacher evaluation of quiz and test problems involving stoichiometric conversions • Teacher evaluation of student answers and processes demonstrated in lab exercises applying stoichiometric conversions	• Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activities

CONTENT: Academic Chemistry
CORE CONCEPT: 5 Stoichiometry
MAJOR OBJECTIVE: Students will mathematically determine values from experimental data based on conversions and relationships.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.2 Evaluate given information and plan necessary steps to reach the desired answer in a math-based problem.	Students will use the unit analysis method and stoichiometric ratios to solve mass-mass, mole-mass and mass-mole stoichiometry problems.	• Teacher evaluation of student responses to class and homework problems and examples involving multi-step mathematical analysis • Teacher evaluation of quiz and test problems involving multi-step mathematical analysis • Teacher evaluation of student answers and processes demonstrated in lab exercises applying multi-step mathematical analysis	• Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activities

CONTENT: Academic Chemistry
CORE CONCEPT: 5 Stoichiometry
MAJOR OBJECTIVE: Students will mathematically determine values from experimental data based on conversions and relationships.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Apply stoichiometry concepts in combination with other qualitative and quantitative concepts. **S11.A.3.2** **S11.C.2.1**	Students will apply stoichiometry in combination with other knowledge and concepts to solve gas stoichiometry, limiting reagent, mass-energy and percent yield problems. **S11.A.3.2.1** **S11.C.2.1.3**	• Teacher evaluation of student responses to class and homework problems and examples and teacher demonstrations involving application of stoichiometry in combination with other concepts • Teacher evaluation of quiz and test problems involving application of stoichiometry in combination with other concepts • Teacher evaluation of student answers and processes demonstrated in lab exercises applying stoichiometry	• Textbook exercises • Teacher generated notes, exercises, demonstrations and activities • Teacher generated lab activities

CONTENT: Academic Chemistry
CORE CONCEPT: 6 Gas Behavior
MAJOR OBJECTIVE: Students will qualitatively and quantitatively describe gas behavior and chemical reactions involving gases.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Explain properties and behavior of gases in terms of Kinetic Molecular Theory. **S11.C.1.1**	Students will explain properties and behavior of gases such as diffusion/ Graham's Law, absolute temperature and pressure in terms of Kinetic Molecular Theory. **S11.C.1.1.5** **S11.C.1.1.6**	• Teacher evaluation of student responses to class and homework problems and examples and teacher demonstrations involving gas behavior • Teacher evaluation of quiz and test problems involving gas behavior • Teacher evaluation of student answers and processes demonstrated in lab exercises evaluating and predicting gas behavior	• Textbook exercises • Teacher generated notes, exercises, demonstrations and activities • Teacher generated lab activities

CONTENT: Academic Chemistry
CORE CONCEPT: 6 Gas Behavior
MAJOR OBJECTIVE: Students will qualitatively and quantitatively describe gas behavior and chemical reactions involving gases.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.2 Form simple mathematical relationships showing gas behavior based on observations. **S11.A.1.1** **S11.A.3.1** **S11.C.1.1**	Students will use observations to synthesize and apply simple mathematical relationships describing gas behavior such as Graham's Law, Charles's Law, Boyle's Law, Avogadro's Law and Dalton's Law of Partial Pressures. **S11.A.1.1.4** **S11.A.3.1.2** **S11.C.1.1.5**	• Teacher evaluation of student responses to class and homework problems and examples and teacher demonstrations involving mathematical relationships in gas behavior • Teacher evaluation of quiz and test problems involving mathematical relationships in gas behavior • Teacher evaluation of student answers and processes demonstrated in lab exercises analyzing and quantifying gas behavior	• Textbook exercises • Teacher generated notes, exercises, demonstrations and activities • Teacher generated lab activities

CONTENT: Academic Chemistry
CORE CONCEPT: 6 Gas Behavior
MAJOR OBJECTIVE: Students will qualitatively and quantitatively describe gas behavior and chemical reactions involving gases.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Derive and use complex mathematical relationships to predict gas behavior. **S11.A.1.1** **S11.A.3.1** **S11.C.1.1**	Students will use simple mathematical relationships to derive and apply more complex relationships describing gas behavior such as the Combined Gas Law, the Ideal Gas Law (PV=nRT) and gas stoichiometry. **S11.A.1.1.4** **S11.A.3.1.2** **S11.C.1.1.5**	• Teacher evaluation of student responses to class and homework problems and examples involving derivation and application of complex gas relationships • Teacher evaluation of quiz and test problems involving derivation and application of complex gas relationships • Teacher evaluation of student answers and processes demonstrated in lab exercises involving determination, evaluation and application of complex gas relationships	• Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activity

CONTENT: Academic Chemistry
CORE CONCEPT: 6 Gas Behavior
MAJOR OBJECTIVE: Students will qualitatively and quantitatively describe gas behavior and chemical reactions involving gases.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.4 Evaluate the validity and application of theoretical and mathematical models and of gas behavior. **S11.A.3.2**	Students will examine and evaluate the validity and appropriate application of assumptions and mathematical models concerning gas behavior looking specifically at deviations from "Ideal Behavior" and standard conditions. **S11.A.3.2.1**	• Teacher evaluation of student responses to class and homework problems and examples involving evaluation of gas behavior models • Teacher evaluation of quiz and test problems involving evaluation of gas behavior models • Teacher evaluation of student answers and processes demonstrated in lab exercise components evaluating the validity of gas behavior models	• Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activity

CONTENT: Academic Chemistry
CORE CONCEPT: 7 Liquid/Solid Behavior
MAJOR OBJECTIVE: Students will qualitatively describe liquid and solid behavior and structure.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Qualitatively describe the structure and properties of the three states of matter. **S11.C.1.1**	Students will describe the structure and properties of the three phases of matter based on the state characteristics and applications of Kinetic Molecular Theory. **S11.C.1.1.2** **S11. C.1.1.4**	• Teacher evaluation of student responses to class and homework problems and examples involving description of phases of matter • Teacher evaluation of quiz and test problems involving description of phases of matter	• Textbook exercises • Teacher generated notes, exercises and activities
7.2 Identify the main solid crystal types, their arrangement and strength. **S11.C.1.1**	Students will identify and describe the main types of shapes and unit cells found in solid crystals and describe the structure and relative bond strength of ionic, covalent and network crystals. **S11.C.1.1.2** **S11. C.1.1.3** **S11.C.1.1.4**	• Teacher evaluation of student responses to class and homework problems and examples and teacher demonstrations involving identification of crystal types and properties • Teacher evaluation of quiz and test problems involving identification of crystal types and properties	• Textbook exercises • Teacher generated notes, exercises, demonstrations and activities

CONTENT: Academic Chemistry
CORE CONCEPT: 7 Liquid/Solid Behavior
MAJOR OBJECTIVE: Students will qualitatively describe liquid and solid behavior and structure.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.3 Describe the properties and behavior of liquids. **S11.C.1.1**	Students will describe the properties and functional behavior behaviors associated with liquids such as surface tension and capillary rise. **S11.C.1.1.2**	• Teacher evaluation of student responses to class and homework problems and examples and teacher demonstrations involving liquid behavior • Teacher evaluation of quiz and test problems involving liquid behavior • Teacher evaluation of student answers and processes demonstrated in lab exercises analyzing liquid behavior	• Textbook exercises • Teacher generated notes, exercises, demonstrations and activities • Teacher generated lab activity
7.4 Describe the interactions between the phases of matter. **S11.C.1.1**	Students will describe the boundaries and interactions between phases of matter found in hydrated and liquid crystals. **S11.C.1.1.2**	• Teacher evaluation of student responses to class and homework problems and examples involving matter phase interactions • Teacher evaluation of quiz and test problems involving matter phase interactions	• Textbook exercises • Teacher generated notes, exercises and activities

CONTENT: Academic Chemistry
CORE CONCEPT: 8 Phase Changes
MAJOR OBJECTIVE: Students will qualitatively and quantitatively examine and describe phase changes in matter.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Describe the structural changes of matter involved in phase changes. **S11.C.1.1** **S11.C.2.1**	Students will describe the structural changes that occur during melting/ freezing, boiling/condensing and sublimation. **S11.C.1.1.2** **S11.C.2.1.2**	• Teacher evaluation of student responses to class and homework problems and examples involving structural aspects of phase changes • Teacher evaluation of quiz and test problems involving structural aspects of phase changes	• Textbook exercises • Teacher generated notes, exercises and activities
8.2 Describe and predict the conditions required for a phase change. **S11.A.2.1**	Students will use phase diagrams and other tools to describe the boundaries and interactions between phases of matter found at melting, freezing, subliming and triple points and to evaluate the effects of temperature and atmospheric pressure on these interactions. **S11.A.2.1.5**	• Teacher evaluation of student responses to class and homework problems and examples and teacher demonstrations involving conditions of phase changes • Teacher evaluation of quiz and test problems involving conditions of phase changes • Teacher evaluation of student answers and processes demonstrated in lab exercises analyzing and predicting phase changes	• Textbook exercises • Teacher generated notes, exercises, demonstrations and activities • Teacher generated lab activity

CONTENT: Academic Chemistry
CORE CONCEPT: 8 Phase Changes
MAJOR OBJECTIVE: Students will qualitatively and quantitatively examine and describe phase changes in matter.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.3 Evaluate and describe the forces and energy involved in phase changes. **S11.C.1.1** **S11.C.2.1**	Students will use phase change diagrams (energy versus temperature) and other tools to evaluate the heat of phase change of given materials. **S11.C.1.1.6** **S11.C.2.1.2** **S11.C.2.1.3**	• Teacher evaluation of student responses to class and homework problems and examples involving forces affecting phase changes • Teacher evaluation of quiz and test problems involving forces affecting phase changes • Teacher evaluation of student answers and processes demonstrated in lab exercises analyzing phase changes	• Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activity

CONTENT: Academic Chemistry
CORE CONCEPT: 9 Aqueous Solutions
MAJOR OBJECTIVE: Students will examine and describe basic aqueous solutions in terms of concentration and chemical interactions.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Qualitatively describe the contents of an aqueous solution and prepare simple solutions.	Students will evaluate and describe the contents of aqueous solutions by examining solubility of components in water.	• Teacher evaluation of student responses to class and homework problems and examples involving contents of aqueous solutions • Teacher evaluation of quiz and test problems involving contents of aqueous solutions	• Textbook exercises • Teacher generated notes, exercises and activities
9.2 Identify and describe simple acidic and basic solutions.	Students will describe simple acidic and basic solutions in terms of their contents, properties and neutralization.	• Teacher evaluation of student responses to class and homework problems and examples and teacher demonstrations involving simple acidic and basic solutions • Teacher evaluation of quiz and test problems involving simple acidic and basic solutions • Teacher evaluation of student answers and processes demonstrated in lab exercises evaluating acidic and basic systems and their neutralization	• Textbook exercises • Teacher generated notes, exercises, demonstrations and activities • Teacher generated lab activity

CONTENT: Academic Chemistry
CORE CONCEPT: 10 Societal Issues
MAJOR OBJECTIVE: Students will examine the impact of science and technology on our society as it relates to economics, politics, history and ethics.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Present the human aspect of science and invention. **S11.A.2.2**	Students will associate important scientists with their major contributions and conduct biographical research about pivotal scientists both as innovators and as people. **S11.A.2.2.2**	• Teacher evaluation of student responses to class and homework problems and examples involving major scientist contributions • Teacher evaluation of quiz and test problems involving major scientist contributions • Teacher evaluation of biographical research and presentation as part of a scientist research project	• Textbook exercises • Teacher generated notes, exercises and activities • Technology History Project
10.2 Approach controversial issues from a logical, scientific perspective. **S11.B.3.2**	Students will investigate both sides of a current controversial issue develop a balanced plan of action to approach the issue. **S11.B.3.2.1** **S11.B.3.2.3**	• Teacher evaluation of research and presentation as part of an issues debate project • Teacher evaluation of student responses to current events articles involving new innovations/ perspectives in science	• Teacher generated notes, exercises and activities • Controversial issues debate project • Current events review articles

CONTENT: Academic Chemistry
CORE CONCEPT: 10 Societal Issues
MAJOR OBJECTIVE: Students will examine the impact of science and technology on our society as it relates to economics, politics, history and ethics.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.3 Research and evaluate new technology. **S11.A.2.1**	Students will research and evaluate a new technology focussing on its function and practicality from a cost/benefit standpoint. **S11.A.2.1.1** **S11.A.2.1.2**	• Teacher evaluation of research and presentation as part of a new technology evaluation project • Teacher evaluation of student responses to current events articles involving new innovations/ perspectives in science	• Technology History Project • Current events review articles

CONTENT: Academic Chemistry
CORE CONCEPT: 11 Lab Skills
MAJOR OBJECTIVE: Students will safely conduct laboratory investigation involving the collection, recording and interpretation of data for a specific purpose.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
11.1 Safely conduct lab investigations.	Students will learn and follow lab safety rules and demonstrate proper use of lab safety equipment.	• Teacher evaluation of student responses to class examples involving lab safety • Teacher evaluation student conduct during class lab activities	• Teacher generated notes, exercises and activities • Teacher generated lab activities
11.2 Effectively collect, organize and report experimental data. **S11.A.1.1** **S11.A.1.3** **S11.A.2.1** **S11.A.2.2**	Students will gather and record data with proper units and significant figures and organize information and analysis into a logical and useful format. **S11.A.1.1.5** **S11.A.1.3.1** **S11.A.2.1.3** **S11.A.2.2.1**	• Teacher evaluation of student responses to class and homework problems and examples involving data collection and organization • Teacher evaluation of quiz and test problems involving data collection and organization • Teacher evaluation of student answers and processes demonstrated in lab reports summarizing and analyzing lab experiences • Teacher evaluation of student responses to practice computer lab analysis activity	• Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activities • Computer lab analysis activity

CONTENT: Academic Chemistry
CORE CONCEPT: 11 Lab Skills
MAJOR OBJECTIVE: Students will safely conduct laboratory investigation involving the collection, recording and interpretation of data for a specific purpose.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
11.3 Draw conclusions based on data and observations. **S11.A.1.1** **S11.A.1.3** **S11.A.2.1** **S11.A.3.2**	Students will analyze and draw conclusions from data gathered in the lab and evaluate the validity of results as well as any possible reasons for error. **S11.A.1.1.2** **S11.A.1.1.5** **S11.A.1.3.1** **S11.A.2.1.1** **S11.A.2.1.3** **S11.A.2.1.4** **S11.A.2.1.5** **S11.A.3.2.1**	• Teacher evaluation of student responses to class and homework problems and examples involving formation and evaluation of conclusions • Teacher evaluation of quiz and test problems involving formation and evaluation of conclusions • Teacher evaluation of student conclusions and logical processes demonstrated in lab reports	• Teacher generated notes, exercises and activities • Teacher generated lab activities

CONTENT: Academic Chemistry
CORE CONCEPT: 12 Measurement and Problem Solving
MAJOR OBJECTIVE: Students will use proper significant figures and logical processes to gather information and solve mathematical problems.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
12.1 Evaluate and use appropriate units and significant figures.	Students will determine and use appropriate units and significant figures when recording information and conducting mathematical analysis.	• Teacher evaluation of student responses to class and homework problems and examples involving evaluation of units and significant figures • Teacher evaluation of quiz and test problems involving evaluation of units and significant figures • Teacher evaluation of student answers and processes demonstrated in lab components recording data with appropriate units and significant figures	• Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activities

CONTENT: Academic Chemistry
CORE CONCEPT: 12 Measurement and Problem Solving
MAJOR OBJECTIVE: Students will use proper significant figures and logical processes to gather information and solve mathematical problems.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
12.2 Convert between units and evaluate answers.	Students will use unit analysis to convert to equivalent values with desired units.	• Teacher evaluation of student responses to class and homework problems and examples involving unit conversion and evaluation • Teacher evaluation of quiz and test problems involving unit conversion and evaluation • Teacher evaluation of student answers and processes demonstrated in lab components converting and evaluating units	• Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activities

CONTENT: Academic Chemistry
CORE CONCEPT: 12 Measurement and Problem Solving
MAJOR OBJECTIVE: Students will use proper significant figures and logical processes to gather information and solve mathematical problems.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
12.3 Organize and complete complex conversions to find a desired value.	Students will use stoichiometry, unit analysis and other mathematical methods to organize and conduct complex mathematical conversions from given information to a desired result.	• Teacher evaluation of student responses to class and homework problems and examples involving complex conversions • Teacher evaluation of quiz and test problems involving complex conversions • Teacher evaluation of student answers and processes demonstrated in lab components organizing and using complex conversions	• Textbook exercises • Teacher generated notes, exercises and activities • Teacher generated lab activities

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Academic Chemistry

90 to 100%	A
80 to 89%	B
70 to 79%	C
60 to 69%	D
Below 60%	F

B. Individual student grades will be determined at the end of each nine-week marking period based on a simple percentage of points earned on:

1) Exams
2) Quizzes
3) Lab Reports
4) Independent Projects
5) Homework
6) Other assessment activities as outlined in this curriculum

V3 Academy Cyber Charter School

Civics and Government A

I. PHILOSOPHY

In this course, students will be introduced to the major ideas, institutions, and issues in American government and politics. The course will focus is on how the structure of our political system influences the practice of politics at the national level; along with the ongoing struggles among competing groups and individuals for influence over government activities and public policy. Students will challenged to: 1) ignite in you an appreciation of government and politics and to change the way you look at the world; 2) give you the tools and skills required to make sense of political issues and debates and to become a more informed participant if you so choose and 3) help you sharpen your critical thinking and writing skills by way of analysis of key issues in American politics

II. CORE CONCEPTS

1. Exercise the rights and responsibilities afforded to them.
2. Exhibit respect for the rule of law and its role in serving the common good.
3. Engage in service to the community and participate in government.
4. Solve problems and work within the rules and operations of government.
5. Refine skills in developing critical research skills and information filters.
6. Employ civil discourse in discussing issues and solving problems with other citizens.
7. Register and cast a vote as an informed voter and assist others in voter registration.

III. COURSE OF STUDY

A. Course Study: Civics and Government A

B. Grade Level: 11 or 12

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 90 Days

D. Academic Level: Academic

E. Credits: 0.5

F. Prerequisites: none

G. Course Description:

In this course, students will be introduced to the major ideas, institutions, and issues in American government and politics. The course will focus is on how the structure of our political system influences the practice of politics at the national level; along with the ongoing struggles among competing groups and individuals for influence over government activities and public policy. Students will challenged to: 1) ignite in you an appreciation of government and politics and to change the way you look at the world; 2) give you the tools and skills required to make sense of political issues and debates and to become a more informed participant if you so choose and 3) help you sharpen your critical thinking and writing skills by way of analysis of key issues in American politics

IV. ESSENTIAL QUESTIONS

1. What does it mean to be a citizen and what are my responsibilities as a citizen?
2. How does politics and government impact my life?
3. How do the concepts of limited and unlimited governments influence me as a citizen?
4. What is the purpose of constitutions?
5. How do the foundations of the American Political system influence life in America today?
6. What is the American idea of constitutional government and how does this idea establish my rights and define my responsibilities?
7. What is American Political Culture and how do my beliefs about politics fit into this culture?
8. How does the American government embody the purposes, values, and principles of the American Democracy?
9. What role does the United States play as a democratic nation in world affairs?
10. What impact does the free enterprise system have on me and my life as a U.S. citizen?
11. Can government be strong enough to govern without threatening freedom?
12. Does the government have an obligation to protect or create freedoms?
13. How does the American political system diffuse conflict?

V. KEY SKILLS

1. Active Citizenship
2. Rights and Responsibilities
3. Reading and Comprehension
4. Writing to learn
5. Essay development
6. Persuasive writing
7. Informational writing
8. Note taking
9. Understanding current political issues

VI. PA STANDARDS ALIGNMENT

1. 5.1. Principles and Documents of Government
2. 5.2. Rights and Responsibilities of Citizenship
3. 5.3. How Government Works
4. 5.4. How International Relationships Function

VII. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Civics and Government A

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

B. Individual student grades will be determined at the conclusion of a nine-week period base on:

1. Essays
2. Reports
3. Reading Tasks
4. Writing Prompts
5. Position Papers
6. Posters
7. Tests

V3 Academy Cyber Charter School

Civics and Government B

I. PHILOSOPHY

This course will provide an introduction to the major ideas, institutions, and issues in American government and politics. The focus is on how the structure of our political system influences the practice of politics at the national level -- the ongoing struggles among competing groups and individuals for influence over government activities and public policy.

We will examine the principles underlying the constitutional framework of American government and will analyze the three branches (Congress, the Judiciary, and the Executive) while trying to understand the advantages and problems inherent in a system of "checks and balances."

II. CORE CONCEPTS

1. exercise the rights and responsibilities accorded to them.
2. exhibit respect for the rule of law and its role in serving the common good.
3. engage in service to the community and participate in government.
4. solve problems and work within the rules and operations of government.
5. refine skills in developing critical research skills and information filters.
6. employ civil discourse in discussing issues and solving problems with other citizens.
7. register and cast a vote as an informed voter and assist others in voter registration

III. COURSE OF STUDY

A. Course Study: Civics and Government B

B. Grade Level: 11 or 12

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 90 Days

D. Academic Level: Academic

E. Credits: 0.5

F. Prerequisites: none

G. Course Description:

This course will provide an introduction to the major ideas, institutions, and issues in American government and politics. The focus is on how the structure of our political system influences the practice of politics at the national level -- the ongoing struggles among competing groups and individuals for influence over government activities and public policy.

We will examine the principles underlying the constitutional framework of American government and will analyze the three branches (Congress, the Judiciary, and the Executive) while trying to understand the advantages and problems inherent in a system of "checks and balances."

VI. ESSENTIAL QUESTIONS

1. What does it mean to be a citizen and what are my responsibilities as a citizen?
2. How does politics and government impact my life?
3. How do the concepts of limited and unlimited governments influence me as a citizen?
4. What is the purpose of constitutions?
5. How do the foundations of the American Political system influence life in America today?
6. What is the American idea of constitutional government and how does this idea establish my rights and define my responsibilities?
7. What is American Political Culture and how do my beliefs about politics fit into this culture?
8. How does the American government embody the purposes, values, and principles of the American Democracy?
9. What role does the United States play as a democratic nation in world affairs?
10. What impact does the free enterprise system have on me and my life as a US citizen?
11. Can government be strong enough to govern without threatening freedom?
12. Does the government have an obligation to protect or create freedoms?
13. How does the American political system diffuse conflict?

V. KEY SKILLS

1. Active Citizenship
2. Rights and Responsibilities
3. Reading and Comprehension
4. Writing to learn
5. Essay development
6. Persuasive writing
7. Informational writing
8. Note taking
9. Understanding current political issues

VI. PA STANDARDS ALIGNMENT

1. 5.1. Principles and Documents of Government
2. 5.2. Rights and Responsibilities of Citizenship
3. 5.3. How Government Works
4. 5.4. How International Relationships Function

VII. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Civics and Government B

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

B. Individual student grades will be determined at the conclusion of a nine-week period base on:

1. Essays
2. Reports
3. Reading tasks
4. Writing Prompts
5. Position papers
6. Posters
7. Tests
8. Quizzes
9. Simulations
10. Debate preparations
11. Tests

V3 Academy Cyber Charter School

Computer Applications

COMPUTER APPLICATIONS

I. PHILOSOPHY

We recognizes the importance of computer skills for all students in today's global society. To be successful in today's digital world, students must be able to understand, apply, and integrate technology skills. They must also be able to use technology to solve problems and communicate their solutions.

II. CORE CONCEPTS

1	Computer Concepts	Students will obtain additional knowledge and enhance their prior knowledge of computers.
2	Computer Security and Safety, Ethics, and Privacy	Students will gain an understanding on the basics of ethical responsibility and the ramifications of infringement of security and privacy of others.
3	Word Processing	Students will have the ability to create, edit and format documents and other text using software on a computer.
4	Spreadsheet (Excel)	The students will be able to enter numbers and text into a table with rows and columns, and then maintain and manipulate those numbers using the table structure.
5	Database (Access)	Students will add enhancements to a database while creating objects that report and analyze data. The students will investigate relationships among databases and table and will create data-driven Web pages.
6	Multimedia Presentation (PowerPoint)	Students will be able to create a slideshow, which is a display of a series of chosen pictures or graphics, which provide output for overheads, handouts, speaker notes and film recorders and is done for artistic or instructional purposes.
7	Integrated Applications	Understand how to integrate text and data between computer applications.
8	Career Preparation	Students will survey key careers and will develop job skills necessary to achieve success in any chosen field.
9	Digital Citizenship & Internet Safety	Starting with a basic definition of the concept and an explanation of its relevance and importance and moving on to tackle personal interactions when using new technologies in and outside the classroom.
10	Internet Research	Students will understand search engines, become better searchers, judge search results and validate the authority of sources they use.

III. COURSE OF STUDY

A. Course Study: Computer Applications

B. Grade Level: 9

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: Academic

E. Credit: 1.0

F. Prerequisites: None

G. Course Description:

In the class students will reinforce computer skills. Students will work in the following areas: computer concepts, computer security and safety, ethics and privacy, word processing, database management, spreadsheet applications, multimedia presentation software, integrated applications, careers preparation, digital citizenship and Internet safety, and Internet research. Students will have time to reinforce basic concepts and explore more in-depth material.

CONTENT: Computer Applications
CORE CONCEPT 1: Computer Concepts
MAJOR OBJECTIVE: Students will obtain additional knowledge and enhance their prior knowledge of computers.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Students will demonstrate their knowledge of the computer components, their ability to move around on the desktop and management of files, and folders. Students will recognize the advantages and disadvantages of computer usage.	Students will measure their essential knowledge learned in prior years: a) the purpose of specific (input) pointing/keyboard devices b) the different features on the desktop c) navigation and operation in Windows and the Web d) commands and buttons for specific functions e) moving, resizing, opening and closing Windows f) usage of Control Panel g) folders for storing, organizing, sharing and viewing h) purpose of the Recycle Bin i) Windows Help and Support features j) utilities used for clean up and security	Teacher will grade students on: ▪ student's description and discussion on the five components of a computer ▪ a pretest of the keys on the keyboard, the monitor and CPU, parts of the Windows screen ▪ student's listing of the advantages and disadvantages of using computers ▪ description of how to manage files and folders	• Discovering Computers, Living in a Digital World (Fundamentals) • Computers • Audio Headsets • LCD Projector • Supplementary materials

CONTENT: Computer Applications
CORE CONCEPT 1: Computer Concepts
MAJOR OBJECTIVE: Students will obtain additional knowledge and enhance their prior knowledge of computers.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.2 Students will explain and exhibit the concept of an integrated software package.	Students will gain awareness on: a) collaboration and usage of different programs b) start up of specific programs when using Microsoft Office c) basic parts of the program window d) the "Ribbon" effect e) contextual tab, mini toolbar, shortcut menus f) open dialog box g) Office Help system h) Internet Explorer i) file management j) input and output of information k) processing and storage of information l) hardware m) utilities	Teacher will grade students on: ▪ student's identification of the four categories of application software and the key features of a business software package ▪ student's identification of the key features of a home, personal and educational software package	• Discovering Computers, Living in a Digital World (Fundamentals) • Computers • Audio Headsets • LCD Projector • Supplementary materials

CONTENT: Computer Applications
CORE CONCEPT 2: Computer Security and Safety, Ethics, and Privacy
MAJOR OBJECTIVE: Students will gain an understanding on the basics of ethical responsibility and the ramifications of infringement of security and the privacy of others.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Students will be able to describe various types of Internet and network attacks, theft and vandalism and how to safeguard against them. Students will be able to understand the ethical, cultural, and societal issues related to technology.	Students will know what measures to take to in order to protect their computer from the following attacks: a) viruses b) malware c) worms d) Trojan horses e) rootkits f) botnets g) denial of service h) back doors i) spoofing j) DOS	Teacher will grade students on: ▪ the ramifications of multimedia files becoming infected with a virus ▪ identification of safeguards against hardware theft and vandalism ▪ identification of the various types of network attacks ▪ description of the precautions that can be taken to protect home and work computers against network attacks	▪ Discovering Computers, Living in a Digital World (Fundamentals) ▪ Computers ▪ LCD Projector ▪ Supplementary materials

CONTENT: Computer Applications
CORE CONCEPT 2: Computer Security and Safety, Ethics, and Privacy
MAJOR OBJECTIVE: Students will gain an understanding on the basics of ethical responsibility and the ramifications of infringement of security and the privacy of others.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.2 Students will be able to discuss techniques to prevent unauthorized computer access and use and identity theft.	Students will know about the following: a) user names b) user passwords c) possessed objects d) biometric devices e) digital forensics f) hardware theft g) hardware vandalism h) information theft i) encryption	Teacher will grade students on: ▪ the different techniques that are used to prevent unauthorized computer access and usage ▪ researching on victims of identity theft and writing a one-page paper on the results	• Discovering Computers, Living in a Digital World (Fundamentals) • Computers • Audio Headsets • LCD Projector • Supplementary materials

CONTENT: Computer Applications
CORE CONCEPT 2: Computer Security and Safety, Ethics, and Privacy
MAJOR OBJECTIVE: Students will gain an understanding on the basics of ethical responsibility and the ramifications of infringement of security and the privacy of others.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Students will be able to discuss the types of devices available that protect computers from system failure.	Students will become knowledgeable on the safeguards against system failure.	Teacher will grade students on: ▪ listing the different causes of system failure ▪ describing how system failure can be eliminated	• Discovering Computers, Living in a Digital World (Fundamentals) • Computers • Audio Headsets • LCD Projector • Supplementary materials
2.4 Students will be able to identify risks and safeguards associated with wireless communications and security.	Students will recognize what security measures need to be implemented to help prevent unauthorized access to wireless networks.	Teacher will grade students on: ▪ researching and writing two paragraphs on the risks and safeguards related to wireless communications and security	• Discovering Computers, Living in a Digital World (Fundamentals) • Computers • Audio Headsets • LCD Projector • Supplementary materials
2.5 Students will be capable to discuss information gathered on related disorders and injuries due to computer use.	Students will become familiar with computers and health risks. Students will recognize how ergonomics and workplace design coincide with injuries. Students will become knowledgeable on what is included in computer addiction.	Teacher will grade students on: ▪ reviewing and listing the disorders and injuries due to computer usage ▪ researching on health concerns of computer usage and writing a one-page report on the findings	• Discovering Computers, Living in a Digital World (Fundamentals) • Computers • Audio Headsets • LCD Projector • Supplementary materials

CONTENT: Computer Applications
CORE CONCEPT 2: Computer Security and Safety, Ethics, and Privacy
MAJOR OBJECTIVE: Students will gain an understanding on the basics of ethical responsibility and the ramifications of infringement of security and the privacy of others.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.6 Students will be able to discuss issues surrounding information privacy and ethical/unethical conduct while learning about privacy laws.	Students will know what measures to take to in order to protect their computer from the following issues dealing with information privacy: a) information accuracy/privacy b) intellectual property rights c) green computing d) hacking e) electronic profiles f) cookies g) spyware h) adware i) spam j) phishing k) privacy laws l) social engineering m) employee monitoring n) content filtering	Teacher will grade students on: ▪ listing of what issues are ethical or unethical ▪ researching the major U.S. government laws concerning computer privacy ▪ a one-page report on the computer privacy laws ▪ describing issues surrounding information privacy ▪ a test on computer security and safety, ethics, and privacy unit	• Discovering Computers, Living in a Digital World (Fundamentals) • Computers • Audio Headsets • LCD Projector • Supplementary materials

CONTENT: Computer Applications
CORE CONCEPT 3: Word Processing
MAJOR OBJECTIVE: Students will have the ability to create, edit and format documents and other text using software on a computer.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Students will be able to work with styles, control page length, work with document sections pertaining to page breaks, and work with graphics.	Students will: a) consider their audience b) consider what they need to convey in a document c) think about how to format a document to make it easy to understand and read d) generate designs for characters, paragraphs, lists, and tables to create a professional-looking document e) decide how to use styles constantly throughout a document f) organize ideas reasonably and consecutively in their documents g) layout segments individually to make their ideas stand out and to organize their documents h) produce graphics that help express ideas in a document i) add and adapt graphics so that they fit well with the text of document j) enclose text around graphics in a way that is attractive to the class	Teacher will grade students on: ▪ their ability to create and apply styles ▪ skill to work with formatting ▪ controlling line and page breaks ▪ the creation of graphics ▪ the insertion of graphics ▪ modification of the different kinds of graphics	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 3: Word Processing
MAJOR OBJECTIVE: Students will have the ability to create, edit and format documents and other text using software on a computer.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.2 Students will demonstrate the ability to create a master document with subdocuments, create and modify footnotes and endnotes, automate document navigation, outlines, table of contents and organize a document.	Students will be able to: a) generate an outline by allocating heading levels b) produce a master document with subdocuments c) direct a document by means of the document map d) steer a document using thumbnails e) generate and utilize bookmarks f) make and alter footnotes and endnotes g) create and update a table of contents h) mark entries and insert an index i) generate cross-references	Teacher will grade students on: ▪ the creation of an outline ▪ the usage of master documents which use footnotes ▪ maneuvering in a document using bookmarks, thumbnails, and the document map ▪ generating a table of contents ▪ graded exercises pertaining to subdocuments, footnotes, endnotes, and document navigation	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 3: Word Processing
MAJOR OBJECTIVE: Students will have the ability to create, edit and format documents and other text using software on a computer.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Students will demonstrate the ability to work with forms, manage multiple versions of a document, manage document revisions, protect documents, authenticate a document, edit and publish Web documents, and work with XML documents.	Students will be able to: a) generate a document using check boxes, drop-down lists, and text fields b) shield your document from unauthorized changes c) guard a document from illegal editing and formatting d) employ password safety to a document or form e) identify persons or groups who you want to permit to edit sheltered documents f) generate and fasten a digital signature to a document g) modify the default site of workgroup templates h) link themes and backgrounds i) open, edit, and publish Web documents j) generate a Web frames page k) generate an XML document l) find, deal with, and connect XML schema m) join XML tags to elements in a document n) set XML options	Teacher will grade students on: ▪ identifying a location to place workgroup templates then designing forms ▪ customizing revision marks, track changes in a document, and review changes by type and reviewer ▪ the usage of different options to protect a document ▪ the addition of custom schema, attachment to a Word document and applying XML tags ▪ adding text fields to a form ▪ graded exercises pertaining to forms, revisions, management of documents, Web documents, and XML documents	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 3: Word Processing
MAJOR OBJECTIVE: Students will have the ability to create, edit and format documents and other text using software on a computer.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.4 Students will be able to work with organizing data in tables, creating and modifying objects in Word, and using mail merge.	Students will be able to: a) contemplate where tables are required b) consider whether they should employ a Word table or an Excel worksheet c) introduce formulas to execute calculations in a table d) arrange table rows into alphabetical or numerical order e) combine and split table cells f) modify the alignment and text direction in a table g) use Mail Merge to create form letters, using an Access database as the data source h) use Mail Merge to produce mailing labels i) use Mail Merge to generate e-mail message using a list as the data source	Teacher will grade students on: ▪ the performance of calculations in a table, sorting table data, merging and splitting cells, adjusting text position and direction, and modifying table properties ▪ the insertion of an Excel worksheet object into a Word document ▪ creating a new chart object and revisions using data from an Excel worksheet ▪ using Mail Merge to generate form letters and mailing labels using an Access database as the data source and e-mail messages using a list as the data source ▪ arranging a table ▪ generating mailing labels with Mail Merge fields ▪ graded exercises pertaining to tables, objects in Word, and mail merge	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 3: Word Processing
MAJOR OBJECTIVE: Students will have the ability to create, edit and format documents and other text using software on a computer.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.5 Students will be able to work with macros, customize menus and toolbars, use summary and custom properties, customize document properties and modify default settings.	Students will: a) contemplate where they could run macros b) make a recording and then operate a macro c) apply Visual Basic Editor to revise a macro d) present and eliminate toolbar buttons e) generate a distinctive menu f) insert and alter summary properties g) insert and adjust custom properties h) exhibit readability statistics	Teacher will grade students on: ▪ creating, running, and editing a macro ▪ adding and removing a button from the toolbar and creating a custom menu ▪ entering and editing summary properties and custom properties ▪ graded exercises pertaining to macros, customizing toolbars, document properties and default settings	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 3: Word Processing
MAJOR OBJECTIVE: Students will have the ability to create, edit and format documents and other text using software on a computer.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.6 Students will understand and will sum up all the information that they learned in Word and will be able to apply their knowledge in sales letters, customer surveys, reports, memos, and Web Page documents.	Students will be able to: ▪ Create a sales letter and a memorandum a) Editing b) Reviewing c) Merging ▪ Create a customer survey a) Protecting b) Inserting a drop-down list c) Inserting check boxes d) Inserting a text box e) Creating digital signatures ▪ Produce a report a) Inserting endnotes b) Inserting bookmarks c) Creating subdocuments d) Collapsing subdocuments e) Editing f) Inserting page numbers g) Inserting formulas h) Inserting captions ▪ Prepare a Web Page document	Teacher will grade students on: ▪ ability to apply their knowledge pertaining to memorandums ▪ an end of the Word Unit packet which includes the creation, in correct format, of a sales letter, a customer survey, a report and a Web page	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 4: Spreadsheet (Excel)
MAJOR OBJECTIVE: The students will be able to enter numbers and text into a table with rows and columns, and then maintain and manipulate those numbers using the table structure.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Students will demonstrate the ability to format and export data, graphics, charts, and diagrams. Students will be able to look up and filter data while working with a list range or series.	Students will: a) produce, employ and revise an existing custom number design b) comprehend how to use a conditional format c) identify a range and then utilize it in a formula d) use VLOOKUP to locate a quantity in a data list e) generate and relate a custom filter f) produce and adjust a list range g) send out structured data from Excel h) construct a Web page from an Excel workbook	Teacher will grade students on: ▪ usage of the Picture toolbar, scale or resize image, adjusting the contrast or brightness of an image, usage of the Crop button (formatting) ▪ applying a fill pattern to the plot area or data series ▪ generating and applying custom filters and advanced filters ▪ altering formatting for a chart and diagram ▪ specifying a list of sales data as a list range and inserting a totals row ▪ exporting formatted data from Excel into Word ▪ graded exercises relating to the formatting and exporting of data, graphics, charts and diagrams ▪ graded exercises relating to looking up and filtering data with a list range or series	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 4: Spreadsheet (Excel)
MAJOR OBJECTIVE: The students will be able to enter numbers and text into a table with rows and columns, and then maintain and manipulate those numbers using the table structure.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.2 Students will demonstrate the ability to validate data, work with error messages, establish dependencies, audit formulas and protect data.	Students will: a) relate validation regulations to data in a worksheet b) modify and assign the suitable action when the error message occurs when invalid data is inserted c) establish the source of an error in an incorrect formula d) track the difficulty back to its cause when a formula does not generate the accurate answer e) assess a formula and use the Watch Window f) introduce tracer arrows and then eradicate them g) shield a cell, a worksheet, and a workbook	Teacher will grade students on: ▪ usage of the validation rules to ensure that the data entry is consistent and uniform ▪ usage of error messages to prevent incorrect data entry ▪ finding and correcting errors in formulas ▪ generation of a tourism worksheet and utilization of data validation ▪ establishing dependencies by tracing formula precedents and dependents ▪ graded exercises on validation of data, error messages, auditing formulas and protecting data	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 4: Spreadsheet (Excel)
MAJOR OBJECTIVE: The students will be able to enter numbers and text into a table with rows and columns, and then maintain and manipulate those numbers using the table structure.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Students will demonstrate the ability to summarize and outline data, work with visual and what-if analysis tools and PivotTables/PivortCharts, and use database functions.	Students will: a) combine figures from more than one worksheet to save time and exertion and evade incorrect figures b) generate an outline and subtotal a list c) employ situations to assume diverse results from the similar information d) produce a data chart and introduce a trendline e) utilize Goal Seek to allow Excel to locate the input value required to achieve a particular objective f) generate, maneuver, and layout a PivotTable report g) produce and modify a PivotChart h) construct a database purpose to acquire summary information from data in a list	Teacher will grade students on: ▪ producing subtotals for yearly sales and an outline for sales data by quarter ▪ generating a chart using a trendline for visual analysis ▪ creating PivotTables based on different reports ▪ generating a PivotChart based on a PivotTable ▪ graded exercises on PivotTables and database functions	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 4: Spreadsheet (Excel)
MAJOR OBJECTIVE: The students will be able to enter numbers and text into a table with rows and columns, and then maintain and manipulate those numbers using the table structure.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.4 Students will be able to create and use workbook templates, work with queries, manage workbook revisions, import data from an external data source and work with Extensible Markup Language (XML).	Students will be able to: a) modify a spreadsheet so it can be operated as a supportive template b) generate a template and then apply it to generate a new workbook c) activate the tract changes characteristic and generate modifications d) permit and decline changes prepared in a workbook e) create a workbook to be shared with others on a network f) combine two or more workbooks into one workbook g) import from a diversity of outside data suppliers h) organize workbooks using XML charts and schemas	Teacher will grade students on: ▪ arranging a workbook to become a template ▪ converting a workbook into a shared workbook ▪ connecting numerous worksheets into one copy ▪ importing data from different sources into a single worksheet ▪ generating a XML map in a worksheet that is based on an existing XML data file ▪ graded exercises based on templates, revisions, and importing of data	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 4: Spreadsheet (Excel)
MAJOR OBJECTIVE: The students will be able to enter numbers and text into a table with rows and columns, and then maintain and manipulate those numbers using the table structure.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.5 Students will understand how macros work, they will customize menus and toolbars, and they will create a workspace while modifying Excel's default settings.	Students will be able to: a) arrange a workbook and generate a macro b) organize and generate a workspace c) alter the default font settings d) modify the default quantity of worksheets in a new workbook e) amend the default position of files in Excel	Teacher will grade students on: ▪ the generation of a macro, testing of the macro and then editing the macro ▪ opening numerous workbooks, arranging them, saving the workspace, and then opening the new workspace ▪ graded exercises that pertain to macros and workspace	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 4: Spreadsheet (Excel)
MAJOR OBJECTIVE: The students will be able to enter numbers and text into a table with rows and columns, and then maintain and manipulate those numbers using the table structure.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.6 Students will understand and will be able to sum up all the information that they learned in Excel and apply their knowledge in creating expense, payroll, budget, and sales worksheets and will be able to calculate loan payments in a worksheet. Students will understand how to prepare reports that summarize financial activity over a specified period of time.	Students will be able to: a) generate and format an expense worksheet b) create and format a payroll worksheet c) produce a worksheet where Excel determines a monthly payment schedule d) create a budget worksheet e) create a sales worksheet	Teacher will grade students on: ▪ ability to apply their knowledge pertaining to financial documents ▪ an end of the Excel Unit packet which includes the creation, in correct format, of an expense, payroll, payment schedule, budget, and sales worksheet over a specific time period	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 5: Database (Access)
MAJOR OBJECTIVE: Students will add enhancements to a database while creating objects that report and analyze data. The students will investigate relationships among databases and table and will create data-driven Web pages.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Students will be able to copy a database file, create switchboards, create lookup fields, enhance tables for data entry and validation and work with forms.	Students will: a) generate a backup reproduction of a database from within Access b) establish a validation regulation c) identify validation standards d) manually produce a form in Design view and express a record source for it e) make an input mask f) identify the variation between a key form and a subform g) insert a subform to a chief form h) generate a switchboard i) identify startup selections for a database	Teacher will grade students on: • generating a validation rule and error message while indicating input masks • producing a lookup field in a table • creating a form in design view • inserting subforms • producing a switchboard • graded exercises on lookup fields, data entry and validation	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 5: Database (Access)
MAJOR OBJECTIVE: Students will add enhancements to a database while creating objects that report and analyze data. The students will investigate relationships among databases and table and will create data-driven Web pages.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.2 Students will understand how to put filters and functions to work, how to design and run queries, and how to generate reports.	Students will: a) categorize data in a table b) generate a totals function that computes a collection of records in a query c) produce a parameter query d) generate and operate a make table query and an append query e) state AND and OR standards language in a query f) produce a new sorting/grouping header in a report	Teacher will grade students on: ▪ how to attach a filter to any table, query, or form datasheet ▪ how to generate and run a parameter query ▪ how to activate the totals function ▪ graded exercises on filters, functions, queries, and report generation	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD
5.3 Students will understand how to link data tables, create data relationships and maintain data integrity.	Student will be able to: a) connect to an outside data supply b) generate a one-to-many connection c) generate a many-to-many connection d) situate referential integrity e) revise an presented relationship f) be familiar with how to identify cascade delete and update	Teacher will grade students on: ▪ how to generate a link to data located in another source ▪ how to generate a one-to-many relationship ▪ how to implement referential integrity in a data relationship ▪ graded exercises on link data table, data relationships and data integrity	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 5: Database (Access)
MAJOR OBJECTIVE: Students will add enhancements to a database while creating objects that report and analyze data. The students will investigate relationships among databases and table and will create data-driven Web pages.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.4 Students will be able to create a data access pages, use PivotTables and PivotCharts to display data, share data with XML data sources, compact and repair a database, work with decoded copies, secure a database, create a Visual Basic module, and split a database for distribution.	Students will: a) generate a data access page b) produce a PivotTable in a data access page c) introduce and send XML data d) utilize the Compact and Repair function e) compact a database and make it indecipherable by other programs f) establish a database password g) utilize Visual Basic to produce a module h) utilize the Database Splitter function to divide a database for allocation	Teacher will grade students on: ▪ creating a data access page using the Design view ▪ constructing a PivotTable on a data access page and a PivotChart from a query ▪ introducing a XML data into Access and export Access data as XML ▪ running Compact and Repair Database on an open database ▪ assigning a password to a database file ▪ encoding a file ▪ generating a decoded copy of a file ▪ splitting a database ▪ writing a simple program in Access Visual Basic	• Stepping Through Microsoft Office 2003 with Business Applications (Advanced) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 6: Multimedia Presentation (PowerPoint)
MAJOR OBJECTIVE: Students will be able to create a slideshow, which is a display of a series of chosen pictures or graphics, which provide output for overheads, handouts, speaker notes and film recorders and is done for artistic or instructional purposes.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Students will be able to use PowerPoint while they deal with files and folders, produce presentations using the AutoContent Wizard, insert, edit, and alter text, operate slides and generate hyperlinks.	Students will: a) be able to work through a presentation b) generate a file with a name that is effortless to remember c) look at all components of a presentation d) use the AutoContent Wizard to generate a presentation e) alter the indent level of a subtitle f) control the slides in a presentation g) produce hyperlinks to a new slide, to a different file, and to a Web site	Teacher will grade students on: • navigating panes, views, and slides in a presentations • saving a presentation in a new folder and in RTF format • utilizing the AutoContent Wizard to generate a production • promoting and demoting subtitles in a presentation • moving and copying slides from one presentation to another • adding hyperlinks • graded exercises pertaining to slide shows, files and folders, usage of hyperlinks	• Stepping Through Microsoft Office 2003 with Business Applications (Introductory) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 6: Multimedia Presentation (PowerPoint)
MAJOR OBJECTIVE: Students will be able to create a slideshow, which is a display of a series of chosen pictures or graphics, which provide output for overheads, handouts, speaker notes and film recorders and is done for artistic or instructional purposes.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.2 Students will be able to generate a presentation using a design template, tailor a design template and a slide layout, produce a presentation from a blank presentation, and introduce text from Word to construct a presentation.	Student will: a) generate a presentation via a design template b) relate a design template to an existing presentation c) utilize numerous design templates in a single presentation d) adapt a design template e) revise a color scheme f) alter a slide layout g) generate a presentation from a blank presentation h) introduce a Word outline to generate a PowerPoint presentation	Teacher will grade students on: • producing a presentation applying multiple design templates • customizing a design template by editing the color scheme and changing the layout • inserting slides and formatting design templates • importing a word outline to create a PowerPoint presentation • graded exercises on design templates, slide layout, presentations, importation of text	• Stepping Through Microsoft Office 2003 with Business Applications (Introductory) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 6: Multimedia Presentation (PowerPoint)
MAJOR OBJECTIVE: Students will be able to create a slideshow, which is a display of a series of chosen pictures or graphics, which provide output for overheads, handouts, speaker notes and film recorders and is done for artistic or instructional purposes.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Students will be able to add and alter clip art, introduce a bit-mapped image, generate and adapt a table, produce a chart, construct office art elements, introduce sound effects and movies, deal with slide masters, and add computer graphics to presentations.	Students will: a) introduce, shift and resize clip art b) introduce a bit-mapped image c) show/conceal grids and guides d) generate and modify a table e) introduce a Word table f) introduce an Excel chart g) produce a chart h) include sound effects and movies i) alter font characteristics and bullets j) employ the slide master and title master to create modifications to a presentation k) apply slide transitions l) introduce action buttons m) add text and objects	Teacher will grade students on: • incorporating clip art • resizing and moving an image • including a bit-mapped illustration • generating and modifying a table • incorporating a Word table • producing a chart • introducing an Excel graph into a presentation • generating an organizational diagram via drawing tools • including sound effects and movies • utilizing slide transitions • graded exercises on clip art, bit-mapped images, tables, charts, sound effects, movies and animation	• Stepping Through Microsoft Office 2003 with Business Applications (Introductory) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 6: Multimedia Presentation (PowerPoint)
MAJOR OBJECTIVE: Students will be able to create a slideshow, which is a display of a series of chosen pictures or graphics, which provide output for overheads, handouts, speaker notes and film recorders and is done for artistic or instructional purposes.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.4 Students will be able to set up and deliver a presentation, set up a review cycle, manage a reviewed presentation, publish presentations to the Web, and set up and schedule an online broadcast.	Students will: a) convey a presentation b) establish a review cycle c) launch a presentation for evaluation d) supervise a reviewed presentation e) allocate a presentation to the web f) prepare and plan an online broadcast	Teacher will grade students on: • setting up and practicing a slide show • use of slides • insert TrueType fonts • running a reviewed presentation • releasing a presentation to the web • televising a presentation	• Stepping Through Microsoft Office 2003 with Business Applications (Introductory) • Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 7: Integration
MAJOR OBJECTIVE: Understand how to integrate text and data between computer applications.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Students will identify current trends in technology including portable devices such as telephones, cell phones, PDA, camera, and MP3 players.	Students will be kept up-to-date with the latest technological changes and will understand what benefits they derive from them.	Teacher will grade students on: • searching the Web for portable devices that include more than one function (such as a telephone, PDA, camera, or MP3 player) • listing the specific features of each device, as well as the price • listing three ways that technology is changing and writing a paragraph on each • creating an advertisement for a cell phone of the future using the Internet and Word	• Computers • Audio Headsets • LCD Projector • Supplemental materials • DVD
7.2 Students will learn how to use technology responsibly referring to Spam and other unethical issues while using the different programs.	Students will decipher which technology can be used for good or bad purposes and how to be a smart user of technology by staying up-to-date about viruses, hackers, and other risks.	Teacher will grade students on: • creating a community newsletter that educates readers about the Internet spam and using technology wisely while using the Internet, Excel, and Word to produce the assignment	• Computers • Audio Headsets • LCD Projector • Supplemental materials • DVD

CONTENT: Computer Applications
CORE CONCEPT 7: Integration
MAJOR OBJECTIVE: Understand how to integrate text and data between computer applications.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.3 Students will understand why access to technology is important.	Students will realize how important accessibility to computers has increased due to improvements in areas of affordability, wireless technology, public access, education	Teacher will grade students on: • researching the Internet and creating a presentation about the use of emerging technology in the home and express how technology is important while using Word, Excel, and PowerPoint to produce the assignment	• Computers • Audio Headsets • LCD Projector • Supplemental materials • DVD

CONTENT: Computer Applications
CORE CONCEPT 8: Career Preparation
MAJOR OBJECTIVE: Students will survey key careers and will develop job skills necessary to achieve success in any chosen field.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Students will understand why it is important to prepare for a career. Students will be able to illustrate the differences of work ethics as they are now and how they were in the past. The students will understand the stages of the family life cycle and how they affect their future. Students will be able to tell the difference between real work and that which is considered non-work experience.	Students will learn: • the meaning of work • how to distinguish between a job and a career • how to define work ethic • the reasons for working • how to examine how family structures affect career choices	Teacher will grade students on: • creating a chart that compares work ethics of 50 years ago to today • listing the stages of the family life cycle • giving an example of an activity that may be considered work to some people but not to others • interviewing a diversity of people who are employed and writing a report on your findings • finding and summarizing an article about work in a magazine or newspaper and writing a one-page report on the findings	• Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 8: Career Preparation
MAJOR OBJECTIVE: Students will survey key careers and will develop job skills necessary to achieve success in any chosen field.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.2 Students will understand the qualities or actions that a potential employer is looking for in a prospective employee. Students will recognize the reasons that could cause a person to get fired from their job. Students will understand what workplace ethics are and the ramifications for not following them.	Students will explain that foundation elements are a set of personal qualities which include: a) self-esteem b) individual responsibility c) self-management d) sociability e) integrity Students will explain the personal qualities are needed on the job which are: a) positive attitude b) good attendance c) punctuality d) performance e) initiative f) cooperation g) accepting criticism h) courtesy i) personal appearance j) good health and fitness k) ethics in the workplace	Teacher will grade students on: • listing the actions that might cause a student to be fired from his or her work experience and discuss in class why each behavior might deserve this action • in groups, researching about workplace ethics and employee qualities and making a group report to the class	• Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 8: Career Preparation
MAJOR OBJECTIVE: Students will survey key careers and will develop job skills necessary to achieve success in any chosen field.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.3 Students will learn how to communicate on the job via letters, memorandums, and reports while using technology. Students will learn how to correspond using the different modes of communication which include the computer, voice mail, cellular phones, walkie-talkies, teleconferencing and video conferencing.	Students will write business letters, memorandums, and reports. Students will describe technological tools in the workplace. Students will build workplace competencies in using interpersonal skills, information, and technology.	Teacher will grade students on: ▪ typing letters in different formats ▪ typing memorandums in different formats ▪ typing reports in proper format ▪ discussing what impresses them most, both positively and negatively, about the latest communication technology ▪ writing a letter to a manufacturing company requesting information on a new product that their company might be interested in buying	• Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 8: Career Preparation
MAJOR OBJECTIVE: Students will survey key careers and will develop job skills necessary to achieve success in any chosen field.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.4 Students will do research and learn about career clusters and the different careers that are available. Students will do research on job qualifications and skills needed to gain employment.	Students will learn what career clusters are and the vast amount of careers within each cluster. Students will identify the difference between traditional and nontraditional jobs and the myths regarding employment in nontraditional jobs. Students will list occupations with the greatest number of job openings and their educational requirements. Students will build workplace competencies in using resources, information, systems, and technology.	Teacher will grade students on: ▪ researching and developing a bulletin board on the different career clusters ▪ researching the job qualifications for a career and making a list of the common skills required ▪ preparing a news column based on the research of a blue-collar worker and a white-collar worker and contrasting the differences in each person's daily routine ▪ researching and finding what occupations are forecasted for future years that will offer the greatest number of jobs to people with a bachelor's degree, associate degree, or no degree and be prepared to discuss with the class ▪ listing at least five jobs from any career cluster that are of interest and listing the school subjects that relate to each job	• Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT 8: Career Preparation
MAJOR OBJECTIVE: Students will survey key careers and will develop job skills necessary to achieve success in any chosen field.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.5 Students will learn how to research for job openings, prepare personal fact sheets, job resumes, letters of application, and job portfolios. Students will develop a home page for employers to view their credentials and other pertinent information. They will also fill out job applications forms correctly. Students will understand how to take the information they collect and transfer it to a database.	Students will look for job openings using networking, friends and relatives, school placement services, director employer contact, want ads, trade and professional journals, government employment services, private employment agencies, and searching the Internet. Students will prepare a personal fact sheet that identifies their background information. Students will prepare a job resume after viewing many different layouts and designs. Students will create a letter of application to accompany their resume and job application form.	Teacher will grade students on: ▪ listing the names, addresses, and telephone numbers of individuals who would make good references in Access ▪ swapping and evaluating resumes within the classroom and then making suitable corrections ▪ developing their own home page to share with employers for purposes of finding a job ▪ generating and writing a letter of application for a specific job ▪ producing a personal fact sheet ▪ filling out an application and then preparing a resume that fits the description ▪ creation of a portfolio containing work samples collected throughout the year	• Computers • Audio Headsets • LCD Projector • Supplemental materials • United Streaming Videos • DVD

CONTENT: Computer Applications
CORE CONCEPT: 9. Digital Citizenship & Internet Safety
MAJOR OBJECTIVE: Starting with a basic definition of the concept and an explanation of its relevance and importance and moving on to tackle personal interactions when using new technologies in and outside the classroom.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Students will identify legal implications for misuse of the Internet and the consequences surrounding inappropriate behavior and use of the Internet in their school and district.	Through teacher-led discussion, students will discuss the NL Acceptable Use Policy (AUP) regarding appropriate use of the Internet. Following this familiarization with the AUP, students will be organized into groups of 2 or 3 and given scenarios to discuss. They must decide 1) Is the individual using technology appropriately? 2) What actions make the scenario (in)appropriate? and 3) What could or should the individual have done differently? Groups will report their conclusions to the class. Working in pairs or groups, students will draft AUP for the classroom based on elements of digital citizenship.	Teacher will grade students on: • whether or not students can accurately describe the district AUP in their own words • the groups' written or verbal reports or conclusions of the scenarios they are given • the group's AUP based on how thoroughly the group reflected district, state and national policies	• Text: Digital Citizenship in Schools. By Ribble & Bailey, ISTE, 2007. – Chapter 6, Lesson 1 • NL Acceptable Use Policy

CONTENT: Computer Applications
CORE CONCEPT: 9. Digital Citizenship & Internet Safety
MAJOR OBJECTIVE: Starting with a basic definition of the concept and an explanation of its relevance and importance and moving on to tackle personal interactions when using new technologies in and outside the classroom.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.2 Students will differentiate between appropriate and inappropriate technology use.	Teacher will divide students into groups of 2 or 3 and provide each group with a digital compass and a list of scenarios. Groups will discuss the scenarios and identify what direction they believe the individuals in the scenarios are going in terms of technology use. Group members should also come up with 1 or 2 scenarios of their own and identify their direction on the compass as well. Groups will share their findings. Follow up with a discussion of how students, as technology users, should begin to think about the ways they use technology in school and elsewhere.	Teacher will grade students on: ▪ the scenarios that the groups create on their own ▪ students blogging on a topic associated with recognizing the effect that inappropriate technology use can have on others ▪ student participation in the blogging experience	▪ Text: Digital Citizenship in Schools. By Ribble & Bailey, ISTE, 2007. – Chapter 6, Lesson 2 ▪ Teacher created handouts

CONTENT: Computer Applications
CORE CONCEPT: 9. Digital Citizenship & Internet Safety
MAJOR OBJECTIVE: Acceptable Starting with a basic definition of the concept and an explanation of its relevance and importance and moving on to tackle personal interactions when using new technologies in and outside the classroom.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.3 Students will recognize and identify elements of digital citizenship and become aware of the many aspects of digital citizenship.	Teacher will spend time introducing and discussing elements of digital citizenship. Further discussion and activities will be based on concepts that students have difficulty understanding. Demonstrating to students that learning how to use technology appropriately is to their advantage; the more informed they are, the more protected they will be fr0m possible problems. This can be done through some role playing activities.	Teacher will grade students on: ▪ coming up with their own examples of appropriate and inappropriate use for each of the elements ▪ creating a "Digital Driver's License Exam" of skills that would be most important for success in the school environment ▪ blogging about their experiences in the role playing assignments	▪ Text: Digital Citizenship in Schools. By Ribble & Bailey, ISTE, 2007. – Chapter 6 ▪ Teacher created handouts

CONTENT: Computer Applications
CORE CONCEPT: 9. Digital Citizenship & Internet Safety
MAJOR OBJECTIVE: Acceptable Starting with a basic definition of the concept and an explanation of its relevance and importance and moving on to tackle personal interactions when using new technologies in and outside the classroom.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.4 Students will enhance their ability to recognize dangers on the Internet.	Students will watch a short video based on a true story of a girl who did not realize the possible consequences of giving out her personal information on the Internet. Students will discuss what happened to the girl and learn how they can avoid similar situations by maintaining their privacy on the Internet. Teacher will write clues about a person on the board and see if the class can guess who is being described. Very general clues at first and then more specific ones will be given to demonstrate how easy it is to figure out one identity.	Teacher will grade students on: ▪ blogging about how to maintain privacy on the Internet ▪ writing one guideline to follow to help avoid giving away too much information on the Internet ▪ situation cards in small groups	▪ Resources at website: http://www.netsmartz.org ▪ Teacher handouts

CONTENT: Computer Applications
CORE CONCEPT: 9. Digital Citizenship & Internet Safety
MAJOR OBJECTIVE: Acceptable Starting with a basic definition of the concept and an explanation of its relevance and importance and moving on to tackle personal interactions when using new technologies in and outside the classroom.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.5 Students will recognize and respond to why it is important to keep online passwords private and not respond to online communication that makes them feel uncomfortable.	Students watch the story of a girl whose best friend gave out her email password to some other girls at school without her knowledge. Students respond to a "Dear Abby" type letter from someone about an experience on the Internet	Teacher will grade students on: ▪ responses to the "Dear Abby" letters that were written by students	▪ Resources at website: http://www.netsmartz.org ▪ Teacher handouts
9.6 Students will enhance their awareness that one they put something online they cannot get it back.	Students watch a true story of a boy who rated girls from school on a web site thinking it was a private joke between him and his friends. Students will discuss the positive and negative aspects of the Internet and offer ideas about what the boy could have done when his friends asked him to rate the web site.	Teacher will grade students on: ▪ blogging about legitimate responses the boy could have made that might have made his friends reconsider their actions ▪ positive and negative aspects of the internet on a wiki as well as the safety issues for all to see	▪ Resources at website: http://www.netsmartz.org ▪ Teacher handouts

CONTENT: Computer Applications
CORE CONCEPT: 9. Digital Citizenship & Internet Safety
MAJOR OBJECTIVE: Acceptable Starting with a basic definition of the concept and an explanation of its relevance and importance and moving on to tackle personal interactions when using new technologies in and outside the classroom.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.7 Students will recognize the need to increase communication with adults about online safety.	Students watch a true story about a 15-year-old girl who ran away from home to meet in person with a man she first met online. Students will be asked to answer questions while watching the video. Students will discuss how the girl was at risk and how similar situations could be avoided by communicating with trusted adults. Students will be asked what they may have done differently to avoid putting themselves in a dangerous situation.	Teacher will grade students on: ▪ blogging their responses to what they may have done differently to avoid putting themselves in a dangerous situation so that others can see various options	▪ Resources at website: http://www.netsmartz.org ▪ Teacher handouts

CONTENT: Computer Applications
CORE CONCEPT: 10. Internet Research
MAJOR OBJECTIVE: Students will understand search engines, become better searchers, judge search results and validate the authority of sources they use.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Students will identify the basic parts of a web search engine, define web search terms, and learn to "read" a web search results page.	Students will watch a PowerPoint presentation introducing them to web searching. Some slides will ask students to define terms. Show parts of video "Web Search Strategies in Plain English". Discuss concepts of visible web and deep web. Students will generate a list of "deep web" sources that they may be able to access from school or local libraries. Students will discuss parts of the web results pages. As a class, students will do several searches together explain how to read the generated results.	Teacher will grade students on: ▪ generating a list of "deep web" sources that they may be able to access from school or local libraries and assess this list ▪ writing up a search result of a website about themselves or interview a class member and write up search results about a fictional web page a class member might have	▪ PowerPoint presentation "Start Your Engine" ▪ Common Craft Movie "Web Search Strategies in Plain English" ▪ You Tube Videos shown by teacher to students ▪ "Matt Cutts Discusses Snippets" ▪ Teacher handouts

CONTENT: Computer Applications
CORE CONCEPT: 10. Internet Research
MAJOR OBJECTIVE: Students will understand search engines, become better searchers, judge search results and validate the authority of sources they use.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.2 Students will interpret and judge search results pages.	Students will be shown PowerPoint presentation “Which Link Should I Follow?” Discussion will take place as indicated on slides. In teams, students will create mini "Choose your own learning adventure" queries. To do this, students create an interesting question. Students can share and challenge each other with their questions. If there is time, student teams could create the video response for each query like the examples in the lesson slides.	Teacher will grade students on their ability to: ▪ evaluate web sites ▪ select information sources	▪ PowerPoint presentation “Which Link Should I Follow?” ▪ You Tube Videos shown by teacher to students. ▪ “Google Helped Me Cut A Pineapple” ▪ “Google Helped Save My Marriage” ▪ “Google Helped Me Remove A Rattlesnake” ▪ Internet service & browser on computers ▪ Teacher handouts

CONTENT: Computer Applications
CORE CONCEPT: 10. Internet Research
MAJOR OBJECTIVE: Students will understand search engines, become better searchers, judge search results and validate the authority of sources they use.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.3 Students will analyze the validity of the results on a web page.	Teacher will use the “Validate the Authority” PowerPoint presentation to introduce students to the concept and skills of validating the authority of a web page. Stop for class discussion where indicated on the slides. Students will look at URL, type of page (e.g., personal, aol.com), type of domain (.edu, .gov), where hosted, is there a date, is there an author listed, etc. Students will practice doing a search to teach to “always check your answers”. Demonstrate with an example like searching for the diameter of the earth. Students will compete in a “Believe it or Not Student Team Challenge”. Students form teams of two or more. Each team will brainstorm and come up with one "Believe it or not" hoax. For example: UFO sightings. Student teams can search for these topics and assess the credibility of some of the results they come up with on the search results page.	Teacher will grade students on their ability to: ▪ search for topics ▪ interpret and judge the credibility of some of the results	▪ PowerPoint presentation “Believe It or Not” ▪ “Validate Authority” ▪ Internet service & browser on computers ▪ Teacher handouts

CONTENT: Computer Applications
CORE CONCEPT: 10. Internet Research
MAJOR OBJECTIVE: Students will understand search engines, become better searchers, judge search results and validate the authority of sources they use.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.4 Students will refine Keyword Search strategies to narrow information sources on the web.	Teacher use the "Keyword Search" presentation to introduce students to keyword search stopping for class discussion where indicated on the slide. An introduction to narrowing searches is shown in the Common Craft Movie "Web Search Strategies in Plain English". Give students a topic and, in teams, have them narrow the topic by applying the following tips: 1. Think how the page you are looking for would be written. 2. Use the words that are most likely to appear on the page. 3. Describe what you need with as few terms as possible. 4. Choose descriptive words.	Teacher will grade students on: ▪ a journal writing down phrases and keywords they use every time they do an Internet search ▪ reflecting, possibly in a blog, on their successes, challenges and results in using keyword searches and narrowing search terms	▪ PowerPoint presentation "Keyword Search" ▪ Common Craft Movie "Web Search Strategies in Plain English" ▪ Internet service & browser on computers ▪ Teacher handouts

CONTENT: Computer Applications
CORE CONCEPT: 10. Internet Research
MAJOR OBJECTIVE: Students will understand search engines, become better searchers, judge search results and validate the authority of sources they use.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.5 Students will practice search strategies with features such as synonyms and learn techniques that take advantage of available search features.	The "Your Search Toolbox" PowerPoint presentation will introduce students to search strategies provided by search engines. Class discussion will be held where indicated on slides. Discussion will focus on topics such as: every word matters, case in not important, most punctuation is ignored, spell check and "Did you mean? trying variations of terms and use of synonyms, excluding keywords, and searching for exact phrases.	Teacher will grade students on entering their findings on a wiki for access by other students and themselves at a later date based on features such as: ▪ synonyms ▪ every word matters ▪ case is not important ▪ spell check ▪ other search features	▪ PowerPoint presentation "Your Search Toolbox" ▪ Internet service & browser on computers ▪ Teacher handouts

CONTENT: Computer Applications
CORE CONCEPT: 10. Internet Research
MAJOR OBJECTIVE: Students will understand search engines, become better searchers, judge search results and validate the authority of sources they use.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.6 Students will identify types of search results and media formats available in universal search results and use search techniques to locate web resources as part of an authentic learning experience.	Students will search for a common topic and explain what types of media their search results page lists. Discussion will follow on why the results are blends of different sources and bodies of knowledge and the advantages and disadvantages of this. Students will work on teams that will be given a challenge about "We are building a scale model of an 18th century sailboat. What is the *fore topmost studding sail* and where does it go? The teams that come up with the quickest or most elegant way to search for this take the honors.	Teacher will grade students on their results in search challenges based on: ▪ quickest result ▪ most elegant results	▪ PowerPoint presentation "The Advanced Search Squad" ▪ Internet service & browser on computers ▪ Teacher handouts

CONTENT: Computer Applications
CORE CONCEPT: 10. Internet Research
MAJOR OBJECTIVE: Students will understand search engines, become better searchers, judge search results and validate the authority of sources they use.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.7 Students will be able to use search features and operators to locate information.	Teacher will point out with the help of a PowerPoint presentation "Quick Finds" that there is much to be learned beyond simply typing search terms into the Google search box. Teacher will demonstrate some of these features. As a way to summarize, students will be introduced to the Explore Search page at: http://www.google.com/landing/searchtips/ . Students will seek out classmates to perform search functions using features discussed in class to play Search bingo.	Teacher will grade students on: ▪ developing challenging questions that will require their classmates to use multiple search features (students might have to find a zip code and then conduct a local search using that zip code) ▪ creation of an answer sheet for this activity (these quiz items may be placed on a wiki if the teacher desires)	▪ PowerPoint presentation "Quick Finds" ▪ Google Search Bingo materials ▪ Student Search Quiz Template ▪ Internet service & browser on computers ▪ Teacher handouts

CONTENT: Computer Applications
CORE CONCEPT: 10. Internet Research
MAJOR OBJECTIVE: Students will understand search engines, become better searchers, judge search results and validate the authority of sources they use.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.8 Students will learn more about advanced search including how to use fill in the blank, term exclusion, related search, and numeric range and will determine when each type of strategy should be applied.	The presentation "Advanced Advantage" will be used to discuss and demonstrate techniques. Students may try out examples as we talk through the advanced search operators. Following discussion, students will break into groups of four. Each person is assigned a feature: fill in the blank, term inclusion, related search or numeric range. Each team member is responsible for learning about a feature and will teach it to the rest of the group. The group will then take their collective knowledge and will create a product that will help their classmates utilize these search features. This could include the creation of a handout, poster, podcast, or commercial demonstrating the search techniques.	Teacher will grade students on: ▪ the group's final product which may be displayed in the classroom or posted online so that the entire class can benefit from the group's collective knowledge around these search features ▪ creation of a final product demonstrating knowledge of how to use: a) fill in the blank b) term exclusion c) related search d) numeric range	▪ PowerPoint presentation "Advanced Advantage" ▪ Internet service & browser on computers ▪ Teacher handouts

IV. EXPECTED LEVELS OF ACHIEVEMENT

Grading System for class:
90% - 100% is equivalent to an A letter grade
80% - 89% is equivalent to a B letter grade
70% - 79% is equivalent to a C letter grade
60% - 69% is equivalent to a D letter grade

The teacher expectation is that the student will achieve a 90% or higher.

A number of assessment methods will be used including:

f) Textbook: Discovering Computers, Living in a Digital World (Fundamentals)

g) Textbook: Stepping Through Microsoft Office 2003 with Business Applications (Advanced)

h) Textbook: Stepping Through Microsoft Office 2003 with Business Applications (Introductory)

i) Textbook: Digital Citizenship in Schools

j) Internet

k) Student's typing assignments

l) Quizzes

m) Tests

V3 Academy Cyber Charter School

Digital Media A

I. PHILOSOPHY

In this course, students will learn how to produce, design, and utilize digital media. They will learn a broad range of skills and concepts and through hands-on activities, students will learn techniques for producing and distributing digital images, audio, video, and Web sites. Students will leave this class with a Web site portfolio that showcases their digital media skills and projects.

II. CORE CONCEPTS

1. Copyright laws apply to digital media.
2. Some digital media content is available in the public domain or through Creative Commons licensing.
3. Effective visual digital media is based on elements and principles of design.
4. Tools for producing digital audio and video are accessible and easy to use.
5. A portfolio is a collection of works an artist can reflect upon and share with others.

III. COURSE OF STUDY

A. Course Study: Digital Media A

B. Grade Level: 9-12

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 90 Days

D. Academic Level: Elective

E. Credits: 0.5

F. Prerequisites: none

G. Course Description:

In this course, students will learn how to produce, design, and utilize digital media. They will learn a broad range of skills and concepts and through hands-on activities, students will learn techniques for producing and distributing digital images, audio, video, and Web sites. Students will leave this class with a Web site portfolio that showcases their digital media skills and projects.

VI. ESSENTIAL QUESTIONS

1. Who owns digital images?
2. How does design play a role in your everyday life?
3. How do you envision using digital tools in your future?
4. How can you use digital media tools to express yourself?
5. How can a digital portfolio be valuable?

V. KEY SKILLS

1. Identify types of media and describe copyright issues
2. Identify and apply elements of design, composition, color theory and typography.
3. Use a digital camera, scanner and edit digital images.
4. Record and edit audio. Create a podcast.
5. Create a storyboard, record and edit digital video.
6. Develop, reflect upon and distribute a digital portfolio.

VI. PA STANDARDS ALIGNMENT

1. 3.7.7 C Explain & demonstrate basic computer operations and concepts.
2. 3.7.7 D Apply computer software to solve specific problems.
3. 3.7.7 E Explain basic computer communications systems.

VII. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Digital Media A

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

Below 60% F

B. Individual student grades will be determined at the conclusion of a nine-week period base on:

1. Discussion Board Participation
2. Tests
3. Image Projects (rubric)
4. Video Projects (rubric)
5. Portfolio
6. Journal

V3 Academy Cyber Charter School

Digital Media B

I. PHILOSOPHY

In this course, students will learn advanced techniques they can use to produce, design, and utilize digital media. They will learn a broad range of skills and concepts and through hands-on activities. Students will learn techniques for producing and distributing digital images, audio, video, and interactive media. Students will leave this class with a digital portfolio that showcases their digital media skills and projects.

II. CORE CONCEPTS

1. Utilizing digital media comes with rights, responsibilities and requires digital citizenship etiquette.
2. Safety and security measures must be taken by users of digital media.
3. Digital media is content that can be created, manipulated and distributed using digital tools. Communication is possible at a global level via podcasting.
4. Images can be manipulated with a variety of tools.
5. Ethical considerations must be made when using image-editing software.
6. Digital media is content that can be created, manipulated and distributed using digital tools.
7. Digital media is content that can be created, manipulated and distributed using digital tools.
8. A portfolio can be easily shared worldwide

III. COURSE OF STUDY

A. Course Study: Digital Media B

B. Grade Level: 9-12

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 90 Days

D. Academic Level: Elective

E. Credits: 0.5

F. Prerequisites: none

G. Course Description:

In this course, students will learn advanced techniques they can use to produce, design, and utilize digital media. They will learn a broad range of skills and concepts and through hands-on activities. Students will learn techniques for producing and distributing digital images, audio, video, and interactive media. Students will leave this class with a digital portfolio that showcases their digital media skills and projects.

IV. KEY SKILLS

1. Media Impact
2. Digital Photos
3. Digital Video
4. Digital Audio
5. Interactive Media
6. Building a Portfolio

V. PA STANDARDS ALIGNMENT

1. 3.7.7 C Explain & demonstrate basic computer operations and concepts.
2. 3.7.7 D Apply computer software to solve specific problems.
3. 3.7.7 E Explain basic computer communications systems.

VI. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Digital Media B

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

B. Individual student grades will be determined at the conclusion of a nine-week period base on:

1. Discussion Board Participation
2. Tests
3. Image Projects (rubric)
4. Video Projects (rubric)
5. Portfolio
6. Journal

V3 Academy Cyber Charter School

Traditional Earth Science

Traditional Earth Science

I. PHILOSOPHY

Traditional Earth Science allows each student to acquire a basic understanding of the Astronomy, Meteorology, Oceanography and Geology of planet Earth. Students should gain a better understanding of the Earth, its functions, and its place within the universe.

II. CORE CONCEPTS

1. Scientific Method – Ability to follow and understand research procedures

2. Earth in the Universe – Ability to understand the Earth's place and relationships in the Universe

3. Heavenly Bodies – Ability to understand the diversity of objects within the known universe

4. Solar System – Ability to understand planets, movements and interactions within our Solar System

5. The Moon – Knowledge of the Moon's interactions with and affects on the Earth

6. Atmospheric Composition – Ability to understand the physical properties and processes of the Earth's atmosphere

7. Weather and Climate – Ability to demonstrate knowledge of weather, climate, and forecasting

8. Physical Ocean Features – Knowledge of the physical ocean environment

9. Ocean Effects – Ability to understand ho the oceans impact life

10. Rocks and Minerals – Ability to recognize and understand practical applications of these natural resources

11. Plate Tectonics – Knowledge of the Earth's interior, and dynamics of plate movements, and relationship to Volcanoes and Earthquakes

12. Mapping – Ability to use latitude, longitude, time, and contours to understand locations in both space and time

III. COURSE OF STUDY

- Course Study: Traditional Earth Science

- Grade Level: 9

- Length of Course:

  - Frequency: Every Day

  - Duration: 1 Hour

  - Length: 180 Days

- Academic Level: Academic

- Credits: 1.0

- Prerequisites: Successful completion of 8th grade science

- Course Description:

  The Traditional Earth Science course is designed to teach the basic concepts of Astronomy, Meteorology, Oceanography, and Geology. Utilization of audio-visual materials will be employed. Techniques used in the collection of data, note taking, organizational skills, and problem solving will be incorporated. Emphasis will be placed on the functions of the Earth and their relationship to humans.

CONTENT: Traditional Earth Science
CORE CONCEPT: 1 Scientific Method
MAJOR OBJECTIVE: Ability to follow and understand research procedures

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Know and understand basic scientific investigative procedures S11.A.1.1	Students will apply the basic scientific investigative procedures by using the scientific method: observation, hypothesis, test. S11.A.1.1.1 S11.A.1.1.2 S11.A.1.1.4	▪ Teacher evaluation of written and verbal student responses regarding how to apply the scientific method to physical Earth changes	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
1.2 Distinguish between mass, weight, volume, and density of materials S11.A.1.1	Students will distinguish between mass, weight, volume, and density of materials by calculating measurable features of various materials. S11.A.1.1.5	▪ Teacher evaluation of written and verbal student responses regarding how to find properties of various materials ▪ Teacher observation of students using tactile skills to establish the various identifying properties of various materials	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 1 Scientific Method
MAJOR OBJECTIVE: Ability to follow and understand research procedures

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.3 Determining the circumference of the Earth S11.A.1.1	Students will measure the actual circumference of the Earth using scientific and mathematical procedures. S11.A.1.1.4	▪ Teacher evaluation of written and verbal student responses regarding how to measure the circumference of the Earth ▪ Teacher observation of student findings to mathematical calculations dealing with the Earth's measurable properties	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 2 Earth in the Universe
MAJOR OBJECTIVE: Ability to understand the Earth's place and relationships within the Universe

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Know and understand the size and the distance of the Earth compared to other heavenly objects S11.A.3.1 S11.A.3.2	Students will calculate the size of Earth as compared to other heavenly objects by use of models to define the size of the Earth and distance to other objects. S11.A.3.1.1 S11.A.3.2.1 S11.A.3.2.3	▪ Teacher evaluation of written and verbal student responses regarding how the size of Earth is measured ▪ Teacher observation of student performance during mathematical calculations to determine planetary distances	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
2.2 Know and understand the relationship of the Earth to its galaxy S11.A.3.1 S11.A.3.2	Students will examine how the Earth relates to the galaxy by interpretation of models explaining the Earth's place and motion in the universe. S11.A.3.1.1 S11.A.3.2.1 S11.A.3.2.3	▪ Teacher evaluation of written and verbal student responses regarding how the Earth relates to the galaxy	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 3 Heavenly bodies
MAJOR OBJECTIVE: Ability to understand the diversity of objects within the known universe

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Know and understand the types and functions of objects in the universe S11.D.3.1	Students will describe the types and functions of objects in the universe such as various stars, galaxies, and blackholes, by comparing and contrasting how they are formed and identified. S11.D.3.1.1 S11.D.3.1.3	▪ Teacher evaluation of written and verbal student responses regarding how to decipher between various stellar objects	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 4 Solar System
MAJOR OBJECTIVE: Ability to understand planets, movements and interactions within our Solar System

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Understand the characteristics of the planets S11.D.3.1	Students will examine the planets by comparison of the planets to each other using physical features, chemical features and motions. S11.D.3.1.1	▪ Teacher evaluation of written and verbal student responses regarding how to decipher between various planetary objects	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
4.2 Understand natural satellites and their interactions with their planets S11.A.3.2 S11.D.3.1	Students will describe natural satellites and how they interact with their planets by comparing the natural satellites to each other and other planets in terms of number, size, physical and chemical properties and rate of motions. S11.A.3.2.3 S11.D.3.1.3	▪ Teacher evaluation of written and verbal student responses regarding how the natural satellites relate to and influence the planets with which they are associated	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
4.3 Understand the functions and significance of the minor members of the Solar System S11.A.3.2 S11.D.3.1	Students will connect the functions and significance of the minor members of the Solar System to planets and natural satellites, including comets, asteroids, meteoroids, meteorites, and meteors. S11.A.3.2.3 S11.D.3.1.3	▪ Teacher evaluation of written and verbal student responses regarding how minor members of the Solar System are significant	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 5 The Moon
MAJOR OBJECTIVE: Knowledge of the Moon's interactions with and affects on the Earth

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Replicate and understand the phase changes of the Earth's moon S11.A.3.2 S11.D.3.1	Students will examine the moon's phase changes by reproducing models to view the phases and changes such as waxing/waning, crescent, gibbous, and quarter. S11.A.3.2.3 S11.D.3.1.3	▪ Teacher evaluation of written and verbal student responses regarding how the moon experiences different phases ▪ Teacher observation of students models of the phase changes	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
5.2 Compare and correlate moon phases to the Earth's tides S11.D.1.3	Students will correlate lunar phases to Earth tides by use of time and day mathematics to calculate and correlate moon phases with tides, including high, low, neap, and spring. S11.D.1.3.3	▪ Teacher evaluation of written and verbal student responses regarding how to relate the moon phases to Earth tides	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
5.3 Identify interior and exterior features of the moon S11.A.3.2 S11.D.3.1	Students will identify features of the moon by use of models to show interior and exterior composition and features of the moon such as maria, craters, and rays. S11.A.3.2.3 S11.D.3.1.3	▪ Teacher evaluation of written and verbal student responses regarding the interior and exterior features of the moon ▪ Teacher observation of student labeling of Moon diagram	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT:5 The Moon
MAJOR OBJECTIVE: Knowledge of the Moon's interactions with and affects on the Earth

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.4 Know and understand the theories behind the origin of the moon S11.A.3.2 S11.D.3.1	Students will explore the theories behind the origin of the moon by comparing lunar and Earth features and similar histories. S11.A.3.2.3 S11.D.3.1.3	▪ Teacher evaluation of written and verbal student responses regarding the comparison between lunar and Earth features and origins	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
5.5 Know and understand phenomena dealing with lunar and solar eclipses and their occurrences S11.A.3.2 S11.D.3.1	Students will contrast lunar and solar eclipses by comparison of astronomical alignment required for each type of eclipse such as solar, lunar, penumbra, and umbra. S11.A.3.2.3 S11.D.3.1.3	▪ Teacher evaluation of written and verbal student responses regarding the manner in which various stages of lunar and solar eclipses occur	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 6 Atmospheric Composition
MAJOR OBJECTIVE: Ability to understand the physical properties and processes of the Earth's atmosphere

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Recognize and understand different phases of matter and how phases can change from one form to another S11.A.1.3	Student will differentiate between phases of matter and how changes from one form to another occur, such as solid, liquid, gas, evaporation, sublimation, condensation, boiling, and freezing. S11.A.1.3.1 S11.A.1.3.2	▪ Teacher evaluation of written and verbal student responses regarding the manner in which phases are identified and changed ▪ Teacher observation of student interpretation of internal structure of the phases and temperature requirements for changes to occur	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
6.2 Know and understand the layers of the Earth's atmosphere and the importance of each layer S11.D.2.1	Students will compare the Earth's atmospheric layers and the significance of each , including Troposphere, Stratosphere, Mesosphere, Ionosphere, Exosphere, Thermosphere, and Pauses. S11.D.2.1.1 S11.D.2.1.2 S11.D.2.1.3 S11.D.2.1.4	▪ Teacher evaluation of written and verbal student responses regarding the atmospheric layers and importance of each ▪ Teacher observation of student labeling and construction of atmospheric layers model	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 6 Atmospheric Composition
MAJOR OBJECTIVE: Ability to understand the physical properties and processes of the Earth's atmosphere

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Identify the major gases in the Earth's atmosphere and the significance of each S11.D.2.1	Students will identify the major gases in the atmosphere, how they affect life, the abundance of them, and uses of them such as nitrogen, oxygen, carbon dioxide, and water vapor. S11.D.2.1.1 S11.D.2.1.2 S11.D.2.1.3 S11.D.2.1.4	▪ Teacher evaluation of written and verbal student responses regarding the atmospheric gases and significance of each ▪ Teacher observation of student created pie graphs representing percent compositions of the gases	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
6.4 Understand the cycles involving the major gases in the atmosphere S11.D.2.1 S11.A.1.3	Students will describe the cycles involving the major atmospheric gases by recreating pathways through which gases are converted and transferred from place to place and the mechanisms required for these transfers. S11.D.2.1.1 S11.D.2.1.2 S11.D.2.1.3 S11.D.2.1.4 S11.A.1.3.2	▪ Teacher evaluation of written and verbal student responses regarding the cycles of major atmospheric gases ▪ Teacher observation of student construction of models representing the cycles	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 7 Weather and Climate
MAJOR OBJECTIVE: Ability to demonstrate knowledge of weather, climate, and forecasting

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Know and understand the difference between weather and climate S11.D.2.1	Students differentiate weather from global climatic situations, including storms, tornadoes, hurricanes, global warming, and tropics. Students will make informed opinions regarding man's influence on the climate. S11.D.2.1.1 S11.D.2.1.2 S11.D.2.1.3 S11.D.2.1.4	▪ Teacher evaluation of written and verbal student responses regarding how to identify climate vs. weather situations ▪ Teacher observation of students opinions based on man's influence on the climate	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
7.2 Understand the forces involved with atmospheric processes S11.D.2.1	Students will apply the forces involved with atmospheric processes and conditions such as pressure cells, fronts, humidity, temperatures, precipitation, and clouds. S11.D.2.1.1 S11.D.2.1.2 S11.D.2.1.3 S11.D.2.1.4	▪ Teacher evaluation of written and verbal student responses regarding atmospheric processes ▪ Teacher observation of student created and presented weather processes	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
7.3 Understand phenomena associated with severe weather events S11.D.2.1	Students will identify the processes, classifications, and effects of severe weather. S11.D.2.1.1 S11.D.2.1.2 S11.D.2.1.3 S11.D.2.1.4	▪ Teacher evaluation of written and verbal student responses regarding processes, classifications, and responses to severe weather	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 7 Weather and Climate
MAJOR OBJECTIVE: Ability to demonstrate knowledge of weather, climate, and forecasting

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.4 Identify basic meteorological symbols, maps, and terminology S11.D.2.1	Students will apply cloud charts to identify cloud types, how they are formed, and associated weather phenomena. Students will apply weather maps and charts to assimilate common symbols and terms used in meteorology. S11.D.2.1.1 S11.D.2.1.2 S11.D.2.1.3 S11.D.2.1.4	▪ Teacher evaluation of written and verbal student correlation of clouds to temperatures, altitudes, and precipitation patterns. ▪ Teacher observation of student interpretation of weather maps and charts	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 8 Physical Ocean Features
MAJOR OBJECTIVE: Ability to ascertain knowledge of the physical ocean environment

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Identify the physical features of the oceans S11.D.1.1	Students will identify physical ocean features, including seamounts, trenches, ridges, abyssal plains, slope, and rise. S11.D.1.1.1 S11.D.1.1.2 S11.D.1.1.3	▪ Teacher evaluation of written and verbal student responses dealing with the identification of physical ocean features ▪ Teacher observation of student labeling of ocean floor features	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
8.2 Understand the formation and breakdown of the ocean basins S11.D.1.1	Students will describe the formation and breakdown of the ocean basins by comparing subaqueous and terrestrial features to ascertain a similarity and difference between the different formations. S11.D.1.1.1 S11.D.1.1.2 S11.D.1.1.3	▪ Teacher evaluation of written and verbal student correlation between terrestrial and subaqueous features	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 9 Ocean Effects
MAJOR OBJECTIVE: Acquire an understanding of how the oceans impact life

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Understand how the oceans have been and are studied S11.D.1.2	Students will examine how the oceans have been and are studied by comparison of modern versus historical techniques to explore the oceans such as sonar, bathysphere, and bathyscaph. S11.D.1.2.1 S11.D.1.2.2	▪ Teacher evaluation of written and verbal student responses regarding the history of oceanic exploration	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
9.2 Understand the oceans' potential as a natural resource for various types of organic and inorganic materials S11.D.1.1 S11.D.1.2	Students will deduce the oceans' potential as a natural resource for various materials by identifying resources obtained from the oceans and their amounts through use of graphs, including plankton, nodules, oil and fish. S11.D.1.1.1 S11.D.1.1.2 S11.D.1.1.3 S11.D.1.2.1 S11.D.1.2.2	▪ Teacher evaluation of written and verbal student responses regarding the natural resources in the ocean ▪ Teacher observation of student interpretation of natural resources as presented in graphical form	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 9 Ocean Effects
MAJOR OBJECTIVE: Acquire an understanding of how the oceans impact life

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.3 Understand the relationship between the oceans, the Earth's atmosphere, and land S11.D.1.2	Students will describe the relationship between the oceans, atmosphere, and land by mapping ocean currents and seeing how these currents affect regional temperature and weather patterns and climates of locales on neighboring landmasses. S11.D.1.2.1 S11.D.1.2.2	▪ Teacher evaluation of written and verbal student responses regarding the effects of oceans to land and atmosphere ▪ Teacher observation of student interpretation of oceanic, land, and atmospheric maps and charts	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 10 Rocks and Minerals
MAJOR OBJECTIVE: Ability to recognize and understand practical applications of rocks, minerals, and natural resources

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Differentiate between various types of rocks and minerals and understand how each type is formed and identified S11.D.1.1	Students will differential between rocks and minerals through observations of various rocks and minerals such as igneous, sedimentary, metamorphic, and minerals. Students will examine how each rock and mineral is formed and identified through observations and testing of the rocks and applying them to the rock cycle, including streak, luster, hardness, cleavage and fracture. S11.D.1.1.1 S11.D.1.1.2 S11.D.1.1.3	▪ Teacher evaluation of written and verbal student responses regarding how to differentiate between rocks and minerals ▪ Teacher observation of student identification of various rocks and minerals, how they identified them, and how they apply them to the rock cycle	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
10.2 Understand uses and values of common rocks, minerals, and natural resources S11.D.1.2	Students will identify uses and values of common rocks, minerals, and natural resources by application of rocks and minerals to everyday objects and industrial uses. S11.D.1.2.1 S11.D.1.2.2	▪ Teacher evaluation of written and verbal student responses regarding how rocks, minerals, and natural resources are utilized in society	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 11 Plate tectonics
MAJOR OBJECTIVE: Knowledge of the Earth's interior and the dynamics of plate movement

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
11.1 Knowledge of the internal structure and forces of the Earth and how we know about the internal structure S11.D.1.1	Students will explore the internal composition, structure and forces of the Earth through use of diagrams, maps, and charts. S11.D.1.1.1 S11.D.1.1.2 S11.D.1.1.3	▪ Teacher evaluation of written and verbal student responses regarding how the internal structure of the Earth is set up and what forces help to form it	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
11.2 Understand the theory of plate tectonics and observe the evidence behind the theory S11.A.1.3 S11.D.1.1	Students will apply the theory of plate tectonics by observing various pieces of evidence used to support it such as glaciation, fossils and land mass formations. Students will formulate educated opinions on the theory of plate tectonics, based on works by noted scientists including Wegner. S11.A.1.3.2 S11.D.1.1.2	▪ Teacher evaluation of written and verbal student responses regarding what the theory of plate tectonics involves ▪ Teacher observation of student opinions based on documented information	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 11 Plate tectonics
MAJOR OBJECTIVE: Knowledge of the Earth's interior and the dynamics of plate movement

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
11.3 Interpretation of plate tectonics affect on the Earth's crust S11.D.1.1	Students will interpret plate tectonics affects on Earth by observing how the phenomena occur, is recorded, studied, and the affects on life forms including volcanoes, earthquakes, and tsunamis. S11.D.1.1.1 S11.D.1.1.2 S11.D.1.1.3	▪ Teacher evaluation of written and verbal student responses regarding how plate tectonics and natural phenomena relate to Earth's life forms	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

CONTENT: Traditional Earth Science
CORE CONCEPT: 12 Mapping
MAJOR OBJECTIVE: Ability to use latitude, longitude, time, and contours for students to understand time and location

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
12.1 Know and understand concept of latitude and longitude S11.A.3.2	Students will apply latitude and longitude by identifying locations on maps. S11.A.3.2.1 S11.A.3.2.2 S11.A.3.2.3	▪ Teacher evaluation of student's verbal and written responses regarding how to accurately locate specific global locations by use of latitude and longitude coordinates	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
12.2 Know and understand the concept of contour mapping S11.A.3.2	Students will interpret contour maps by use of contour maps and models to assess physical features of landforms and man-made objects. S11.A.3.2.1 S11.A.3.2.2 S11.A.3.2.3	▪ Teacher evaluation of student's verbal and written responses regarding how to accurately read and create contour maps	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources
12.3 Know and understand the concept of time and time zones S11.A.3.2	Students will describe the concept of time and time zones by use of time zone maps to identify global times and the logic of time zones. S11.A.3.2.1 S11.A.3.2.2 S11.A.3.2.3	▪ Teacher evaluation of student's verbal and written responses regarding how to accurately use time zones to understand global time	Textbook Laboratory materials Teacher/Publisher generated materials Audio/visual materials Additional text/internet resources

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for all Earth Science classes:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

B. Each student's grade will be determined at the conclusion of each of the four nine-week marking periods. Grades will be based on a statistical percentage of points acquired compared to the points possible for that marking period. Points may be acquired from the following:

1. Quizzes
2. Tests
3. Homework
4. Laboratory work
5. Projects
6. Classwork
7. Notebook

C. A notebook is required and may be collected at years end or intermittently throughout the year. It will be graded on neatness, organization, completeness, and overall quality of work. If the notebook is collected at the end of the year; it will be counted as the final exam.

V3 Academy Cyber Charter School

Traditional English 10

Traditional English 10

I. PHILOSOPHY

This English course is designed to prepare the student who has begun the traditional (academic) pathway to meet the challenges of reading, writing, speaking, listening, gathering information and critically thinking while moving towards the work expected at the college or university level. Students who successfully complete Traditional English 10 should be well prepared to post secondary education, or, if he or she chooses, a junior college or trade school.

II. CORE CONCEPTS

1. **Learning to Read Independently:** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non-fiction texts.

2. **Reading Critically in All Content Areas:** Students read and understand information text. As informed readers, they recognize and analyze organizational patterns.

3. **Reading, Analyzing, and Interpreting Literature-Fiction and Non-Fiction:** Students read and respond to works of literature. They know and identify the various genres of literature and analyze the author's effective use of literary elements and devices in both Fiction and Non-Fiction.

4. **Types of Writing:** Students write for different purposes and audiences.

5. **Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and command of the conventions of language.

6. **Speaking and Listening:** Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech.

7. **Characteristics and Functions of the English Language:** Students recognize formal and informal language and its use in speech, writing, and literature.

8. **Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer research questions.

COURSE OF STUDY

A. Course Study: Traditional English 10

B. Grade Level: Tenth

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: Traditional/Academic

E. Credits: 1.0

F. Prerequisites: Traditional English 9

G. Course Description: Traditional English 10 is designed to prepare the student for post secondary education.

H. Pennsylvania Academic Standards: Throughout this curriculum outline are numerous statements followed by parentheses containing a series of letters and numbers, such as (1.4.11.A). These are references to the Pennsylvania Academic Standards published by the PA Department of Education. This curriculum is aligned with the state standards and the Pennsylvania System of School Assessment (PSSA) reading and writing test in 11th grade.

IV. CONTENT: Traditional English 10
CORE CONCEPT 1: Learning to reading independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and nonfiction texts.

CURRICULUM STANDARD: Learning to read independently			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Locate various texts, media and traditional resources for assigned and independent projects before reading. (1.1.11.A)	The teacher will guide students to: • Locate resources for independent reading • Utilize media resources for teacher assigned projects	Monitoring of student written and oral responses to teacher initiated questions for student ability to locate reading materials. Monitoring of student responses to computer quizzes for independent reading.	Approved textbook Newspapers Magazines Library resources Internet resources Electronic Databases
1.2 Analyze the structure of informational materials explaining how authors use these to achieve their purposes. (1.1.11.B)	The teacher will guide students to: • Describe the structure of a variety of informational materials • Analyze a variety of informational materials • Identify authors' purpose	Monitoring of student written responses to teacher initiated questions for student ability to analyze structure of informational materials and authors' purposes.	Approved textbook Newspapers Library resources Internet resources
1.3 Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. (1.1.11.C)	The teacher will guide students to: • Identify root words and words from literary works for meaning and understanding • Use these words accurately in speaking and writing	Monitoring of student written responses to teacher initiated questions for student ability to root words and vocabulary derived from these root words for correctness and appropriate understanding.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and nonfiction texts.

CURRICULUM STANDARD: **Learning to read independently**			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.4 Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts. (1.1.11.D)	The teacher will guide students to: • Identify, describe, evaluate and synthesize main ideas and concepts in text • Identify and demonstrate effective reading strategies	Monitoring of student written and oral responses to teacher initiated questions for students which demonstrate their ability to locate essential ideas from text.	Approved textbook
1.5 Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. (1.1.11.E)	The teacher will guide students to: • Complete vocabulary assignments • Maintain a personal vocabulary list of words applicable to readings	Monitoring of student written and oral responses to teacher initiated questions for student ability to correctly and appropriately use new word acquired while reading.	Approved textbook Dictionary or related reference
1.6 Understand the meaning of and use correctly new vocabulary learned in various subject areas. (1.1.11.F)	The teacher will guide students to: • Identify root words and words from literary works for meaning and understanding • Correctly use new vocabulary in writing assignments	Monitoring of student written and oral responses to teacher initiated questions for student ability to use new vocabulary through the use of oral drills and written quizzes and test. Monitoring of student written responses in the form of essays regarding correct use of new vocabulary.	Approved textbook Dictionary or related reference

CONTENT: Traditional English 10
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and nonfiction texts.

CURRICULUM STANDARD: Learning to read independently

Student Expectations	Specific Content	Assessments	Resources/Materials
1.7 Demonstrate after reading understanding and interpretation of both fiction and nonfiction texts. (1.1.11.G)	The teacher will guide students to: • Retell or summarize the major ideas, themes, or procedures of the text • Connect new information or ideas in the text to known information • Clarify ideas and understandings through rereading and discussion • Make responsible assertions about the text by citing evidence from the text • Discuss and explore fiction and non-fiction text • Create summaries including major ideas, themes, and procedures • Engage in small group discussions of ideas and understanding of text	Monitoring of student written and oral responses to teacher initiated questions for student ability to understand and interpret fiction and non fiction, understand new information and find main ideas. Monitoring of student oral responses in classroom discussions through evaluation of responsible assertions concerning textual evidence.	Approved textbook Bradbury, Ray. Fahrenheit 451. New York: Ballantine Books, 1982.

CONTENT: Traditional English 10
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and nonfiction texts.

CURRICULUM STANDARD: Learning to read independently

Student Expectations	Specific Content	Assessments	Resources/Materials
1.8 Demonstrate fluency and comprehension in reading. (1.1.11.H)	The teacher will guide students to: • Read materials aloud with accuracy • Self-correct mistakes • Use appropriate rhythm, flow, meter, and pronunciation • Demonstrate comprehension during and after reading a variety of texts	Monitoring of student oral reading of texts. Monitoring for correct use of pronunciation and use of rhythm, flow, and meter.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 2: Reading critically in all content areas
MAJOR OBJECTIVE: Students will read and understand informational text. As informed readers, they recognize and analyze organizational patterns, arguments and positions advanced.

CURRICULUM STANDARD: **Reading critically in all content areas**			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Read and understand essential content of informational texts and documents in all academic areas. (1.2.11.A)	The teacher will guide students to: • Differentiate fact from opinion with text • Distinguish between essential and nonessential information within a text • Make inferences from text when studying a topic • Draw conclusions based on text • Analyze text organization and content to derive meaning from text using established criteria • Identify use of bias	Monitoring of appropriate student written and oral responses to teacher initiated questions for student ability to differentiate fact from opinion, distinguish between essential and nonessential information, and make inferences, draw conclusions. Monitoring of student responses for clarity, form and function in formal essays using teacher created rubrics.	Approved textbook Library resources Internet resources

CONTENT: Traditional English 10
CORE CONCEPT 2: Reading critically in all content areas
MAJOR OBJECTIVE: Students will read and understand informational text. As informed readers, they recognize and analyze organizational patterns, arguments and positions advanced.

CURRICULUM STANDARD: **Reading critically in all content areas**			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.2 Use and understand a variety of media and evaluate the quality of material produced. (1.2.11.B)	The teacher will guide students to: • Select appropriate electronic media for research • Evaluate the quality of the information received from conducting research • Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes • Develop a media project to demonstrate understanding of information, organization, arguments and positions advanced	Monitoring of student work to teacher initiated questions for student ability to locate information using electronic tools. Monitoring of student responses on written and electronically created projects for correctness, form and function.	Approved textbook Library resources Internet resources
2.3 Produce work in at least one literary genre that follows the conventions of the genre. (1.2.11.c)	The teacher will guide students to: • Create a finished product demonstrating understanding of the conventions of literary genre.	Monitoring of student written responses to teacher initiated assignments for student ability to correctly follow conventions of the assigned genre.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 3: Reading, analyzing, and interpreting literature - fiction and nonfiction
MAJOR OBJECTIVE: Students will read and respond to works of literature. They will identify the various genres of literature and analyze the author's effective use of literary elements and devices in both fiction and nonfiction.

CURRICULUM STANDARD: **Reading, analyzing, and interpreting literature**			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Read and understand works of literature. (1.3.11.A)	The teacher will guide students to: • Read various works of literature from the textbook, background material and supplemental material in order to promote understanding of the works	Monitoring of student written and oral responses to teacher initiated questions for student understanding of works of literature through tests, quizzes and essays.	Approved textbook Bradbury, Ray. Fahrenheit 451. New York: Ballantine Books, 1982.
3.2 Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres, including characterization, setting, plot, theme, point of view, tone and style. (1.3.11.B)	The teacher will guide students to: • Repeat vocabulary for understanding literary elements of genre including characterization, setting, plot, theme, point of view, tone and style • Complete corresponding written exercises. Partner or small group repetition using terms	Monitoring of student written and oral responses to teacher initiated questions for student understanding of characterization, setting, plot, theme, point of view, tone and style.	Approved textbook Bradbury, Ray. Fahrenheit 451. New York: Ballantine Books, 1982.

CONTENT: Traditional English 10
CORE CONCEPT 3: Reading, analyzing, and interpreting literature-fiction and nonfiction
MAJOR OBJECTIVE: Students will read and respond to works of literature. They will identify the various genres of literature and analyze the author's effective use of literary elements and devices in both fiction and nonfiction.

CURRICULUM STANDARD: **Reading, analyzing, and interpreting literature**			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices (1.3.11.C)	The teacher will guide students to: • Identify and analyze sound techniques (e.g., rhyme, rhythm, meter, and alliteration) • Identify and analyze figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire) • Identify and analyze literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time) • Complete corresponding written exercises	Monitoring of student written and oral responses to teacher initiated questions for student understanding of sound techniques (e.g., rhyme, rhythm, meter, and alliteration), figurative language (e.g., personification, simile, metaphor, hyperbole, irony, and satire), and literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 3: Reading, analyzing, and interpreting literature-fiction and nonfiction
MAJOR OBJECTIVE: Students will read and respond to works of literature. They will identify the various genres of literature and analyze the author's effective use of literary elements and devices in both fiction and nonfiction.

CURRICULUM STANDARD: **Reading, analyzing, and interpreting literature**			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.4 Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox). (1.3.11.D)	The teacher will guide students to: • Compare/contrast figurative language in poetry • Identify and evaluate qualities of poetry as genre • Define vocabulary pertaining to poetry including diction and figurative language (irony, understatement, overstatement, paradox)	Monitoring of student written and oral responses to teacher initiated questions for student understanding of appropriateness of diction and figurative language.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 3: Reading, analyzing, and interpreting literature-fiction and nonfiction
MAJOR OBJECTIVE: Students will read and respond to works of literature. They will identify the various genres of literature and analyze the author's effective use of literary elements and devices in both fiction and nonfiction.

CURRICULUM STANDARD: **Reading, analyzing, and interpreting literature**			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.5 Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. (1.3.11.E)	The teacher will guide students to: • Define dramatic vocabulary including tone, mood, theme and purpose • Identify words used to create tone • View works of drama using guiding question for theme and purpose, tone and mood	Monitoring of student written and oral responses to teacher initiated questions on student test or quiz on components of drama. Monitoring of student written and oral responses to teacher initiated questions on student test or quiz on *Julius Caesar*.	Approved textbook
3.6 Read and respond to nonfiction and fiction including poetry and drama. (1.3.11.F)	The teacher will guide students to: • Read and respond to nonfiction and fictional literature • Complete corresponding activities related to literary selections	Monitoring of student written and oral responses to teacher initiated questions for student understanding of fiction and non fiction, including poetry and drama.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 4: Types of writing
MAJOR OBJECTIVE: Students will write for different purposes and audiences.

CURRICULUM STANDARD: **Types of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Write short stories, poems and plays. (1.4.11.A)	The teacher will guide students to: • Apply varying organizational methods • Use relevant illustrations • Utilize dialogue • Apply literary conflict • Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic) • Include literary elements (1.3.11.B.) • Use literary devices (1.3.11.C.) • Indentify vocabulary necessary for understanding the writing process • Complete a variety of short stories, poems and plays including literary elements and literary devices	Monitoring of student written responses to teacher initiated prompts for student understanding of characteristics of all forms of writing, including short stories, poems, and plays. Monitoring of student correct use of dialogue, relevant illustrations and literary elements and devices.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 4: Types of writing
MAJOR OBJECTIVE: Students will write for different purposes and audiences.

CURRICULUM STANDARD: **Types of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.2 Write complex informational pieces (e.g., research papers, analyses, evaluations, essays). (1.4.11.B)	The teacher will guide students to: • Include a variety of methods to develop the main idea • Use precise language and specific detail • Include cause and effect • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs) • Use primary and secondary sources • Model examples of information pieces • Create informational pieces	Monitoring of student written responses to teacher initiated prompts to assess student understanding writing complex informational pieces. Teacher grading of final drafts of informational pieces.	Approved textbook Computer word processing Electronic Databases

CONTENT: Traditional English 10
CORE CONCEPT 4: Types of writing
MAJOR OBJECTIVE: Students will write for different purposes and audiences.

CURRICULUM STANDARD: **Types of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Write persuasive pieces.	The teacher will guide students to: • Include a clearly stated position or opinion in writing pieces • Include convincing, elaborated and properly cited evidence in writing pieces • Develop reader interest • Anticipate and counter reader concerns and arguments • Include a variety of methods to advance the argument or position • Demonstrate primary and secondary research techniques • Complete persuasive argument essays in an appropriate manner	Monitoring of student written responses to teacher initiated prompts for student understanding of characteristics of persuasive pieces asserting student's position or opinion.	Approved textbook Library resources Electronic Databases

CONTENT: Traditional English 10
CORE CONCEPT 4: Types of writing
MAJOR OBJECTIVE: Students will write for different purposes and audiences.

CURRICULUM STANDARD: **Types of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.4 Maintain a written record of activities, course work, experience, honors and interests. (1.4.11.D)	The teacher will guide students to: • Organize lists of written records of activities, coursework, experiences, honors and interests • Develop writer's notebook • Complete corresponding writer's notebook	Monitoring of student written record of activities, course work, experience, honors and interests.	Notebook

CONTENT: Traditional English 10
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Quality of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Write with a sharp, distinct focus. (1.5.11.A)	The teacher will guide students to: • Identify topic, task and audience • Establish and maintain a single point of view • Present information on topic, task and audience and the importance of each • Identify various choices for point of view in writing • Complete corresponding written exercises on point of view	Monitoring of student written responses to teacher initiated prompts for student understanding of topic, task audience and the ability of the student to maintain a single point of view.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Quality of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.2 Write using well-developed content appropriate for the topic. (1.5.11.B)	The teacher will guide students to: • Gather, determine validity and reliability of, analyze and organize information • Employ the most effective format for purpose and audience • Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus • Follow a model to develop and write composition for various purposes and audience using both in class writing experiences and models from the text • Create well developed paragraphs with details and specific information relevant to the topic and focus	Monitoring of student written responses to teacher initiated prompts for student understanding purpose and audience. Monitoring of student written response for understanding of paragraph development with appropriate details and relevance.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Quality of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
Cont. 5.2 Write using well-developed content appropriate for the topic. (1.5.11.B)	Cont. • Complete corresponding written piece demonstrating understanding	Cont. Monitoring of student written responses to teacher initiated prompts for student understanding purpose and audience. Monitoring of student written response for understanding of paragraph development with appropriate details and relevance.	Cont. Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Quality of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Write with controlled and/or subtle organization. (1.5.11.C)	The teacher will guide students to: • Sustain a logical order throughout the piece that supports unity and clarity • Include an effective introduction and conclusion • Model effective introductions and conclusions • Complete written pieces which demonstrate mastery of effective organizational skills	Monitoring of student written responses to teacher initiated prompts for student understanding of organization, and particular understanding of effective introduction and conclusion.	Approved textbook
5.4 Write with a command of the stylistic aspects of composition. (1.5.11.D)	The teacher will guide students to: • Use different types and lengths of sentences • Use precise language • Identify and define vocabulary relating to style • Complete written exercises relating to stylistic aspects of composition	Monitoring of student written responses to teacher initiated prompts for student understanding of stylistic aspects of composition and student understanding of appropriate use of varied types and lengths of sentences. Monitoring of student written use of precise language.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Quality of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.5 Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed. (1.5.11.E)	The teacher will guide students to: • Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed. Individual student interaction with teacher modeling this • Complete the revision process	Monitoring of student written responses to teacher initiated prompts for student understanding of characteristics of style, word choice, sentence variety, purpose, audience and genre.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Quality of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.6 Edit writing using the conventions of language. (1.5.11.F)	The teacher will guide students to: • Spell all words correctly • Use capital letters correctly • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses) • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative) • Perform the proper steps in the editing process	Monitoring of student oral and written responses to teacher modeled editing techniques applied to student written responses. Monitoring of student correct use of punctuation, capitalization, grammatical correctness and stylistic sophistication.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Quality of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
Cont. 5.6 Edit writing using the conventions of language. (1.5.11.F)	Cont. • Demonstrate peer editing with partner and/or small groups for proper use of mechanics, grammar, spelling and syntax	Cont. Monitoring of student oral and written responses to teacher modeled editing techniques applied to student written responses. Monitoring of student correct use of punctuation, capitalization, grammatical correctness and stylistic sophistication.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Quality of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.7 Present and/or defend written work for publication when appropriate. (1.5.11.G)	The teacher will guide students to: • Complete corresponding written pieces • Create class presentation (partners, small groups, or whole class)	Monitoring of student written work for pieces worthy of publication and presentation.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Speaking and listening**			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Listen to others. (1.6.11.A)	The teacher will guide students to: • Ask clarifying questions • Synthesize information, ideas and opinions to determine relevancy • Take notes • Engage in proper classroom discussion, respecting others' opinions, listening to others and responding appropriately	Monitoring of student oral responses to teacher initiated discussion through clarifying questions. Monitoring of student written responses for ability to take notes. Dictation on note-tasking skills.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Speaking and listening**			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.2 Listen to selections of literature (fiction and/or nonfiction). (1.6.11.B)	The teacher will guide students to: • Relate selections to previous knowledge • Predict solutions to identified problems • Summarize and reflect on what has been heard • Identify and define new words and concepts • Analyze and synthesize the selections relating them to other selections heard or read • Listen to selections • Engage in discussion with partner or small group of relationship to previous knowledge, and summarization of oral material • List new vocabulary or concepts, and anticipation, analyses and synthesis new information	Monitoring of student interaction and discussion relevant to literary selections. Monitoring of student informal oral responses to teacher questioning. Monitoring student oral and written responses to oral and written summaries and reflection. Monitoring student understanding of new vocabulary and concepts.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Speaking and listening**			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Speak using skills appropriate to formal speech situations. (1.6.11.C)	The teacher will guide students to: • Use a variety of sentence structures to add interest to a presentation • Pace the presentation according to audience and purpose • Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience • Complete formal speeches by individual students based on presentations modeled by teacher	Monitoring of student oral responses to teacher initiated prompts for student understanding of characteristics of speeches, using pace, stress, volume, and inflection for emphasis.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Speaking and listening**			
6.4 Contribute to discussions. (1.6.11.D)	The teacher will guide students to: • Ask relevant, clarifying questions • Respond with relevant information or opinions to questions asked • Listen to and acknowledge the contributions of others • Adjust tone and involvement to encourage equitable participation • Facilitate total group participation • Introduce relevant, facilitating information, ideas and opinions to enrich the discussion • Paraphrase and summarize as needed • Contribute to informal and formal classroom discussion in an appropriate manner. • Demonstrate active listening skills within the context of classroom environment	Monitoring of student oral responses to teacher initiated discussion through clarifying questions. Monitoring of student oral responses to other student clarifying questions. Monitoring of student group interaction.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Speaking and listening**			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.5 Participate in small and large group discussions and presentations. (1.6.11.E)	The teacher will guide students to: • Initiate everyday conversation • Select and present an oral reading on an assigned topic • Conduct interviews • Participate in a formal interview (e.g., for a job, college) • Organize and participate in informal debate around a specific topic • Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television) • Complete a variety of classroom activities including oral reading on assigned topic, conducting a formal interview, and an informal debate on chosen topic	Monitoring of student oral responses to teacher initiated discussion through clarifying questions. Monitoring of student oral responses to other student clarifying questions. Monitoring of student group interaction. Monitor the development and presentation of formal debate within specific assigned topics.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Speaking and listening**			
6.6 Use media for learning purposes. (1.6.11.F)	The teacher will guide students to: • Evaluate the role of media in focusing attention and forming opinions • Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it • Use media as a learning tool for student presentations and class assignments • Evaluate the role media plays in society	Monitoring of student oral responses to teacher initiated discussion through media driven assignments and projects. Monitoring of student formal oral presentations. Monitoring of student presentations for effective development and presentation of a specific topic that demonstrates understanding or teacher others about it.	Approved textbook Internet resources

CONTENT: Traditional English 10
CORE CONCEPT 7: Characteristics of functions of the English language
MAJOR OBJECTIVE: Students will recognize formal and informal language and its use in speech, writing, and literature.

CURRICULUM STANDARD: **Characteristics and functions of the English language**			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Describe the influence of historical events on the English language. (1.7.11.A)	The teacher will guide students to: • Understand the history of the English language • Complete written exercises relating to the history of the English language	Monitoring of student oral and written responses to teacher initiated questions demonstrating understanding of characteristics and functions of the English language.	Approved textbook
7.2 Analyze when differences in language are a source of negative or positive stereotypes among groups. (1.7.11.B)	The teacher will guide students to: • Identify thematic vocabulary relative to stereotypes among groups • Complete readings which demonstrate stereotypes • Complete role-playing activities which may lead to the creation of negative stereotypes	Monitoring of student oral and written responses to teacher initiated discussion concerning stereotypes among groups. Monitoring of student responses to readings concerning stereotypes among groups.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 7: Characteristics of functions of the English language
MAJOR OBJECTIVE: Students will recognize formal and informal language and its use in speech, writing, and literature.

CURRICULUM STANDARD: **Characteristics and functions of the English language**			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.3 Explain and evaluate the role and influence of the English language within and across countries. (1.7.11.C)	The teacher will guide students to: • Identify role of English on other countries • Compare/contrast influence of English language across countries • Complete written exercises relating to the role and influence of the English language	Monitoring of student oral and written responses to assess student understanding of the role and influence of English language within and across countries.	Approved textbook

CONTENT: Traditional English 10
CORE CONCEPT 8: Research
MAJOR OBJECTIVE: Students will gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer research questions.

CURRICULUM STANDARD: **Research**			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Select and refine a topic for research. (1.8.11.A)	The teacher will guide students to: • Select a topic for research • Refine appropriate research topics and thesis statement	Monitoring of student oral and written responses to teacher initiated discussion concerning selection and refinement of topics for research.	Approved textbook Library resources Internet resources

CONTENT: Traditional English 10
CORE CONCEPT 8: Research
MAJOR OBJECTIVE: Students will gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer research questions.

CURRICULUM STANDARD: **Research**			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.2 Locate information using appropriate sources and strategies. (1.8.11.B)	The teacher will guide students to: • Determine valid resources for researching the topic, including primary and secondary sources • Evaluate the importance and quality of the sources • Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases) • Use tables of contents, indices, key words, cross-references and appendices • Use traditional and electronic search tools • Define and identify examples of primary and secondary sources	Monitoring of student written responses to teacher initiated discussion concerning appropriate research and research strategies. Monitoring of student written responses to researching of sources and source materials, tables of contents, indices, key words, cross-references and appendices. Monitoring of student use of traditional and electronic search tools.	Approved textbook Library resources Internet resources

CONTENT: Traditional English 10
CORE CONCEPT 8: Research
MAJOR OBJECTIVE: Students will gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer research questions.

CURRICULUM STANDARD: **Research**			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.3 Organize, summarize and present the main ideas from research. (1.8.11.C)	The teacher will guide students to: • Take notes relevant to the research topic • Develop a thesis statement based on research • Anticipate readers' problems or misunderstandings • Give precise, formal credit for others' ideas, images or information using a standard method of documentation • Use formatting techniques (e.g., headings, graphics) to aid reader understanding • Organize, summarize, and present main ideas from research • Demonstrate formatting techniques applicable to documentation basic to Modern Language Arts formatting techniques	Monitoring of student written responses to teacher initiated discussion concerning selected research topic. Monitoring of student written research projects for corrected use of style, research, originality, documentation and reader understanding.	Approved textbook Library resources Internet resources

V. EXPECTED LEVELS OF ACHIEVEMENT

Grading for all courses:

90%-100%	Excellent
80%-89%	Good
70%-79%	Average
60%-69%	Poor
Below 60%	Failing

Each student's grade will be determined at the conclusion of each of four nine-week marking periods. Grades are based on an average of scores from:

1. Quizzes
2. Tests
3. Homework
4. Essays and Compositions
5. Speeches
6. Assigned Projects

Various methods of extra credit are built into the course structure.

Eighty to 85% of students are expected to achieve 90% or better in this course.

V3 Academy Cyber Charter School

Traditional English 11

Traditional English 11

I. Effective communication of Standard English is the ultimate goal of this course. Students' personal lives and education are enhanced through the reading of classic literature. Students are taught effective written communication through three modes of writing. Students in this course plan on attending post-secondary school.

II. CORE CONCEPTS

1. **Learning to Read Independently:** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non-fiction texts.

2. **Reading, Critically in All Content Areas:** Students read and understand information text. As informed readers, they recognize and analyze organizational patterns.

3. **Reading, Analyzing, and Interpreting Literature-Fiction and Non-Fiction:** Students read and respond to works of literature. They know and identify the various genres of literature and analyze the author's effective use of literary elements and devices in both Fiction and Non-Fiction.

4. **Types of Writing:** Students write for different purposes and audiences.

5. **Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and command of the conventions of language.

6. **Speaking and Listening:** Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

7. **Characteristics and Functions of the English Language:** Students recognize formal and informal language and its use in speech, writing, and literature.

8. **Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer research questions.

III. COURSE OF STUDY

A. Course Study: TRADITIONAL ENGLISH

B. Grade Level: 11

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: Traditional/Academic

E. Credits: 1.0

F. Prerequisites: NONE

G. **Course Description: This course builds on teaching communications skills. This course will emphasize reading, oral, and written communication skills with the addition of resumes and cover letters.**

H. **Assessment Anchors: Throughout this curriculum outline are statements followed by parentheses containing a series of letters and numbers, such as (R11.A.1.2.1). These are references to the Pennsylvania Assessment Anchors and Eligible Content, published by the PA Department of Education. They are designed to emphasize the specific content which will be tested on the Pennsylvania System of School Assessment (PSSA) reading test.**

IV. CONTENT: Traditional English 11
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non fiction texts.

CURRICULUM STANDARD: **Learning to read independently**			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Locate various texts, media and traditional resources for assigned and independent projects before reading. (1.1.11.A)	The teacher will guide students to: • Explore library for available resources for independent reading	Monitoring of student written and oral responses to teacher initiated questions for student ability to locate reading materials. Monitoring of student responses to computer quizzes for independent reading.	Pending approved text Accelerated Reader
1.2 Analyze the structure of informational materials explaining how authors use these to achieve their purposes. (1.1.11.B)	The teacher will guide students to: • Interpret and/or analyze the effect of text organization, including the use of headers (R11.B.3.3.1) • Interpret and/or analyze the author's purpose and decisions about text organization and content (R11.B.3.3.2) • Interpret and/or analyze graphics and charts, and make connections between text and the content of graphics and charts (R11.B.3.3.3)	Monitoring of student written responses to teacher initiated questions for student ability to analyze structure of informational materials and authors' purposes.	Pending approved text

IV. CONTENT: Traditional English 11
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non fiction texts.

CURRICULUM STANDARD: **Learning to read independently**			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.3 Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing. (1.1.11.C)	The teacher will guide students to: • Identify root works from words in literary works for meaning and understanding • Identify how the meaning of a word is changed when as affix is added; identify the meaning of a word from text with an affix (R11.A.1.2.1) • Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples in the text (R11.A.1.2.1)	Monitoring of student written responses to teacher initiated questions for student ability to recognize root words and understand vocabulary derived from these root words for correctness and appropriate understanding.	Pending approved text

IV. CONTENT: Traditional English 11
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non fiction texts.

CURRICULUM STANDARD: **Learning to read independently**			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.4 Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts. (1.1.11.D)	The teacher will guide students to: • Identify, explain, evaluate and synthesize stated or implied main ideas, concepts and relevant supporting details from text (R11.A.1.4.1)	Monitoring of student written and oral responses to teacher initiated questions for students which demonstrate their ability to locate essential ideas from text.	Pending approved text
1.5 Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. (1.1.11.E)	The teacher will guide students to: • Identify and/or apply meaning of multiple meaning words in text (R11.A.1.1.1) • Identify and use new vocabulary in writing and discussion • Identify and/or apply a synonym or anonym of a word in text (R11.A.1.1.2)	Monitoring of student written and oral responses to teacher initiated questions for student ability to correctly and appropriately use new word acquired while reading. Monitoring of student use of newly acquired words through tests and/or quizzes.	Pending approved text

IV. CONTENT: Traditional 11
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non fiction texts.

CURRICULUM STANDARD: **Learning to read independently**			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.6 Understand the meaning of and use correctly new vocabulary learned in various subject areas. (1.1.11.F)	The teacher will guide students to: • Identify root words and words from literary works for meaning and understanding • Identify word origins and formation from other subject areas	Monitoring of student written and oral responses to teacher initiated questions for student ability to use new vocabulary through the use of oral drills and written quizzes and test. Monitoring of student written responses in the form of essays regarding correct use of new vocabulary.	Pending approved text

IV. CONTENT: Traditional English 11
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non fiction texts.

CURRICULUM STANDARD: **Learning to read independently**			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.7 Demonstrate after reading understanding and interpretation of both fiction and nonfiction texts. Retell or summarize the major ideas, themes, or procedures of the text, connect the new information or ideas in the text to know information, clarify ideas and understandings through rereading and discussion, make responsible assertions about the text by citing evidence from the text. (1.1.11.G)	The teacher will guide students to: • Discuss and explore fiction and non-fiction texts • Summarize major ideas, themes, and procedures • Identify and/or explain stated or implied main ideas and relevant supporting details from text (R11.A.1.4.1) • Summarize the key details and events of a fictional text as a whole (R11.A.1.5.1)	Monitoring of student written and oral responses to teacher initiated questions for student ability to understand and interpret fiction and non fiction, understand new information and find main ideas. Monitoring of student oral responses in classroom discussions through evaluation of responsible assertions concerning textual evidence.	Pending approved text

IV. CONTENT: Traditional English 11
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non fiction texts.

CURRICULUM STANDARD: **Learning to read independently**			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.8 Demonstrate fluency and comprehension in reading. (1.1.11.H)	The teacher will guide students to: • Read materials aloud with accuracy • Self-correct mistakes • Use appropriate rhythm, flow, meter, and pronunciation • Read a variety of genres and types of text • Demonstrate comprehension	Monitoring of student oral reading of texts. Monitoring for correct use of pronunciation and use of rhythm, flow, and meter.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 2: Reading critically in all content areas
MAJOR OBJECTIVE: Students will read and understand informational text. As informed readers, they will recognize and analyze organizational patterns, arguments and positions advanced.

CURRICULUM STANDARD: **Reading critically in all content areas**			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Read and understand essential content of informational texts and documents in all academic areas. (1.2.11.A)	The teacher will guide students to: • Differentiate fact from opinion • Distinguish between essential and nonessential information within a text • Make inferences and/or draw conclusions based on information from test (R11.A.2.3.1) • Cite evidence from text to support generalizations (R11.A.2.3.2) • Analyze text organization and content • Identify and/or explain stated or implied main ideas and relevant supporting details from text (R11.A.2.4.1)	Monitoring of appropriate student written and oral responses to teacher initiated questions for student ability to differentiate fact from opinion distinguish between essential and nonessential information, and make inferences, draw conclusions. Monitoring of student responses for clarity, form and function in formal essays using teacher created rubrics.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 2: Reading critically in all content areas
MAJOR OBJECTIVE: Students will read and understand informational text. As informed readers, they will recognize and analyze organizational patterns, arguments and positions advanced.

CURRICULUM STANDARD: **Reading critically in all content areas**			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.2 Use and understand a variety of media and evaluate the quality of material produced. (1.2.11.B)	The teacher will guide students to: • Interact with a variety of media • Select appropriate electronic media for research and evaluate the quality of information received • Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes, use, design, and develop a media project to demonstrate understanding • Identify appropriate media for quality of information • Design and create projects demonstrating understanding of information, organization, arguments and positions advanced	Monitoring of student work to teacher initiated questions for student ability to locate information using electronic tools. Monitoring of student responses on written and electronically created projects for correctness, form and function. Monitoring student ability to create media projects such as web pages, PowerPoint, Photo Story, and Movie Maker.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 2: Reading critically in all content areas
MAJOR OBJECTIVE: Students will read and understand informational text. As informed readers, they will recognize and analyze organizational patterns, arguments and positions advanced.

CURRICULUM STANDARD: **Reading critically in all content areas**			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Identify and apply the meaning of vocabulary in nonfiction	The teacher will guide students to: • Identify and/or apply meaning of multiple-meaning words used in text (R11.A.2.1.1.) • Identify and/or apply meaning of content-specific words used in text (R11.A.2.1.2)	Monitoring of student reading, discussion and written work for correct usage of vocabulary words.	Pending approved text
2.4 Produce work in at least one literary genre that follows the conventions of the genre. (1.2.11.c)	The teacher will guide students to: • Create a finished product demonstrating understanding of the conventions of literary genre	Monitoring of student written responses to teacher initiated assignments for student ability to correctly follow conventions of the assigned genre.	

CONTENT: Traditional English 11
CORE CONCEPT 3: Reading, analyzing and interpreting literature
MAJOR OBJECTIVE: Students will read, analyze, and interpret literature to grow through others' experiences.

CURRICULUM STANDARD: Read, analyze and interpret literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Read and understand works of literature. (1.3.11.A)	The teacher will guide students to: • Summarize the key details and events of a fictional text as a whole (R11.a.1.5.1) • Make inferences and/or draw conclusions based on information from text (R11.A.1.3.1) • Cite evidence from text to support generalizations (R11.A.1.3.2)	Monitoring of student written and oral responses to teacher initiated questions for student understanding and comprehension of works of literature through tests, quizzes and essays.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 3: Reading, analyzing and interpreting literature
MAJOR OBJECTIVE: Students will read, analyze, and interpret literature to grow through others' experiences.

CURRICULUM STANDARD: Read, analyze and interpret literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.2 Interpret, compare, describe, analyze and evaluate the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres, including characterization, setting, plot, theme, point of view, tone and style. (1.3.11.B)	The teacher will guide students to: • Identify vocabulary for understanding literary elements of genre including characterization, setting, plot, theme, point of view, tone and style • Interpret, compare, describe, analyze and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional and literary nonfictional text (R11.B.1.1.1)	Monitoring of student written and oral responses to teacher initiated questions for student understanding and analysis of characterization, setting, plot, theme, point of view, tone and style.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 3: Reading, analyzing and interpreting literature
MAJOR OBJECTIVE: Students will read, analyze, and interpret literature to grow through others' experiences.

CURRICULUM STANDARD: Read, analyze and interpret literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
Cont. 3.2 Interpret, compare, describe, analyze and evaluate the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres, including characterization, setting, plot, theme, point of view, tone and style. (1.3.11.B)	Cont. • Interpret, compare, describe, analyze, and/or evaluate the setting (R11.B.1.1.1) • Interpret, compare, describe, analyze, and/or evaluate elements of the plot (Conflict, rising action, climax and/or resolution) (R11.B.1.1.1) • Interpret, compare, describe, analyze and/or evaluate the theme (R11.B.1.1.1) • Interpret, compare, describe, analyze, and/or evaluate the use of symbolism (R11.B.1.1.1)	Cont. Monitoring of student written and oral responses to teacher initiated questions for student understanding and analysis of characterization, setting, plot, theme, point of view, tone and style.	Cont. Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 3: Reading, analyzing and interpreting literature
MAJOR OBJECTIVE: Students will read, analyze, and interpret literature to grow through others' experiences.

CURRICULUM STANDARD: Read, analyze and interpret literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices: Sound techniques (e.g., rhyme, rhythm, meter, and alliteration), figurative language (e.g., personification, simile, metaphor, hyperbole, irony, and satire), and literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time). (1.3.11.C)	The teacher will guide students to: • Identify vocabulary for understanding literary devices including sound techniques, figurative language and literary structures • Identify, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks, and irony in text (R11.B.2.1.1) • Identify, interpret, describe, and/or analyze the author's purpose for an effectiveness at using figurative language in text (R11.B.2.1.2)	Monitoring of student written and oral responses to teacher initiated questions for student understanding of sound techniques (e.g., rhyme, rhythm, meter, and alliteration), figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire), Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 3: Reading, analyzing and interpreting literature
MAJOR OBJECTIVE: Students will read, analyze, and interpret literature to grow through others' experiences.

CURRICULUM STANDARD: Read, analyze and interpret literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.4 Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox). (1.3.11.D)	The teacher will guide students to: • Identify vocabulary pertaining to poetry including diction and figurative language (irony, understatement, overstatement, paradox) • Analyze various forms of poetry	Monitoring of student written and oral responses to teacher initiated questions for student understanding of appropriateness of diction and figurative language.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 3: Reading, analyzing and interpreting literature
MAJOR OBJECTIVE: Students will read, analyze, and interpret literature to grow through others' experiences.

CURRICULUM STANDARD: Read, analyze and interpret literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.5 Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. (1.3.11.E)	The teacher will guide students to: • Identify dramatic vocabulary including tone, mood, theme and purpose • View works of drama using guiding question for theme and purpose, tone and mood	Monitoring of student written and oral responses to teacher initiated questions on student test or quiz on components of drama. Monitoring of student written and oral responses to teacher initiated questions on student test or quiz on *The Crucible*.	Pending approved text *The Crucible*
3.6 Read and respond to nonfiction and fiction including poetry and drama. (1.3.11.F)	The teacher will guide students to: • Summarize the major points, processes, and/or events of a nonfictional text as a whole (R11.A.2.5.1) and fiction (R11.A.1.5.1) • Complete corresponding activities related to literary selections	Monitoring of student written and oral responses to teacher initiated questions for student understanding of fiction and non fiction, including poetry and drama.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 4: Types of writing
MAJOR OBJECTIVE: Students will write for different purposes and audiences.

CURRICULUM STANDARD: **Types of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Write short stories, poems and plays including varying characteristics (e.g., from limerick to epic, from whimsical to dramatic) and literary elements (1.4.11.A)	The teacher will guide students to: • Apply varying organizational methods to written work • Use relevant illustrations • Utilize dialogue • Apply literary conflict • Complete a variety of short stories, poems and plays including literary elements and literary devices	Monitoring of student written responses to teacher initiated prompts for student understanding of characteristics of all forms of writing, including short stories, poems, and plays. Monitoring of student correct use of dialogue, relevant illustrations and literary elements and devices.	Pending approved text
4.2 Write complex informational pieces (e.g., research papers, analyses, evaluations, essays). (1.4.11.B)	The teacher will guide students to: • Include a variety of methods to develop the main idea • Use primary and secondary sources • Use precise language and specific detail • Include cause and effect • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs)	Monitoring of student written responses to teacher initiated prompts for student understanding of characteristics of all forms of writing, including short stories, poems, and plays. Monitoring of student correct use of dialogue, relevant illustrations and literary elements and devices.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 4: Types of writing
MAJOR OBJECTIVE: Students will write for different purposes and audiences.

CURRICULUM STANDARD: **Types of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Write persuasive pieces that develop reader interest and include a variety of methods to advance the argument or position. (1.4.11.C)	The teacher will guide students to: • Identify a clearly stated position or opinion. • Include convincing, elaborated and properly cited evidence • Anticipate and counter reader concerns and arguments • Demonstrate primary and secondary research techniques • Complete written persuasive argument essays	Monitoring of student written responses to teacher initiated prompts for student understanding of characteristics of persuasive pieces asserting student's position or opinion.	Pending approved text
4.4 Maintain a written record of activities, course work, experience, honors and interests. (1.4.11.D)	The teacher will guide students to: • Compile an organized list • Complete corresponding writer's notebook by individual students • Maintain a portfolio	Monitoring of student written record of activities, course work, experience, honors and interests. Assessment of completed portfolio.	Pending approved text
4.5 Write a personal resume. (1.4.11.E)	The teacher will guide students to: • Identify parts of a resume • Complete a resume	Monitoring of student resume for understanding of form and function of a resume. Assessment of completed resume.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Quality of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Write with a sharp, distinct focus. (1.5.11.A)	The teacher will guide students to: • Identify topic, task and audience • Establish and maintain a single point of view • Identify choices for point of view in writing • Completion of corresponding written exercises on point of view	Monitoring of student written responses to teacher initiated prompts for student understanding of topic, task, audience and the ability of the student to maintain a single point of view.	Pending approved text
5.2 Write using well-developed content appropriate for the topic using fully developed paragraphs that have details and information specific to the topic and relevant to the focus. (1.5.11.B)	The teacher will guide students to: • Gather, determine validity and reliability of, analyze and organize information • Employ the most effective format for purpose and audience • Complete a written narrative, persuasive, and informational essay	Monitoring of student written responses to teacher initiated prompts for student understanding purpose and audience. Monitoring of student written response for understanding of paragraph development with appropriate details and relevance.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Quality of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Write with controlled and/or subtle organization. (1.5.11.C)	The teacher will guide students to: • Sustain a logical order throughout the piece • Include an effective introduction and conclusion in written assignments • Complete written pieces which demonstrate mastery of effective organizational skills	Monitoring of student written responses to teacher initiated prompts for student understanding of organization, and particular understanding of effective introduction and conclusion.	Pending approved text
5.4 Write with a command of the stylistic aspects of composition. (1.5.11.D)	The teacher will guide students to: • Identify and use vocabulary relating to style, including writer's voice • Identify and use a variety of sentence types • Complete exercises relating to stylistic aspects of composition	Monitoring of student written responses to teacher initiated prompts for student understanding of stylistic aspects of composition and student understanding of appropriate use of varied types and lengths of sentences. Monitoring of student written use of precise language.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Quality of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.5 Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed. (1.5.11.E)	The teacher will guide students to: • Demonstrate process of revising writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed • Complete revision process	Monitoring of student written responses to teacher initiated prompts for student understanding of characteristics of style, word choice, sentence variety, purpose, audience and genre.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Quality of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.6 Edit writing using the conventions of language. (1.5.11.F)	The teacher will guide students to: • Engage in process of editing including peer editing • Spell all words correctly and use capital letters • Use correct punctuation (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses) • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative)	Monitoring of student oral and written responses to teacher modeled editing techniques applied to student written responses. Monitoring of student correct use of punctuation, capitalization, grammatical correctness and stylistic sophistication.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Quality of writing**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.7 Present and/or defend written work for publication when appropriate. (1.5.11.G)	The teacher will guide students to: • Complete corresponding written pieces • Present and/or defend written work to others (in partners, small groups, or whole class setting)	Monitoring of student written work for pieces worthy of publication. Assessment of student presentation.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Speaking and listening**			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Listen to others. (1.6.11.A)	The teacher will guide students to: • Ask clarifying questions • Synthesize information ideas and opinions to determine relevancy • Identify and follow process and procedures for classroom discussion, respecting other opinions, listening to others and responding appropriately • Identify and follow note taking strategies and techniques	Monitoring of student oral responses to teacher initiated discussion through clarifying questions. Monitoring of student written responses for ability to take notes. Dictation on note-tasking skills.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Speaking and listening**			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.2 Listen to selections of literature (fiction and/or nonfiction). (1.6.11.B)	The teacher will guide students to: • Relate literature to previous knowledge • Predict solutions to identified problems • Summarize and reflect on what has been heard • Identify and define new words and concepts • Analyze and synthesize the selections relating them to other selections heard or read	Monitoring of student interaction and discussion relevant to literary selections. Monitoring of student informal oral responses to teacher questioning. Monitoring student oral and written responses to oral and written summaries and reflection. Monitoring student understanding of new vocabulary and concepts.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Speaking and listening**			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Speak using skills appropriate to formal speech situations. (1.6.11.C)	The teacher will guide students to: • Use a variety of sentence structures to add interest to a presentation • Pace the presentation according to audience and purpose • Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience • Complete formal speeches based on presentations modeled by teacher	Monitoring of student oral responses to teacher initiated prompts for student understanding of characteristics of speeches, using pace, stress, volume, and inflection for emphasis	Pending approved text

CONTENT: Traditional English
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Speaking and listening**			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.4 Contribute to discussions and facilitate total group participation. (1.6.11.D)	The teacher will guide students to: • Ask relevant, clarifying questions • Respond with relevant information or opinions to questions asked • Listen to and acknowledge the contributions of others • Adjust tone and involvement to encourage equitable participation • Introduce relevant, facilitating information, ideas and opinions to enrich the discussion • Paraphrase and summarize as needed	Monitoring of student oral responses to teacher initiated discussion through clarifying questions. Monitoring of student oral responses to other student clarifying questions. Monitoring of student group interaction.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Speaking and listening**			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.5 Participate in small and large group discussions and presentations. (1.6.11.E)	The teacher will guide students to: • Initiate everyday conversation • Select and present an oral reading on an assigned topic • Conduct and participate in a formal interview (e.g., for a job, college) • Organize and participate in an informal debate around a specific topic • Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television). • Complete a variety of classroom activities including oral reading on assigned topic	Monitoring of student oral responses to teacher initiated discussion through clarifying questions. Monitoring of student oral responses to other student clarifying questions. Monitoring of student group interaction. Monitor the development and presentation of formal debate within specific assigned topics.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Speaking and listening**			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.6 Use media for learning purposes. (1.6.11.F)	The teacher will guide students to: • Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects • Evaluate the role of media in focusing attention and forming opinions • Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it	Monitoring of student oral responses to teacher initiated discussion through media driven assignments and projects. Monitoring of student formal oral presentations. Monitoring of student presentations for effective development and presentation of a specific topic that demonstrates understanding or teaches others about it.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 7: Characteristics of functions of the English language
MAJOR OBJECTIVE: Students will recognize formal and informal language and its use in speech, writing, and literature.

CURRICULUM STANDARD: **Characteristics of functions of the English language**			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Describe the influence of historical events on the English language. (1.7.11.A)	The teacher will guide students to: • Identify influences on the history of the English language • Complete written exercises relating to the history of the English language	Monitoring of student oral and written responses to teacher initiated questions demonstrating understanding of characteristics and functions of the English language.	Pending approved text
7.2 Analyze when differences in language are a source of negative or positive stereotypes among groups. (1.7.11.B)	The teacher will guide students to: • Identify thematic vocabulary relative to stereotypes among groups • Complete readings which demonstrate stereotypes • Complete role-playing activities which may lead to the creation of negative stereotypes	Monitoring of student oral and written responses to teacher initiated discussion concerning stereotypes among groups. Monitoring of student responses to readings concerning stereotypes among groups.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 7: Characteristics of functions of the English language
MAJOR OBJECTIVE: Students will recognize formal and informal language and its use in speech, writing, and literature.

CURRICULUM STANDARD: **Characteristic of functions of the English language**			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.3 Explain and evaluate the role and influence of the English language within and across countries. (1.7.11.C)	The teacher will guide students to: • Identify role English language plays across countries • Identify influence of English language in other countries/cultures	Monitoring of student oral and written responses to student understanding of the role and influence of English language within and across countries	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 8: Research
MAJOR OBJECTIVE: Students will gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer research questions.

CURRICULUM STANDARD: Research			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Select and refine a topic for research. (1.8.11.A)	The teacher will guide students to: • Select appropriate research topic • Refine topic and thesis statement	Monitoring of student oral and written responses to teacher initiated discussion concerning selection and refinement of topics for research.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 8: Research
MAJOR OBJECTIVE: Students will gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer research questions.

CURRICULUM STANDARD: Research			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.2 Locate information using appropriate sources and strategies using traditional and electronic search tools. (1.8.11.B)	The teacher will guide students to: • Determine valid resources for researching the topic, including primary and secondary sources • Evaluate the importance and quality of the sources. • Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesaurus, other reference materials, interviews, observations, computer databases) • Use tables of contents, indices, key words, cross-references and appendices	Monitoring of student written responses to teacher initiated discussion concerning appropriate research and research strategies. Monitoring of student written responses to researching of sources and source materials, tables of contents, indices, key words, cross-references and appendices. Monitoring of student use of traditional and electronic search tools.	Pending approved text

CONTENT: Traditional English 11
CORE CONCEPT 8: Research
MAJOR OBJECTIVE: Students will gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer research questions.

CURRICULUM STANDARD: Research			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.3 Organize, summarize and present the main ideas from research. (1.8.11.C)	The teacher will guide students to: • Take notes relevant to the research topic • Develop a thesis statement based on research • Anticipate readers' problems or misunderstandings • Give precise, formal credit for others' ideas, images or information using a standard method of documentation • Use formatting techniques (e.g., headings, graphics) to aid reader understanding	Monitoring of student written responses to teacher initiated discussion concerning selected research topic. Monitoring of student written research projects for corrected use of style, research, originality, documentation and reader understanding.	Pending approved text

V. EXPECTED LEVELS OF ACHIEVEMENT

Grading for all courses:

90%-100%	Excellent
80%-89%	Good
70%-79%	Average
60%-69%	Poor
Below 60%	Failing

Each student's grade will be determined at the conclusion of each of four nine-week marking periods. Grades are based on an average of scores from:

C. Quizzes
D. Tests
E. Homework
F. Essays and Compositions
G. Speeches
H. Assigned Projects

V3 Academy Cyber Charter School

Traditional English 12

Traditional English 12

I. PHILOSOPHY

This English course is designed to prepare the student who has begun the traditional (academic) pathway to meet the challenges of reading, writing, speaking, listening, gathering information and critically thinking while moving towards the work expected at the college or university level. Students who successfully complete Traditional English 12 should be well prepared to post secondary education, or, if he or she chooses, a junior college or trade school.

II. CORE CONCEPTS

1. **Learning to Read Independently:** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non-fiction texts.

2. **Reading, Critically in All Content Areas:** Students read and understand information text. As informed readers, they recognize and analyze organizational patterns.

3. **Reading, Analyzing, and Interpreting Literature-Fiction and Non-Fiction:** Students read and respond to works of literature. They know and identify the various genres of literature and analyze the author's effective use of literary elements and devices in both Fiction and Non-Fiction.

4. **Types of Writing:** Students write for different purposes and audiences.

5. **Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and command of the conventions of language.

6. **Speaking and Listening:** Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech.

7. **Characteristics and Functions of the English Language:** Students recognize formal and informal language and its use in speech, writing, and literature.

8. **Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer research questions.

COURSE OF STUDY

A. Course Study: Traditional English 12

B. Grade Level: Twelve

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Hours

D. Academic Level: Traditional/Academic

E. Credits: 1.0

F. Prerequisites: Traditional English 11

G. Course Description: Traditional English 12 is the final course in the Traditional English series. The course is designed to prepare the student for post secondary education or the continuation of education at a technical or trade school.

H. Assessment Anchors: Throughout this curriculum outline are numerous statements followed by parentheses containing a series of letters and numbers, such as (1.4.11.A). These are references to the Pennsylvania Assessment Anchors, published by the PA Department of Education and in 2005. They are designed to emphasize the specific content which will be tested on the State Assessment (PSSA) tests.

IV. CONTENT: Traditional English 12
CORE CONCEPT: 1 Reading Independently
MAJOR OBJECTIVE: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non fiction texts.

CURRICULUM STANDARD: **Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non fiction texts.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Locate various texts, media and traditional resources for assigned and independent projects before reading. (1.1.11.A)	The teacher will guide students to: • Locate resources for independent reading	Monitoring of student written and oral responses to teacher initiated questions for student ability to locate reading materials. Monitoring of student responses to computer quizzes for independent reading.	Newspapers Magazines *The Language of Literature: British Literature*, McDougal Littell, 2002. Library resources
1.2 Analyze the structure of informational materials explaining how authors use these to achieve their purposes. (1.1.11.B)	The teacher will guide students to: • Analyze a variety of informational materials • Identify authors' purpose	Monitoring of student written responses to teacher initiated questions for student ability to analyze structure of informational materials and authors' purposes.	Newspapers Reading Handbook, pp. 1324. *The Language of Literature: British Literature*, McDougal Littell, 2002.
1.3 Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing. (1.1.11.C)	The teacher will guide students to: • Identify root words and words from literary works for meaning and understanding • Completion of corresponding worksheets and written exercises.	Monitoring of student written responses to teacher initiated questions for student ability to root words and vocabulary derived from these root words for correctness and appropriate understanding.	Building Vocabulary. pp. 432. *The Language of Literature: British Literature*, McDougal Littell, 2002.

III. CONTENT: Traditional English 12
CORE CONCEPT: 1 Reading Independently
MAJOR OBJECTIVE: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non fiction texts.

CURRICULUM STANDARD: **Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non fiction texts.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.4 Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts. (1.1.11.D)	The teacher will guide students to: Dictation and demonstration of identifying, describing, evaluating and synthesizing main ideas and concepts in text with teacher modeling of finding essential ideas. Partner/small group interaction of process.	Monitoring of student written and oral responses to teacher initiated questions for students which demonstrate their ability to locate essential ideas from text.	Reading Handbook, pp. 1324. Various literary works within text. *The Language of Literature: British Literature*, McDougal Littell, 2002.
1.5 Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. (1.1.11.E)	The teacher will guide students to: Completion of vocabulary worksheets corresponding to readings from text. Student maintenance of a personal vocabulary list of words applicable to readings.	Monitoring of student written and oral responses to teacher initiated questions for student ability to correctly and appropriately use new word acquired while reading.	"Learning ways to develop your vocabulary." pp. 1182. *The Language of Literature: British Literature*, McDougal Littell, 2002. pp. 1244. Dictionary or related reference.
1.6 Understand the meaning of and use correctly new vocabulary learned in various subject areas. (1.1.11.F)	The teacher will guide students to: Dictation and repetition of root works and words from literary works for meaning and understanding. Completion of corresponding worksheets and written exercises. Teacher led	Monitoring of student written and oral responses to teacher initiated questions for student ability to use new vocabulary through the use of oral drills and written quizzes and test. Monitoring of student written responses in the form of essays	"Learning ways to develop your vocabulary." pp. 1182. *The Language of Literature: British Literature*, McDougal Littell, 2002. pp. 1244. Dictionary or related reference.

	discussion concerning word origins and formation from other subject areas.	regarding correct use of new vocabulary.	

V. CONTENT: Traditional English 12
CORE CONCEPT: 1 Reading Independently
MAJOR OBJECTIVE: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non fiction texts.

Student Expectations	Specific Content	Assessments	Resources/Materials
1.7 Demonstrate after reading understanding and interpretation of both fiction and nonfiction texts. Retell or summarize the major ideas, themes, or procedures of the text, connect the new information or ideas in the text to known information, clarify ideas and understandings through rereading and discussion, make responsible assertions about the text by citing evidence from the text. (1.1.11.G)	The teacher will guide students to: Discussion and exploration of fiction and non-fiction examples. Creating examples of summaries including major ideas, themes, and procedures. Partner/small group interaction for discussion of ideas and understanding or text.	Monitoring of student written and oral responses to teacher initiated questions for student ability to understand and interpret fiction and non fiction, understand new information and find main ideas. Monitoring of student oral responses in classroom discussions through evaluation of responsible assertions concerning textual evidence.	Fiction and non-fiction sections of *The Language of Literature: British Literature*, McDougal Littell, 2002.
1.8 Demonstrate fluency and comprehension in reading. Read materials aloud with accuracy, self-correct mistakes, use appropriate rhythm, flow, meter, and pronunciation, read a variety of text, demonstrate comprehension. (1.1.11.H)	The teacher will guide students to: Individual student interaction with teacher modeling reading comprehension. Individual student oral reading with teacher guiding using appropriate helps.	Monitoring of student oral reading of texts. Monitoring for correct use of pronunciation and use of rhythm, flow, and meter.	Any literary piece from *The Language of Literature: British Literature*, McDougal Littell, 2002. or other appropriate text.

CONTENT: Traditional English 12

CORE CONCEPT: 2 Reading Critically in All Content Areas.

MAJOR OBJECTIVE: Students read and understand informational text. As informed readers, they recognize and analyze organizational patterns, arguments and positions advanced.

CURRICULUM STANDARD: **Students read and understand informational text. As informed readers, they recognize and analyze organizational patterns, arguments and positions advanced.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Read and understand essential content of informational texts and documents in all academic areas. Differentiate fact from opinion with text, distinguish between essential and nonessential information within a text, make inferences from text when studying a topic, and draw conclusions based on text, analyze text organization and content to derive meaning from text using established criteria. (1.2.11.A)	The teacher will guide students to: Demonstrate way to enable students to differentiate fact from opinion, and distinguish between essential and nonessential information. Teacher guided group and individual student exploration of examples of fact and opinion texts. Teacher modeling of examples of bias, making inferences, drawing conclusions, and analyzing text organization and content.	Monitoring of appropriate student written and oral responses to teacher initiated questions for student ability to differentiate fact from opinion distinguish between essential and nonessential information, and make inferences, draw conclusions. Monitoring of student responses for clarity, form and function in formal essays using teacher created rubrics.	"Learning the Language of Literature," *The Language of Literature: British Literature*, McDougal Littell, 2002.

CONTENT: Traditional English 12

CORE CONCEPT: 2 Reading Critically in All Content Areas.

MAJOR OBJECTIVE: Students read and understand informational text. As informed readers, they recognize and analyze organizational patterns, arguments and positions advanced.

CURRICULUM STANDARD: **Students read and understand informational text. As informed readers, they recognize and analyze organizational patterns, arguments and positions advanced.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.2 Use and understand a variety of media and evaluate the quality of material produced. Select appropriate electronic media for research and evaluate the quality of the information received, explain how the techniques used in electronic media modify traditional forms of discourse for different purposes, use, design and develop a media project to demonstrate understanding. (1.2.11.B)	The teacher will guide students to: Individual student interaction with a variety of media with teacher modeling appropriate media for quality of information. Individual students/partner/small groups will design and create projects demonstrating understanding of information, organization, arguments and positions advanced.	Monitoring of student work to teacher initiated questions for student ability to locate information using electronic tools. Monitoring of student responses on written and electronically created projects for correctness, form and function.	The Language of Literature: British Literature, McDougal Littell, 2002. Newspapers, Magazines, Internet
2.3 Produce work in at least one literary genre that follows the conventions of the genre. (1.2.11.c)	The teacher will guide students to: Individual students/ partner/small groups will create a finished product demonstrating understanding of the conventions of literary genre.	Monitoring of student written responses to teacher initiated assignments for student ability to correctly follow conventions of the assigned genre.	"The Writing Handbook" pp. 1354-1379. The Language of Literature: British Literature, McDougal Littell, 2002.

CONTENT: Traditional English 12
CORE CONCEPT: 3 Reading, Analyzing, and Interpreting Literature-Fiction and Non-Fiction
MAJOR OBJECTIVE: Students read a respond to works of literature. They know and identify the various genres of literature and analyze the author's effective use of literary elements and devices in both Fiction and Non-Fiction.

CURRICULUM STANDARD: **Students read a respond to works of literature. They know and identify the various genres of literature and analyze the author's effective use of literary elements and devices in both Fiction and Non-Fiction.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Read and understand works of literature. (1.3.11.A)	The teacher will guide students to: Presentation of various works of literature from the textbook, background material and supplemental material in order to promote understanding of the works.	Monitoring of student written and oral responses to teacher initiated questions for student understanding of works of literature through tests, quizzes and essays.	*The Language of Literature: British Literature*, McDougal Littell, 2002.
3.2 Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres, including characterization, setting, plot, theme, point of view, tone and style. (1.3.11.B)	The teacher will guide students to: Repetition of vocabulary for understanding literary elements of genre including characterization, setting, plot, theme, point of view, tone and style. Completion of corresponding written exercises. Partner or small group repetition using terms.	Monitoring of student written and oral responses to teacher initiated questions for student understanding of characterization, setting, plot, theme, point of view, tone and style.	Glossary of Literary Terms, pp. 1460. *The Language of Literature: British* Literature, McDougal Littell, 2002.

CONTENT: Traditional English 12
CORE CONCEPT: 3 Reading, Analyzing, and Interpreting Literature-Fiction and Non-Fiction
MAJOR OBJECTIVE: Students read a respond to works of literature. They know and identify the various genres of literature and analyze the author's effective use of literary elements and devices in both Fiction and Non-Fiction.

CURRICULUM STANDARD: **Students read a respond to works of literature. They know and identify the various genres of literature and analyze the author's effective use of literary elements and devices in both Fiction and Non-Fiction.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices: Sound techniques (e.g., rhyme, rhythm, meter, alliteration), Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire),Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time). (1.3.11.C)	The teacher will guide students to: Repetition of vocabulary for understanding literary devices including sound techniques (rhyme, rhythm, meter, alliteration), figurative language (personification, simile, metaphor, hyperbole, irony, satire), literary structures (foreshadowing, flashbacks, progressive and digressive time). Completion of corresponding written exercises. Partner or small group repetition using terms. Teacher modeling identification of terms in context of text.	Monitoring of student written and oral responses to teacher initiated questions for student understanding of sound techniques (e.g., rhyme, rhythm, meter, alliteration), Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire),Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time.	Glossary of Literary Terms, pp. 1460. *The Language of Literature: British Literature*, McDougal Littell, 2002.
3.4 Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox). (1.3.11.D)	The teacher will guide students to: Presentation of poetry as genre through teacher led discussion, including dictation of vocabulary pertaining to poetry including diction and	Monitoring of student written and oral responses to teacher initiated questions for student understanding of appropriateness of diction and figurative language.	Poetry resources from text. Glossary of Literary Terms, pp. 1460. The Language of Literature: British Literature, McDougal Littell, 2002.

	figurative language (irony, understatement, overstatement, paradox).		

CONTENT: Traditional English 12
CORE CONCEPT: 3 Reading, Analyzing, and Interpreting Literature-Fiction and Non-Fiction
MAJOR OBJECTIVE: Students read a respond to works of literature. They know and identify the various genres of literature and analyze the author's effective use of literary elements and devices in both Fiction and Non-Fiction.

CURRICULUM STANDARD: **Students read a respond to works of literature. They know and identify the various genres of literature and analyze the author's effective use of literary elements and devices in both Fiction and Non-Fiction.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.5 Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. (1.3.11.E)	The teacher will guide students to: Repetition of dramatic vocabulary including tone, mood, theme and purpose. Completion of viewing of works of drama using guiding question for theme and purpose, tone and mood.	Monitoring of student written and oral responses to teacher initiated questions on student test or quiz on components of drama. Monitoring of student written and oral responses to teacher initiated questions on student test or quiz on *The Tragedy of Macbeth*.	*The Tragedy of Macbeth*, pp. 314-421. *The Rising of the Moon*, pp. 994-1001, *That's All*, pp. 1254-1257. *The Language of Literature: British Literature*, McDougal Littell, 2002.
3.6 Read and respond to nonfiction and fiction including poetry and drama. (1.3.11.F)	The teacher will guide students to: Individual and group reading and response to nonfictional and fictional literature. Completion of corresponding activities related to these literary selections.	Monitoring of student written and oral responses to teacher initiated questions for student understanding of fiction and non fiction, including poetry and drama.	The Language of Literature: British Literature, McDougal Littell, 2002.

CONTENT: Traditional English 12
CORE CONCEPT: 4 Types of Writing
MAJOR OBJECTIVE: Students will write for different purposes and audiences.

CURRICULUM STANDARD: **Students will write for different purposes and audiences.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Write short stories, poems and plays. **Apply** varying organizational methods. Use relevant illustrations. Utilize dialogue. Apply literary conflict. Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic)**.** Include literary elements (Standard 1.3.11.B.) .Use literary devices (Standard 1.3.11.C.). (1.4.11.A)	The teacher will guide students to: Dictation of the vocabulary necessary for understanding the writing process. Teacher modeling or process including organizational tools and relevant illustrations. Completion of a variety of short stories, poems and plays including literary elements and literary devices.	Monitoring of student written responses to teacher initiated prompts for student understanding of characteristics of all forms of writing, including short stories, poems, and plays. Monitoring of student correct use of dialogue, relevant illustrations and literary elements and devices.	"Writing Workshop," p.200, p.260, p.423, p. 568, p.639, p.932, p.1098, p.1311. *The Language of Literature: British Literature*, McDougal Littell, 2002.
4.2 Write complex informational pieces (e.g., research papers, analyses, evaluations, essays). Include a variety of methods to develop the main idea. Use precise language and specific detail. Include cause and effect. Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations**,** photographs). Use primary and secondary sources. (1.4.11.B)	The teacher will guide students to: Dictation of process for creating informational pieces, modeling the creation of informational pieces, modeling research using available resources, and student completion of appropriate finished product.	Monitoring of student written responses to teacher initiated prompts for student understanding of characteristics of complex informational pieces using.	"Research Report," p. 423, *The Language of Literature: British Literature*, McDougal Littell, 2002. Library, Internet, Available classroom technology.

CONTENT: Traditional English 12
CORE CONCEPT: 4 Types of Writing
MAJOR OBJECTIVE: Students will write for different purposes and audiences.

CURRICULUM STANDARD: **Students will write for different purposes and audiences.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Write persuasive pieces. Include a clearly stated position or opinion. Include convincing, elaborated and properly cited evidence. Develop reader interest. Anticipate and counter reader concerns and arguments. Include a variety of methods to advance the argument or position. (1.4.11.C)	The teacher will guide students to: Dictation of process for the creation of a persuasive piece, including clear statement of position. Demonstrate primary and secondary research techniques. Present models of appropriate argument pieces. Completion of persuasive argument essays in an appropriate manner.	Monitoring of student written responses to teacher initiated prompts for student understanding of characteristics of persuasive pieces asserting student's position or opinion.	"Writing Workshop," Persuasive Writing, p. 1371. *The Language of Literature: British Literature*, McDougal Littell, 2002.
4.4 Maintain a written record of activities, course work, experience, honors and interests. (1.4.11.D)	The teacher will guide students to: Modeling of written records of activities, coursework, experiences, honors and interests, through a writer's notebook. Completion of corresponding writer's notebook by individual students.	Monitoring of student written record of activities, course work, experience, honors and interests.	Notebook
4.5 Write a personal resume. (1.4.11.E)	The teacher will guide students to: Dictation of parts of a resume. Teacher modeling of creation of resume. Completion of	Monitoring of student resume for understanding of form and function of a resume.	"Business Writing," p. 1379, The Language of Literature: British Literature, McDougal Littell, 2002.

	resume by students.		

CONTENT: Traditional English 12
CORE CONCEPT: 5 Quality of Writing
MAJOR OBJECTIVE: Students write clear and focused text to convey a well-defined perpective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Students write clear and focused text to convey a well-defined perpective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Write with a sharp, distinct focus. Identify topic, task and audience. Establish and maintain a single point of view. (1.5.11.A)	The teacher will guide students to: Presentation of information on topic task and audience and the importance of each. Dictation of various choices for point of view in writing. Completion of corresponding written exercises on point of view.	Monitoring of student written responses to teacher initiated prompts for student understanding of topic, task audience and the ability of the student to maintain a single point of view.	"Building Blocks of Good Writing," pp. 1358-1363. *The Language of Literature: British Literature*, McDougal Littell, 2002.
5.2 Write using well-developed content appropriate for the topic. Gather, determine validity and reliability of, analyze and organize information. Employ the most effective format for purpose and audience. Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus. (1.5.11.B)	The teacher will guide students to: Modeling the development and composition for various purposes and audience using both in class writing experiences and models from the text. Model the creation of well developed paragraphs with details and specific information relevant to the topic and focus. Completion of corresponding written piece demonstrating understanding.	Monitoring of student written responses to teacher initiated prompts for student understanding purpose and audience. Monitoring of student written response for understanding of paragraph development with appropriate details and relevance.	"Building Blocks of Good Writing," pp. 1358-1363. *The Language of Literature: British Literature*, McDougal Littell, 2002.

CONTENT: Traditional English 12
CORE CONCEPT: 5 Quality of Writing
MAJOR OBJECTIVE: Students write clear and focused text to convey a well-defined perpective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Students write clear and focused text to convey a well-defined perpective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Write with controlled and/or subtle organization. Sustain a logical order throughout the piece. Include an effective introduction and conclusion. (1.5.11.C)	The teacher will guide students to: Modeling of logical, controlled and subtle organization that supports unity and clarity. Model effective introductions and conclusions. Completion of written pieces which demonstrate mastery of effective organizational skills.	Monitoring of student written responses to teacher initiated prompts for student understanding of organization, and particular understanding of effective introduction and conclusion.	"Building Blocks of Good Writing," pp. 1358-1363. *The Language of Literature: British Literature*, McDougal Littell, 2002.
5.4 Write with a command of the stylistic aspects of composition. Use different types and lengths of sentences. Use precise language. (1.5.11.D)	The teacher will guide students to: Repetition of vocabulary relating to style, including writer's voice, identification of sentence types and length, and recognition of word choice. Completion of worksheets and exercises relating to stylistic aspects of composition.	Monitoring of student written responses to teacher initiated prompts for student understanding of stylistic aspects of composition and student understanding of appropriate use of varied types and lengths of sentences. Monitoring of student written use of precise language.	"Building Blocks of Good Writing," p. 1358-1362. The Language of Literature: British Literature, McDougal Littell, 2002.

CONTENT: Traditional English 12
CORE CONCEPT: 5 Quality of Writing
MAJOR OBJECTIVE: Students write clear and focused text to convey a well-defined perpective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Students write clear and focused text to convey a well-defined perpective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.5 Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed. (1.5.11.E)	The teacher will guide students to: Dictation of the process of revising writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed. Individual student interaction with teacher modeling this. Completion of revision process.	Monitoring of student written responses to teacher initiated prompts for student understanding of characteristics of style, word choice, sentence variety, purpose, audience and genre.	"Writing Handbook," pp. 1354-1380. *The Language of Literature: British Literature*, McDougal Littell, 2002.

CONTENT: Traditional English 12
CORE CONCEPT: 5 Quality of Writing
MAJOR OBJECTIVE: Students write clear and focused text to convey a well-defined perpective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Students write clear and focused text to convey a well-defined perpective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.**			
5.6 Edit writing using the conventions of language. Spell all words correctly. Use capital letters correctly. Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses). Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). (1.5.11.F)	The teacher will guide students to: Dictation of the process of editing. Demonstration of editing process. Demonstration of peer editing. Partner and/or small group interaction practicing the peer edition process for proper use of mechanics, grammar, spelling and syntax.	Monitoring of student oral and written responses to teacher modeled editing techniques applied to student written responses. Monitoring of student correct use of punctuation, capitalization, grammatical correctness and stylistic sophistication.	"Writing Handbook," pp. 1354-1380. *The Language of Literature: British Literature*, McDougal Littell, 2002.

CONTENT: Traditional English 12
CORE CONCEPT: 5 Quality of Writing
MAJOR OBJECTIVE: Students write clear and focused text to convey a well-defined perpective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.

CURRICULUM STANDARD: **Students write clear and focused text to convey a well-defined perpective and appropriate content. Quality writing includes elements of style, logic, and commands of the conventions of language.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.7 Present and/or defend written work for publication when appropriate. (1.5.11.G)	The teacher will guide students to: Completion of corresponding written pieces and presentation to class either in partners, small groups, or whole class setting.	Monitoring of student written work for pieces worthy of publication or presentation.	"Speaking and Listening," "Viewing and Presenting." Pp. 1386-1388. *The Language of Literature: British Literature*, McDougal Littell, 2002.

CONTENT: Traditional English 12
CORE CONCEPT: 6 Speaking and Listening
MAJOR OBJECTIVE: Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.**

Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Listen to others. Ask clarifying questions. Synthesize information, ideas and opinions to determine relevancy. Take notes. (1.6.11.A)	The teacher will guide students to: Dictation of process and procedures for classroom discussion, respecting other opinions, listening to others and responding appropriately. Modeling process and procedures.	Monitoring of student oral responses to teacher initiated discussion through clarifying questions. Monitoring of student written responses for ability to take notes. Dictation on note-tasking skills.	"Speaking and Listening," "Viewing and Presenting." Pp. 1386-1388. *The Language of Literature: British Literature*, McDougal Littell, 2002.
6.2 Listen to selections of literature (fiction and/or nonfiction). Relate them to previous knowledge. Predict solutions to identified problems. Summarize and reflect on what has been heard. Identify and define new words and concepts. Analyze and synthesize the selections relating them to other selections heard or read. (1.6.11.B)	The teacher will guide students to: Completion of the act of listening to selections, partner and or small group discussions of relationship to previous knowledge, and summarization of oral material. Listing of new vocabulary or concepts, and anticipation, analyses and synthesis new information.	Monitoring of student interaction and discussion relevant to literary selections. Monitoring of student informal oral responses to teacher questioning. Monitoring student oral and written responses to oral and written summaries and reflection. Monitoring student understanding of new vocabulary and concepts.	"Speaking and Listening," "Viewing and Presenting." Pp. 1386-1388. *The Language of Literature: British Literature*, McDougal Littell, 2002.

CONTENT: Traditional English 12
CORE CONCEPT: 6 Speaking and Listening
MAJOR OBJECTIVE: Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Speak using skills appropriate to formal speech situations. Use a variety of sentence structures to add interest to a presentation. Pace the presentation according to audience and purpose. Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience. (1.6.11.C)	The teacher will guide students to: Completion of formal speeches by individual students based on presentations modeled by teacher.	Monitoring of student oral responses to teacher initiated prompts for student understanding of characteristics of speeches, using pace, stress, volume, and inflection for emphasis.	"Speaking and Listening," "Viewing and Presenting." Pp. 1386-1388. *The Language of Literature: British Literature*, McDougal Littell, 2002.

CONTENT: Traditional English 12
CORE CONCEPT: 6 Speaking and Listening
MAJOR OBJECTIVE: Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.**			
6.4 Contribute to discussions. Ask relevant, clarifying questions. Respond with relevant information or opinions to questions asked. Listen to and acknowledge the contributions of others. Adjust tone and involvement to encourage equitable participation. Facilitate total group participation. Introduce relevant, facilitating information, ideas and opinions to enrich the discussion. Paraphrase and summarize as needed. (1.6.11.D)	The teacher will guide students to: Contribution by students to informal and formal classroom discussion in an appropriate manner. Modeling appropriate listening skills by teacher. Modeling active listening skills within the context of classroom environment.	Monitoring of student oral responses to teacher initiated discussion through clarifying questions. Monitoring of student oral responses to other student clarifying questions. Monitoring of student group interaction.	"Speaking and Listening," "Viewing and Presenting." Pp. 1386-1388. *The Language of Literature: British Literature*, McDougal Littell, 2002.

CONTENT: Traditional English 12
CORE CONCEPT: 6 Speaking and Listening
MAJOR OBJECTIVE: Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.5 Participate in small and large group discussions and presentations. Initiate everyday conversation. Select and present an oral reading on an assigned topic. Conduct interviews. Participate in a formal interview (e.g., for a job, college). Organize and participate in informal debate around a specific topic. Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television). (1.6.11.E)	The teacher will guide students to: Completion of a variety of classroom activities including oral reading on assigned topic, conducting a formal interview, and an informal debate on chosen topic.	Monitoring of student oral responses to teacher initiated discussion through clarifying questions. Monitoring of student oral responses to other student clarifying questions. Monitoring of student group interaction. Monitor the development and presentation of formal debate within specific assigned topics.	"Speaking and Listening," "Viewing and Presenting." Pp. 1386-1388. *The Language of Literature: British Literature*, McDougal Littell, 2002. National Issues Forum Toastmasters

CONTENT: Traditional English 12
CORE CONCEPT: 6 Speaking and Listening
MAJOR OBJECTIVE: Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.

CURRICULUM STANDARD: **Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech situations.**			
6.6 Use media for learning purposes. Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects. Evaluate the role of media in focusing attention and forming opinions. Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it. (1.6.11.F)	The teacher will guide students to: Modeling the use of media as a learning tool for student presentations and class assignments. Completion and evaluation of the role media in society. Creation of a multimedia presentation demonstrating understanding and/or mastery of a particular topic or teaches others about it.	Monitoring of student oral responses to teacher initiated discussion through media driven assignments and projects. Monitoring of student formal oral presentations. Monitoring of student presentations for effective development and presentation of a specific topic that demonstrates understanding or teacher others about it.	"Speaking and Listening," "Viewing and Presenting." Pp. 1386-1388. *The Language of Literature: British Literature*, McDougal Littell, 2002. Available classroom/school media resources

CONTENT: Traditional English 12
CORE CONCEPT: 7 Characteristics of Functions of the English Language
MAJOR OBJECTIVE: Students recognize formal and informal language and its use in speech, writing, and literature.

CURRICULUM STANDARD: **Students recognize formal and informal language and its use in speech, writing, and literature.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Describe the influence of historical events on the English language. (1.7.11.A)	The teacher will guide students to: Dictation of influences on and history of the English language. Completion of written exercises relating to the history of the English language.	Monitoring of student oral and written responses to teacher initiated questions demonstrating understanding of characteristics and functions of the English language.	Unit I, The Anglo-Saxon and Medieval Periods, pp. 14-270, Unit II, The English Renaissance, *The Language of Literature: British Literature*, McDougal Littell, 2002.
7.2 Analyze when differences in language are a source of negative or positive stereotypes among groups. (1.7.11.B)	The teacher will guide students to: Repetition of thematic vocabulary relative to stereotypes among groups. Completion of readings which demonstrate stereotypes. Completion of role-playing activities which may lead to the creation of negative stereotypes.	Monitoring of student oral and written responses to teacher initiated discussion concerning stereotypes among groups. Monitoring of student responses to readings concerning stereotypes among groups.	Unit VII, Part 2, Culture and Conflict. Pp. 1260-1302 *The Language of Literature: British Literature*, McDougal Littell, 2002.
7.3 Explain and evaluate the role and influence of the English language within and across countries. (1.7.11.C)	The teacher will guide students to: Dictation of influences on and history of the English language. Completion of written exercises relating to the history of the English language.	Monitoring of student oral and written responses to student understanding of the role and influence of English language within and across countries.	Unit VII, Part 2, Culture and Conflict. Pp. 1260-1302 *The Language of Literature: British Literature*, McDougal Littell, 2002.

CONTENT: Traditional English 12
CORE CONCEPT: 8 Research
MAJOR OBJECTIVE: Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer.

CURRICULUM STANDARD: **Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Select and refine a topic for research. (1.8.11.A)	The teacher will guide students to: Dictation of and modeling of selection and refining of appropriate research topics.	Monitoring of student oral and written responses to teacher initiated discussion concerning selection and refinement of topics for research.	The Language of Literature: British Literature, McDougal Littell, 2002, pp. 423-431. Library. Primary and secondary sources. Electronic sources.
8.2 Locate information using appropriate sources and strategies. Determine valid resources for researching the topic, including primary and secondary sources. Evaluate the importance and quality of the sources. Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases). Use tables of contents, indices, key words, cross-references and appendices. Use traditional and electronic search tools. (1.8.11.B)	The teacher will guide students to: Dictation of and modeling of location of information using sources and strategies for research. Demonstration of determining the validity of sources, including primary and secondary sources. Dictation of appropriate definitions of primary and secondary sources through the use of all tools available including but not limited to dictionaries, thesauruses, other reference materials, interviews, observations, computer databases.	Monitoring of student written responses to teacher initiated discussion concerning appropriate research and research strategies. Monitoring of student written responses to researching of sources and source materials, tables of contents, indices, key words, cross-references and appendices. Monitoring of student use of traditional and electronic search tools.	The Language of Literature: British Literature, McDougal Littell, 2002, pp. 423-431. Library. Primary and secondary sources. Electronic sources.

CONTENT: Traditional English 12
CORE CONCEPT: 8 Research
MAJOR OBJECTIVE: Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer.

CURRICULUM STANDARD: **Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer.**			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.3 Organize, summarize and present the main ideas from research. Take notes relevant to the research topic. Develop a thesis statement based on research. Anticipate readers' problems or misunderstandings. Give precise, formal credit for others' ideas, images or information using a standard method of documentation. Use formatting techniques (e.g., headings, graphics) to aid reader understanding. (1.8.11.C)	The teacher will guide students to: Dictation of and modeling of organization, summarization and presentation of the main ideas from research. Modeling and demonstrating formatting techniques applicable to documentation basic to Modern Language Arts formatting techniques.	Monitoring of student written responses to teacher initiated discussion concerning selected research topic. Monitoring of student written research projects for corrected use of style, research, originality, documentation and reader understanding.	The Language of Literature: British Literature, McDougal Littell, 2002, pp. 423-431. Library. Primary and secondary sources. Electronic sources.

V. EXPECTED LEVELS OF ACHIEVEMENT

Grading for all courses:

90%-100%	Excellent
80%-89%	Good
70%-79%	Average
60%-69%	Poor
Below 60%	Failing

Each student's grade will be determined at the conclusion of each of four nine-week marking periods. Grades are based on an average of scores from:

1. Quizzes
2. Tests
3. Homework
4. Essays and Compositions
5. Speeches
6. Assigned Projects

Various methods of extra credit are built into the course structure.

Eighty to 85% of students are expected to achieve 90% or better in this course.

V3 Academy Cyber Charter School

Communication Arts Grade 7

COMMUNICATION ARTS GRADE 7

I. PHILOSOPHY

This course is designed to continue the language acquisition skills: writing, reading, speaking, and listening. Ideally, Communication Arts Grade 7 will be a bridge from the introduction of the basic core concepts taught in Communication Arts Grade 6 and then connect to the next development of the core concepts in Communication Arts Grade 8.

This course is aligned with the PA standards for reading, writing, speaking, and listening. The Communication Arts faculty will strive to coordinate literature and language study emphasizing reading and writing as a process. The course's student expectations, specific content, assessments, and resources/materials will address different learning styles. This will include various teaching strategies.

This course is built around generating, transmitting, and effectively utilizing information as appropriate to the grade seven level. It will include the teacher presentation and the student application of skills such as identifying the elements of various literature genres, applying reading and writing skills, and linking these to spelling, vocabulary, and the conventions of the English language. This course will examine the best practices in reading and writing. In addition, this course will use technology connections to enhance learning.

Continued English mastery is a major factor in becoming a successful member of the global society. As a lifelong learner in the society, students will continue to improve to think logically, creatively and clearly. This will coincide with improvements and expansion of reading, writing, speaking, and reading strategies across the curriculum.

II. CORE CONCEPTS

1. **Learning to Read Independently**: Developing comprehension and expanding vocabulary in reading context area and in the area of individual usage in speech and writing.

2. **Reading Critically in All Content Areas:** Reading and understanding essential content of informational texts and documents in all academic areas.

3. **Reading, Analyzing, and Interpreting Literature:** Applying knowledge of literary elements and devices to a variety of literary genre.

4. **Types of Writing:** Generating different types of writing: narrative, informational, and persuasive.

5. **Quality of Writing:** Developing clear expression through the study of grammar, mechanics, and usage of English, including phrases and clauses, sentence combining, and punctuation, as well as through the study of effective expository writing including process writing, acquiring and using proper organizing procedures for preparing logically structured essays, compositions, reports, and speeches.

6. **Speaking and Listening:** Developing and improving conversation, discussion, and presentation skills. Listening – Fostering critical and effective thinking and listening skills.

7. **Characteristics and Function of the English Language:** Applying knowledge of how different languages influence the English language.

8. **Research:** Employing effective research techniques and use media for learning purposes.

III. COURSE OF STUDY

A. Course of Study: Communication Arts

B. Grade Level: 7

C. Length of Course:

1. Frequency: Every Day

2. Length: 1 Hour

3. Duration: 180 Days

D. Academic Level: On Grade Level

E. Credits: 1.0

F. Prerequisites: Completion of sixth grade English

G. Course Description: Based in the core concepts developed from the PA standards, this course will include reading, writing, speaking, and listening. It utilizes various teaching methods and sources to help students to continue to develop into independent lifelong learners.

H. Assessment Anchors: Throughout this curriculum outline are numerous statements followed by parentheses containing a series of letters and numbers, such as (R7.A.1.1.1). These are references to the Pennsylvania Assessment Anchors and Eligible Content, published by the PA Department of Education. They are designed to emphasize the specific content which will be tested on the Pennsylvania System of School Assessment (PSSA) Reading test.

IV. CONTENT: Communication Arts – Grade 7
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will read independently for meaning and enjoyment.

CURRICULUM STANDARD : Learning to read independently			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 The students will identify and apply the meaning of vocabulary in fiction and nonfiction.	The teacher will guide students to**:** • Identify and/or apply meaning of multiple-meaning words used in text (R7.A.1.1.1) (R7.A.2.1.1) • Identify and/or apply a synonym or antonym of a word used in a text (R7.A.1.1.2) • Identify and/or apply meaning of content-specific words used in text (R7.A.2.1.2)	Teacher evaluation of: • Student written responses on tests/quizzes to assess new story vocabulary • Student written responses on tests/quizzes that assess the ability to replace common synonyms and antonyms with vocabulary terms	• Approve anthology • *The Lightning Thief* by Rick Riordan(pending approval) • Trade Books

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will read independently for meaning and enjoyment.

CURRICULUM STANDARD: Learning to read independently			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.2 The students will identify and apply word recognition skills in fiction and nonfiction.	The teacher will guide students to**:** • Identify how the meaning of a word is changed when an affix is added; identify a meaning of a word from the text with an affix (R7.A.1.2.1) (R7.A.2.2.1) • Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences (R7.A.1.2.2) (R7.A.2.2.2)	Teacher evaluation of: • Student completion of context clues practice sheets with new vocabulary • Student written responses on tests/quizzes identifying new affixes with a short answer portion where student is expected to derive the meaning of a word from its base and affix(es)	• Approved anthology • *The Lightning Thief* by Rick Riordan(pending approval) • Trade Books

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will read independently for meaning and enjoyment.

CURRICULUM STANDARD: Learning to read independently			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.3 The students will identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.	The teacher will guide students to**:** • Identify, explain, interpret, and/or analyze text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution. (R7.B.3.3.1) • Identify content that would fit in specific section of text (R7.B.3.3.2) • Interpret graphics and charts and/or make connections between text and the content of graphics and charts (R7.B.3.3.3) • Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions (R7.B.3.3.4)	Teacher evaluation of: • Student completion of various graphic organizers while reading • Student completion of worksheets related to content specific graphics and charts to determine essential information • Student written and/or oral summarization of information conveyed on the graphic and/or chart • Student written analysis and answers on comprehension check questions about various forms of directions including but not limited to recipes, self-instructional pieces, and science labs	• Approved anthology • Trade Books • Sequencing charts, Venn diagrams, cluster diagrams, and Series-of-Events Chain

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 2: Reading critically in all content areas
MAJOR OBJECTIVE: Students will apply reading strategies to understand text in all content areas.

CURRICULUM STANDARD: Reading critically in all content areas			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 The students will make inferences, draw conclusions, and make generalizations based on text in fiction and nonfiction.	The teacher will guide students to**:** • Make inferences and/or draw conclusions based on information from the text (R7.A.1.3.1) (R7.A.2.3.1) • Cite evidences to support generalizations (R7.A.1.3.2) (R7.A.2.3.2)	Teacher evaluation of: • Student discussion relating to inferences from individual stories as well as the completion of an inference chart/graphic organizer • Student written responses to reading passages with the mandatory inclusion of evidence from the text graded based on the PSSA Reading rubric • Student results on Accelerated Reader quizzes to assess ability to draw conclusions and make generalizations	• Approved anthology • *The Lightning Thief* by Rick Riordan(pending approval) • Trade Books

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 2: Reading critically in all content areas
MAJOR OBJECTIVE: Students will apply reading strategies to understand text in all content areas.

CURRICULUM STANDARD: Reading critically in all content areas			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.2 The students will identify and explain main ideas and relevant details in fiction and nonfiction.	The teacher will guide students to**:** • Identify and/or explain stated or implied main ideas and relevant supporting details from text (R7.A.1.4.1) (R7.A.2.4.1)	Teacher evaluation of: • Written and/or oral summarization of passages with the inclusion of supporting details from the text • Student written responses to multiple choice tests/quizzes to identify stated and implied main idea in fiction and nonfiction passages • Student results on Accelerated Reader quizzes to determine ability to identify main ideas and relevant details	• Approved anthology • *The Lightning Thief* by Rick Riordan(pending approval) • Trade Books

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 2: Reading critically in all content areas
MAJOR OBJECTIVE: Students will apply reading strategies to understand text in all content areas.

CURRICULUM STANDARD : Reading critically in all content areas			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 The students will make connections between texts.	The teacher will guide students to**:** • Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts (R7.B.1.2.1)	Teacher evaluation of: • Student created Venn diagrams or other graphic organizers to compare/contrast texts with similar themes and ideas • Student writing of two-paragraph that compare/contrast responses related to texts with similar themes and ideas	• Approved anthology • Trade Books • Graphic organizers
2.4 The students will interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text.	The teacher will guide students to**:** • Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text (R7.B.3.1.1)	Teacher evaluation of: • Student written responses that identify the author's use of facts and opinions after reading a given passage • Student written responses on tests/quizzes to assess identification of fact and opinion	• Approved anthology • Trade Books

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 2: Reading critically in all content areas
MAJOR OBJECTIVE: Students will apply reading strategies to understand text in all content areas.

CURRICULUM STANDARD	Reading Critically in all Content Areas		
Student Expectations	Specific Content	Assessments	Resources/Materials
2.5 The students will distinguish between essential and nonessential information within or between texts.	The teacher will guide students to**:** • Identify, explain, interpret, describe, and/or analyze bias and propaganda techniques in nonfictional text (R7.B.3.1.1)	Teacher evaluation of: • Student written response to identify bias and propaganda techniques after reading a given text • Student written responses to tests/quizzes that assess identification of bias and propaganda	• Approved anthology • Trade Books

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 3: Reading, analyzing, and interpreting literature
MAJOR OBJECTIVE: Students will apply knowledge of literary elements and devices to a variety of literary genre.

CURRICULUM STANDARD: Reading, analyzing and interpreting literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 The students will summarize a fictional text as a whole.	The teacher will guide students to**:** • Summarize the key details and events of a fictional text as a whole (R7.A.1.5.1)	Teacher evaluation of: • Student completed plot diagram including details such as rising action, climax, falling action, conflict, resolution, theme, setting, and characters • Student written responses to story tests/quizzes comprised of multiple choice, matching, short answer, and essay to evaluate students' knowledge of each story	• Approved anthology • *The Lightning Thief* by Rick Riordan(pending approval) • Trade Books

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 3: Reading, analyzing, and interpreting literature
MAJOR OBJECTIVE: Students will apply knowledge of literary elements and devices to a variety of literary genre.

CURRICULUM STANDARD: Reading, analyzing and interpreting literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.2 The students will identify, describe, and analyze genre of text in fiction and nonfiction.	The teacher will guide students to**:** • Identify and/or describe the author's intended purpose of text (R7.A.1.6.1) (R7.2.6.1) • Explain, describe, and/or analyze examples of text that support the author's intended purpose (R7.A.1.6.2) • Identify, explain, and/or analyze examples of text that support the author's intended purpose (R7.A.2.6.2)	Teacher evaluation of: • Student written and/or oral identification of author's purpose after reading a text passage • Student highlighted evidence from a text that supports the author's purpose • Student written responses on tests/quizzes to demonstrate identification of author's purpose within a text and the ability to describe the purpose within the context of the reading	• Approved anthology • *The Lightning Thief* by Rick Riordan(pending approval) • Trade Books
3.3 The students will summarize a nonfictional text as a whole.	The teacher will guide students to**:** • Summarize the major points, processes, and events of a nonfictional text as a whole (R7.A.2.5.1)	Teacher evaluation of: • Student outline of key facts from a nonfictional text using a graphic organizer such as a timeline or a sequence chart	• Approved anthology • Trade Books

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 3: Reading, analyzing, and interpreting literature
MAJOR OBJECTIVE: Students will apply knowledge of literary elements and devices to a variety of literary genre.

CURRICULUM STANDARD: Reading, analyzing and interpreting literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.4 The students will interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.	The teacher will guide students to**:** • Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction (R7.B.1.1.1) • <u>Character</u>: Evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters • <u>Setting</u>: Evaluate the setting • <u>Plot</u>: Evaluate the elements of the plot (conflict, rising action, climax, and/or resolution) • <u>Theme</u>: Evaluate the theme	Teacher evaluation of: • Student completed graphic organizers including but not limited to character analysis charts, setting charts, and plot diagrams • Student written responses on tests/quizzes that identifying character, setting, plot, and thematic concepts • Student written compare/contrast responses evaluating relationship between character development, settings, and themes	• Approved anthology • *The Lightning Thief* by Rick Riordan(pending approval) • Trade Books

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 3: Reading, analyzing, and interpreting literature
MAJOR OBJECTIVE: Students will apply knowledge of literary elements and devices to a variety of literary genre.

CURRICULUM STANDARD: Reading, Analyzing and Interpreting Literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.5 The students will identify, interpret, describe, and analyze the figurative language in fiction and nonfiction.	The teacher will guide students to**:** • Identify, explain, interpret, describe, and/or analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text (R7.B.2.1.1) • Identify, explain, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text (R7.B.2.1.2)	Teacher evaluation of: • Students responses on tests/quizzes related to figurative language to assess students' general knowledge of each example of figurative language • Student writing assignments in which figurative language is highlighted and used effectively • Student discussion and analysis of an author's purpose for usage of figurative language in a text	• Approved anthology • Trade Books

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 3: Reading, analyzing, and interpreting literature
MAJOR OBJECTIVE: Students will apply knowledge of literary elements and devices to a variety of literary genre.

CURRICULUM STANDARD: Reading, analyzing and interpreting literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.6 The students will identify, interpret, and describe the point of view of the narrator in fictional and nonfictional text.	The teacher will guide students to**:** • Identify, explain, and/or describe the point of view of the narrator as first person or third person point of view (R7.B.2.2.1) • Explain, interpret, and/or describe the effectiveness of the point of view used by the author (R7.B.2.2.2)	Teacher evaluation of: • Students analysis, and written evidence of identification of the author's point of view using details from text • Students written responses on tests/quizzes to identify the point of view of a text	• Approved anthology • *The Lightning Thief* by Rick Riordan(pending approval) • Trade Books

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 4: Types of writing
MAJOR OBJECTIVE: Students will generate different types of writing: narrative, informational, and persuasive and other genres.

CURRICULUM STANDARD: Types of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 The students will write narrative pieces (e.g. short stories, poems, plays).	The teacher will guide students to**:** • Write pieces specific to a purpose and audience • Write with clear organizational structures • Utilize dialogue, literary conflict, and literary elements and devices in written pieces	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Student writing in response to teacher and textbook generated PSSA style writing prompts • Written peer evaluations of students' attention to audience, organization, and purpose using a teacher generated checklist	• Language Network textbook • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 4: Types of writing
MAJOR OBJECTIVE: Students will generate different types of writing: narrative, informational, and persuasive and other genres.

CURRICULUM STANDARD: Types of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.2 The students will write informational pieces (e.g. letters, reports, instruction, essays, articles, interviews).	The teacher will guide students to**:** • Write pieces that emphasize the following elements: ➢ Specific to a purpose and audience ➢ Well-developed main idea ➢ Cause and effect relationship or problem and solution ➢ Precise language and specific details ➢ Relevant graphics ➢ Primary and secondary sources	Teacher evaluation of: • Student writing to prompt using the Pennsylvania State Writing Rubric • Student writing to teacher and textbook generated PSSA style writing prompts. • Written peer evaluation of students' attention to audience, organization, main idea and purpose using a teacher generated checklist.	• Language Network textbook • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 4: Types of writing
MAJOR OBJECTIVE: Students will generate different types of writing: narrative, informational, and persuasive and other genres.

CURRICULUM STANDARD: Types of Writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 The students will write persuasive pieces.	The teacher will guide students to**:** • Write pieces that emphasize the following elements: ➢ Specific to a purpose and audience ➢ Clearly stated position or opinion ➢ Convincing and properly cited evidence that anticipates and counters reader concerns and arguments	Teacher evaluation of: • Students writing using the Pennsylvania State Writing Rubric • Students writing to teacher and textbook generated PSSA style writing prompts • Written peer evaluation of students' attention to a clearly stated position, audience, organization, evidence and purpose using a teacher generated checklist	• Language Network textbook • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will use focus, content, organization, style, and conventions in the writing process.

CURRICULUM STANDARD: Quality of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials

5.1 The students will identify and apply the writing process.	The teacher will guide students to**:**
	• Identify and write pieces using the following process:
	  • Pre-writing
	  • Draft
	  • Revise
	  • Edit
	  • publish
		Teacher evaluation of:
		• Student writing using the Pennsylvania State Writing Rubric
		• Student written responses using graphic organizers
		• Student self evaluation of writing using teacher generated editing checklist
			• Language Network textbook
			• Writing and Communication Masters
			• Graphic Organizers

5.2 The students will write with clear focus.	The teacher will guide students to**:** • Write with an emphasis on the following tasks: • Identify topic, task, and audience • maintaining a single point of view	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Self and peer evaluation of students' attention to topic, audience, and point of view utilizing a teacher generated checklist	• Language Network textbook • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will use focus, content, organization, style, and conventions in the writing process.

CURRICULUM STANDARD: Quality of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.4 The students will organize and sustain writing in a logical order throughout the piece.	The teacher will guide students to**:** • Write pieces utilizing the following organizational techniques: ➢ Effective introductions and conclusions ➢ Appropriate transitions within and between paragraphs	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Evidence in student writing of the use of transition words between and within paragraphs using a teacher generated checklist	• Language Network textbook • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will use focus, content, organization, style, and conventions in the writing process.

CURRICULUM STANDARD: Quality of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.5 The students will write to create style, tone, and voice.	The teacher will guide students to**:** • Write pieces with a variety of sentence types and structures • Write using descriptive word choices • Write with precise language	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Evidence of sentence type variety and structure in student writing as identified through the use of a teacher generated rubric • Student responses to written exercises incorporating the use of descriptive language	• Language Network textbook • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will use focus, content, organization, style, and conventions in the writing process.

CURRICULUM STANDARD: Quality of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.6 The students will use grade appropriate conventions of language when writing and editing	The teacher will guide students to: • Write and edit using appropriate conventions: ➢ Correct spelling ➢ Capitalization ➢ Punctuation ➢ Grammar ➢ Sentence formation	Teacher evaluation of: • Student writing using the PA State Writing Rubric • Student written responses to teacher and textbook generated tests and quizzes that assess student understanding and use of various conventions of language • Student thoroughness and accuracy in completion of teacher and textbook generated convention exercises	• Language Network textbook • Writing and Communication Masters • Graphic Organizers • Grammar, Usage and Mechanics Workbook

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will use focus, content, organization, style, and conventions in the writing process.

CURRICULUM STANDARD: Quality of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.7 The students will identify and use the eight parts of speech correctly.	The teacher will guide students to**:** • Correctly identify/use the parts of speech: ➢ Nouns ➢ Pronouns ➢ Verbs ➢ Adjectives ➢ Adverbs ➢ Prepositions ➢ Conjunctions ➢ Interjections	Teacher evaluation of: • Student written responses to teacher and textbook generated quizzes and unit tests • Student thoroughness and accuracy in completion of teacher and textbook generated grammar exercises • Student use of the Pennsylvania State Writing Rubric to assess the correct usage of grammar and mechanics in student writing	• Language Network textbook • Writing and Communication Masters • Graphic Organizers • Grammar, Usage, and Mechanics Workbook

CONTENT: Communication Arts - Grade 7
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will develop and improve conversation, discussion, and presentation skills, along with critical and effective thinking and listening skills.

CURRICULUM STANDARD: Speaking and listening			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 The students will deliver effective oral presentations.	The teacher will guide students to**:** • Establish a clear and concise focus or thesis • Select and use appropriate structures, content, and language to present ideas that support the thesis • Utilize appropriate technology or media to reinforce the message • Employ effective delivery techniques (volume, pace, eye contact, emphasis, gestures, enunciation) • Monitor the response of the audience and adjust delivery accordingly	Teacher evaluation of: • Student self evaluation based upon a teacher or textbook generated rubric • Peer evaluation based upon a teacher or textbook generated rubric • Student use of a written outline to assist in effective delivery. • Student use of media to assist peer understanding of information and topic presented	• Language Network textbook • Writing and Communication Masters • Speaking and Listening Book

CONTENT: Communication Arts - Grade 7
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will develop and improve conversation, discussion, and presentation skills, along with critical and effective thinking and listening skills.

CURRICULUM STANDARD: Speaking and listening			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.2 The students will interact effectively in discussions.	The teacher will guide students to**:** • Maintain the focus of the discussion by contributing relevant content • Ask relevant and clarifying questions • Monitor the response of participants and adjust contributions accordingly	Teacher evaluation of: • Student understanding of discussion topics through use of teacher and textbook generated rubrics • Student use of PSSA style writing prompts that require students to analyze and interpret the information presented through a discussion • Student responses to informal oral questioning to assess on task behavior and topic understanding	• Language Network textbook • Writing and Communication Masters • Speaking and Listening Book

CONTENT: Communication Arts - Grade 7
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will develop and improve conversation, discussion, and presentation skills, along with critical and effective thinking and listening skills.

CURRICULUM STANDARD: Speaking and listening			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 The students will monitor their own understanding.	The teacher will guide students to**:** • Ask probing questions • Paraphrase, summarize, and/or reflect on the speaker's message • Identify the speaker's main idea • Connect new information to prior knowledge • Analyze information, ideas, and opinions to form a relevant response to the speaker's message	Teacher evaluation of: • Student self evaluation using teacher or textbook generated worksheets or checklists • Student written journal entries to reflect and clarify thoughts on information presented	• Language Network textbook • Writing and Communication masters • Speaking and Listening Book

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 7: Characteristics and function of the English language
MAJOR OBJECTIVE: Students will apply knowledge of how different languages influence the English language.

CURRICULUM STANDARD: Characteristics and function of the English language			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 The students will identify and apply the meaning of Latin and Greek affixes.	The teacher will guide students to**:** • Identify how the meaning of a word is changed when an affix is added; identify a meaning of a word from the text with an affix (R7.A.1.2.1) (R7.A.2.2.1) • Identify Latin and Greek affixes and roots	Teacher evaluation of: • Student completion of teacher and textbook generated skill assessment quizzes on identifying affix meanings • Student use of affixes in writing using Pennsylvania State Writing rubric or teacher generated rubric	• Language Network textbook • Vocabulary and Spelling Book
7.2 The students will identify and apply the meaning of foreign root words to vocabulary in fiction and nonfiction.	The teacher will guide students to**:** • Identify and/or apply meaning of content-specific words used in text (R7.A.2.1.2) • Borrow and coin new words	Teacher evaluation of: • Student responses on teacher and textbook generated vocabulary quizzes and/or tests that assess student understanding of new words • Student use of new vocabulary within writing	• Language Network textbook • Vocabulary and Spelling Book

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 8: Research
MAJOR OBJECTIVE: Students will employ effective research techniques and use media for learning purposes.

CURRICULUM STANDARD: Research			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 The students will select a topic and develop a thesis/research question.	The teacher will guide students to**:** • Select and narrow down a topic for research Develop a specific thesis/research question	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Teacher/student conferencing and/or class discussion • Student completion of worksheets that provide discussion and practice on choosing and writing good thesis statements	• Language Network textbook • Writing and Communication Masters
8.2 The students will locate and select the appropriate source materials to achieve a research goal.	The teacher will guide students to**:** • Choose appropriate materials to achieve a research goal • Differentiate between primary and secondary source material	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Student self evaluation of sources using teacher generated checklist	• Language Network textbook • Writing and Communication Masters

CONTENT: Communication Arts – Grade 7
CORE CONCEPT 8: Research
MAJOR OBJECTIVE: Students will employ effective research techniques and use media for learning purposes.

CURRICULUM STANDARD: Research			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.3 The students will synthesize relevant information from source materials to achieve a research goal.	The teacher will guide students to**:** • Synthesize relevant information • Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Student self evaluation using a teacher generated checklist	• Language Network textbook • Writing and Communication Masters
8.4 The students will organize and present information and data that support and illustrate inferences and conclusions drawn from research.	The teacher will guide students to**:** • Organize and present information and data • Utilize information from research to support conclusions	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Student use of source cards and note cards to organize information for outlining research topic	• Language Network textbook • Writing and Communication Masters

IV. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for all 7th grade Communication Arts classes:

1.	90% - 100% =	A
2.	80% - 89% =	B
3.	70% - 79% =	C
4.	60% - 69%=	D
5.	Below 60%=	F

B Generally speaking, each student's grade will be determined at the conclusion of each of the four nine-week marking periods.

C. Students are expected to perform at the seventh grade level in Communication Arts.

1. Students are expected to come to class each day with all written assignments completed. Exceptions will be noted on a case-by-case basis.

2. Students should be prepared to spend about 30 minutes at home preparing for Communication Arts.

V3 Academy Cyber Charter School

Communication Arts Grade 8

I. PHILOSOPHY

This course is designed to continue the language acquisition skills: writing, reading, speaking, and listening. Ideally, Communication Arts Grade 8 will be a bridge from the introduction of the basic core concepts taught in Communication Arts Grade 6 and then connect to the next development of the core concepts in Communication Arts Grade 9.

This course is aligned with the PA standards for reading, writing, speaking, and listening. The Communication Arts faculty will strive to coordinate literature and language study emphasizing reading and writing as a process. The course's student expectations, specific content, assessments, and resources/materials will address different learning styles. This will include various teaching strategies.

This course is built around generating, transmitting, and effectively utilizing information as appropriate to the grade eight level. It will include the teacher presentation and the student application of skills such as identifying the elements of various literature genres, applying reading and writing skills, and linking these to spelling, vocabulary, and the conventions of the English language. This course will examine the best practices in reading and writing. In addition, this course will use technology connections to enhance learning.

Continued English mastery is a major factor in becoming a successful member of the global society. As a lifelong learner in the society, students will continue to improve to think logically, creatively and clearly. This will coincide with improvements and expansion of reading, writing, speaking, and reading strategies across the curriculum.

II. CORE CONCEPTS

1. **Learning to Read Independently**: Developing comprehension and expanding vocabulary in reading context area and in the area of individual usage in speech and writing.

2. **Reading Critically in All Content Areas:** Reading and understanding essential content of informational texts and documents in all academic areas.

3. **Reading, Analyzing, and Interpreting Literature:** Applying knowledge of literary elements and devices to a variety of literary genre.

4. **Types of Writing:** Generating different types of writing: narrative, informational, and persuasive.

5. **Quality of Writing:** Developing clear expression through the study of grammar, mechanics, and usage of English including phrases and clauses, sentence combining, and punctuation, as well as through the study of effective expository writing including process writing, acquiring and using proper organizing procedures for preparing logically structured essays, compositions, reports, and speeches.

6. **Speaking and Listening:** Developing and improving conversation, discussion, and presentation skills. Listening – Fostering critical and effective thinking and listening skills.

7. **Characteristics and Function of the English Language:** Applying knowledge of how different languages influence the English language.

8. **Research:** Employing effective research techniques and use media for learning purposes.

III. COURSE OF STUDY

A. Course of Study: Communication Arts

B. Grade Level: 8

C. Length of Course:

1. Frequency: Every Day
2. Length: 1 Hour
3. Duration: 180 Days

D. Academic Level: On Grade Level

E. Credits: 1.0

F. Prerequisites: Completion of seventh grade English

G. Course Description: Based in the core concepts developed from the PA standards, this course will include reading, writing, speaking, and listening. It utilizes various teaching methods and sources to help students to continue to develop into independent lifelong learners.

H. Assessment Anchors: Throughout this curriculum outline are numerous statements followed by parentheses containing a series of letters and numbers, such as (R8.A.1.2.1). These are references to the Pennsylvania Assessment Anchors and Eligible Content, published by the PA Department of Education. They are designed to emphasize the specific content which will be tested on the Pennsylvania System of School Assessment (PSSA) Reading test.

IV. CONTENT: Communication Arts – Grade 8
CORE CONCEPT 1: Learning to Read Independently
MAJOR OBJECTIVE: Students will read independently for meaning and enjoyment.

CURRICULUM STANDARD Learning to Read Independently			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 The students will identify and apply the meaning of vocabulary in fiction and nonfiction.	The teacher will guide students to: • Identify and/or apply meaning of multiple-meaning words used in text. (R8.A.1.1.1)(R8.A.2.1.1) • Identify and/or apply a synonym or antonym of a word used in text. (R8.A.1.1.2) • Identify and/or apply meaning of content-specific words used in text. (R8.A.2.1.2)	Teacher evaluation of: • Student written responses on tests/quizzes to assess story vocabulary • Student created sentences using key vocabulary • Student completed synonym/antonym graphic organizer utilizing thesaurus skills	• Approved anthology • Trade books • *Johnny Tremain* by Esther Forbes (pending approval)
1.2 The students will identify and apply word recognition skills in fiction and nonfiction.	The teacher will guide students to: • Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. (R8.A.1.2.1)(R8.A.2.2.1) • Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences. (R8.A.1.2.2)(R8.2.2.2)	Teacher evaluation of: • Student completed Cloze exercises for prefix and suffix understanding • Student responses on Oral review of unfamiliar vocabulary within the context of a reading selection	• Approved anthology • Trade books • *Johnny Tremain* by Esther Forbes (pending approval)

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 1: Learning to Read Independently
MAJOR OBJECTIVE: Students will read independently for meaning and enjoyment.

CURRICULUM STANDARD Learning to Read Independently			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.3 The students will identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfiction text.	The teacher will guide students to: • Identify, explain, interpret, and/or analyze text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution. (R8B.3.3.1) • Identify content that would fit in specific section of text. (R8.B.3.3.2) • Interpret graphics and charts, and/or make connections between text and the content of graphics and charts. (R8.B.3.3.3) • Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. (R8.B.3.3.4)	Teacher evaluation of: • Student participation in group discussions of cause and effect examples in relationship to a short story • Student written analysis of text organization that shows examples of sequence, question/answer, comparison/contrast, cause/effect, and problem/solution • Student completed graphic and/or chart based on information presented within the context of a work of nonfiction • Student created list of instructions/directions after reading a self-instructional passage	• Approved anthology • Trade books

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 2: Reading Critically in all Content Areas
MAJOR OBJECTIVE: Students will apply reading strategies to understand text in all content areas.

CURRICULUM STANDARD	Reading Critically in all Content Areas		
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 The students will make inferences, draw conclusions, and make generalizations based on text in fiction and nonfiction.	The teacher will guide students to: • Make inferences and/or draw conclusions based on information from text. (R8.A.1.3.1)(R8.A.2.3.1) • Cite evidence from text to support generalizations. (R8.A.1.3.2)(R8.A.2.3.2)	Teacher evaluation of: • Accelerated Reader data • Student completed inference practice worksheets • Student ability to highlight appropriate information from the text in response to guided questions • Student written responses to short reading passages and longer texts with the mandatory inclusion of evidence from the text graded based on the PSSA Reading Rubric	• Approved anthology • Trade books • *Johnny Tremain* by Esther Forbes (pending approval)

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 2: Reading Critically in all Content Areas
MAJOR OBJECTIVE: Students will apply reading strategies to understand text in all content areas.

CURRICULUM STANDARD	Reading Critically in all Content Areas		
Student Expectations	Specific Content	Assessments	Resources/Materials
2.2 The students will identify and explain main ideas and relevant details in fiction and nonfiction.	The teacher will guide students to: • Identify and/or explain stated or implied main ideas and relevant supporting details from text (R8.A.1.4.1)(R8.A.2.4.1)	Teacher evaluation of: • Accelerated Reader data • Student written responses on tests/quizzes to explain stated and implied main idea in fiction and nonfiction passages • Student completion of a graphic organizer identifying main idea and supporting details	• Approved anthology • Trade books • *Johnny Tremain* by Esther Forbes (pending approval)

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 2: Reading Critically in all Content Areas
MAJOR OBJECTIVE: Students will apply reading strategies to understand text in all content areas.

CURRICULUM STANDARD	Reading Critically in all Content Areas		
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 The students will make connections between texts.	The teacher will guide students to: • Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts (R8.B.1.2.1)	Teacher evaluation of: • Student writing to identify similarities and differences between texts using a graphic organizer such as the Venn Diagram • Write compare/contrast paragraph responses to evaluate connections between texts	• Approved anthology • Trade books • *Johnny Tremain* by Esther Forbes (pending approval)

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 1: Reading Critically in Al l Content Areas
MAJOR OBJECTIVE: Students will apply reading strategies to understand text in all content areas.

CURRICULUM STANDARD Reading Crically in All Content Areas			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.4 The students will interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text.	The teacher will guide students to: • Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text (R8.B.3.1.1)	Teacher evaluation of: • Student written examples of known facts and compare these examples to personal opinions • Student written response describing the use of facts and opinions to determine the strength of the author's argument	• Approved anthology • Trade books
2.5 The students will distinguish between essential and nonessential information within or between texts.	The teacher will guide students to: • Identify, explain, interpret, describe, and/or analyze bias and propaganda techniques in nonfictional text (R8.B.3.2.1)	Teacher evaluation of: • Student writing that describes the bias and propaganda techniques that are present after reading a passage/text • Tests/quizzes to assess the ability to describe an author's use of bias and propaganda techniques	• Approved anthology • Trade books

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 3: Reading, Analyzing, and Interpreting Literature
MAJOR OBJECTIVE: Students will apply knowledge of literary elements and devices to a variety of literary genre.

CURRICULUM STANDARD Reading, Analyzing, and Interpreting Literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 The students will summarize a fictional and nonfictional text as a whole.	The teacher will guide students to: • Summarize the key details and events of a fictional text as a whole (R8.A.1.5.1) • Summarize the major points, processes, and/or events of a nonfictional text as a whole (R8.A.2.5.1)	Teacher evaluation of: • Student completion of a graphic organizer that encompasses elements of the text such as rising action, falling action, conflict, resolution, theme, setting, and characters • Student written responses on tests/quizzes comprised of multiple choice, matching, short answer, and essay to evaluate students' knowledge of each text • Student written paragraph summary of both fictional and nonfictional texts	• Approved anthology • Trade books • *Johnny Tremain* by Esther Forbes(pending approval)

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 3: Reading, Analyzing, and Interpreting Literature
MAJOR OBJECTIVE: Students will apply knowledge of literary elements and devices to a variety of literary genre.

CURRICULUM STANDARD Reading, Analyzing, and Interpreting Literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.2 The students will identify, describe, and analyze genre of a text.	The teacher will guide students to: • Identify and/or analyze the author's intended purpose of a text (R8.A.1.6.1)(R8.A.2.6.1) • Explain, describe, and/or analyze examples of text that support the author's intended purpose (R8.A.1.6.2)(R8.A.2.6.2**)**	Teacher evaluation of: • Student written brief response describing the author's intended purpose of a text utilizing examples from the text as evidence • Student written responses on tests/quizzes to assess students' ability to analyze the author's intended purpose of a text	• Approved anthology • Trade books • *Johnny Tremain* by Esther Forbes(pending approval)

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 3: Reading, Analyzing, and Interpreting Literature
MAJOR OBJECTIVE: Students will apply knowledge of literary elements and devices to a variety of literary genre.

CURRICULUM STANDARD Reading, Analyzing, and Interpreting Literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 The students will interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.	The teacher will guide students to: • Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction (R8.B.1.1.1) • <u>Character</u>: Evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters • <u>Setting</u>: Evaluate the relationship between setting and other components of text • <u>Plot:</u> Evaluate the relationship between elements of the plot and other components of text	Teacher evaluation of: • Student completed graphic organizers including, but not limited to character analysis charts, setting charts, and plot diagrams • Student written responses on tests/quizzes describing and analyzing character, setting, plot, and thematic concepts • Student writing on compare/contrast responses evaluating relationship between character development, settings, and themes	• Approved anthology • Trade books • *Johnny Tremain* by Esther Forbes(pending approval)

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 3: Reading, Analyzing, and Interpreting Literature
MAJOR OBJECTIVE: Students will apply knowledge of literary elements and devices to a variety of literary genre.

CURRICULUM STANDARD Reading, Analyzing, and Interpreting Literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Cont. The students will interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.	The teacher will guide students to: • Theme: Evaluate the theme and other components of text	The teacher will guide students to: • Student completed graphic organizers including, but not limited to character analysis charts, setting charts, and plot diagrams • Student written responses on tests/quizzes describing and analyzing character, setting, plot, and thematic concepts • Student writing on compare/contrast responses evaluating relationship between character development, settings, and themes	• Approved anthology • Trade books • *Johnny Tremain* by Esther Forbes(pending approval)

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 3: Reading, Analyzing, and Interpreting Literature
MAJOR OBJECTIVE: Ability to Read and Understand Essential Content of Informational Texts and Documents in All Academic Areas

CURRICULUM STANDARD Reading, Analyzing, and Interpreting Literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.4 The students will identify, interpret, describe, and analyze figurative language in fiction and nonfiction.	The teacher will guide students to: • Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, and imagery in text (R8.B.2.1.1) • Identify, explain, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text (R8.B.2.1.2)	Teacher evaluation of: • Student written responses on tests/quizzes related to figurative language to assess students' general knowledge of each example of figurative language • Student ability to interpret and explain in a short written response an author's use of figurative language within a text	• Approved anthology • Trade books • *Johnny Tremain* by Esther Forbes(pending approval)

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 3: Reading, Analyzing, and Interpreting Literature
MAJOR OBJECTIVE: Students will apply knowledge of literary elements and devices to a variety of literary genre.

CURRICULUM STANDARD Reading, Analyzing, and Interpreting Literature			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.5 The students will identify, interpret, describe, and analyze the point of view of the narrator in fictional and nonfictional text.	The teacher will guide students to: • Indentify, explain, interpret, describe, and/or analyze point of view of the narrator as first person or third person point of view (R8.B.2.2.1) • Explain, interpret, describe, and/or analyze the effectiveness of the point of view used by the author (R8.B.2.2.2)	Teacher evaluation of: • Student written analysis that provides evidence from the text to describe the author's point of view • Student written responses on tests/quizzes to assess students' ability to identify and describe the point of a view of a text	• Approved anthology • Trade books • *Johnny Tremain* by Esther Forbes(pending approval)

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 4: Types of Writing
MAJOR OBJECTIVE: Students will generate different types of writing: narrative, informational, and persuasive and other genres.

CURRICULUM STANDARD Types of Writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 The students will write narrative pieces (e.g. short stories, poems, plays).	The teacher will guide students to: • Write pieces that emphasize the following elements: ➢ specific to a purpose and audience ➢ clear organizational structures ➢ dialogue, literary conflict, and literary elements and devices	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Student writing in response to teacher and textbook generated PSSA style writing prompts • Written peer evaluation of students' attention to audience, organization, and purpose using a teacher generated checklist	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 4: Types of Writing
MAJOR OBJECTIVE: Students will generate different types of writing: narrative, informational, and persuasive and other genres.

CURRICULUM STANDARD Types of Writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.2 The students will write informational pieces (e.g. letters, reports, instruction, essays, articles, interviews).	The teacher will guide students to: • Write pieces that emphasize the following elements: ➢ specific to a purpose and audience ➢ well-developed main idea ➢ cause and effect relationship or problem and solution ➢ precise language and specific details ➢ relevant graphics ➢ primary and secondary sources	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Student writing in response to teacher and textbook generated PSSA style writing prompts • Written peer evaluation of students' attention to audience, organization, main idea and purpose using a teacher generated checklist	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 4: Types of Writing
MAJOR OBJECTIVE: Students will generate different types of writing: narrative, informational, and persuasive and other genres.

CURRICULUM STANDARD Types of Writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 The students will write persuasive pieces.	The teacher will guide students to: • Write pieces that emphasize the following elements: ➢ specific to a purpose and audience ➢ clearly stated position or opinion ➢ convincing and properly cited evidence that anticipates and counters reader concerns and arguments	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Student writing on teacher and textbook generated PSSA style writing prompts • Written peer evaluation of students' attention to a clearly stated position, audience, organization, evidence and purpose using a teacher generated checklist	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 5: Quality of Writing
MAJOR OBJECTIVE: Students will use focus, content, organization, style, and conventions in the writing process.

CURRICULUM STANDARD Quality of Writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 The students will identify and apply the writing process.	The teacher will guide students to: • Identify and write pieces using the following process: ➢ prewrite ➢ draft ➢ revise ➢ edit ➢ publish	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Students completion of graphic organizers • Self evaluation using teacher generated editing checklist	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 5: Quality of Writing
MAJOR OBJECTIVE: Students will use focus, content, organization, style, and conventions in the writing process.

CURRICULUM STANDARD Quality of Writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.2 The students will write with clear focus.	The teacher will guide students to: • Write with an emphasis on the following tasks: ➢ identifying topic, task, and audience ➢ maintaining a single point of view	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric. • Self and peer evaluation of students' attention to topic, audience, and point of view utilizing a teacher generated checklist	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 5: Quality of Writing
MAJOR OBJECTIVE: Students will use focus, content, organization, style, and conventions in the writing process.

CURRICULUM STANDARD Quality of Writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 The students will develop content appropriate for the topic.	The teacher will guide students to: • Write pieces that have details and information specific to the topic and relevant to the focus	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Student written details on graphic organizers to show relevance between topic and supporting details	• The Language Network • Writing and Communication Masters • Graphic Organizers
5.4 The students will organize and sustain writing in a logical order throughout the piece.	The teacher will guide students to: • Write pieces utilizing the following organizational techniques: ➢ effective introductions and conclusions ➢ appropriate transitions within and between paragraphs	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric. • Evidence in student writing of the use of transition words between and within paragraphs using a teacher generated checklist	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 5: Quality of Writing
MAJOR OBJECTIVE: Students will use focus, content, organization, style, and conventions in the writing process.

CURRICULUM STANDARD Quality of Writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.5 The students will write to create style, tone, and voice.	The teacher will guide students to: • Write pieces employing various techniques: ➢ Variety of sentence types and structures ➢ Descriptive word choices ➢ Precise language	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Evidence of sentence type variety and structure in student writing as identified through the use of a teacher generated rubric • Student written responses to exercises incorporating the use of descriptive language	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 5: Quality of Writing
MAJOR OBJECTIVE: Students will use focus, content, organization, style, and conventions in the writing process.

CURRICULUM STANDARD Quality of Writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.6 The students will use grade appropriate conventions of language when writing and editing.	The teacher will guide students to: • Write and edit using appropriate conventions: ➢ correct spelling ➢ capitalization ➢ punctuation ➢ grammar ➢ sentence formation	Teacher evaluation of: • Student written responses assessed through use of the Pennsylvania State Writing Rubric • Student written responses on teacher and textbook generated tests and quizzes that assess student understanding and use of various conventions of language • Thoroughness and accuracy of student written responses in completion of teacher and textbook generated convention exercises	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 5: Quality of Writing
MAJOR OBJECTIVE: Students will use focus, content, organization, style, and conventions in the writing process.

CURRICULUM STANDARD Quality of Writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.7 The students will identify and use the eight parts of speech correctly.	The teacher will guide students to: • Correctly identify/use the parts of speech: ➢ nouns ➢ pronouns ➢ verbs ➢ adjectives ➢ adverbs ➢ prepositions ➢ conjunctions ➢ interjections	Teacher evaluation of: • Student written responses on teacher and textbook generated quizzes and unit tests • Student writing for thoroughness and accuracy in completion of teacher and textbook generated grammar exercises • Student writing through use of the Pennsylvania State Writing Rubric to assess the correct usage of grammar and mechanics in student writing	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts - Grade 8
CORE CONCEPT 6: Speaking and Listening
MAJOR OBJECTIVE: Students will develop and improve conversation, discussion, and presentation skills, along with critical and effective thinking and listening skills.

CURRICULUM STANDARD Speaking and Listening			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 The students will deliver effective oral presentations.	The teacher will guide students to: • Establish a clear and concise focus or thesis • Select and use appropriate structures, content, and language to present ideas that support the thesis • Utilize appropriate technology or media to reinforce the message • Employ effective delivery techniques (volume, pace, eye contact, emphasis, gestures, enunciation) • Monitor the response of the audience and adjust delivery accordingly	Teacher evaluation of: • Student oral presentation skills assessed through teacher or textbook generated rubric • Student self evaluation based upon a teacher or textbook generated rubric • Peer evaluation based upon a teacher or textbook generated rubric • Student use of a written outline to assist in effective delivery • Student use of media to assist peer understanding of information and topic presented	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts - Grade 8
CORE CONCEPT 6: Speaking and Listening
MAJOR OBJECTIVE: Students will develop and improve conversation, discussion, and presentation skills, along with critical and effective thinking and listening skills.

CURRICULUM STANDARD Speaking and Listening			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.2 The students will interact effectively in discussions.	The teacher will guide students to: • Maintain the focus of the discussion by contributing relevant content • Ask relevant and clarifying questions • Monitor the response of participants and adjust contributions accordingly	Teacher evaluation of: • Student written responses on teacher and textbook generated rubrics that test the students understanding of the discussion topics • Student written responses to PSSA style writing prompts that require students to analyze and interpret the information presented through a discussion • Student responses to informal oral questioning to assess student on task behavior and topic understanding	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts - Grade 8
CORE CONCEPT 6: Speaking and Listening
MAJOR OBJECTIVE: Students will develop and improve conversation, discussion, and presentation skills, along with critical and effective thinking and listening skills.

CURRICULUM STANDARD Speaking and Listening			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 The students will monitor their own understanding.	The teacher will guide students to: • Ask probing questions • Paraphrase, summarize, and/or reflect on the speaker's message • Identify the speaker's main idea • Connect new information to prior knowledge • Analyze information, ideas, and opinions to form a relevant response to the speaker's message	Teacher evaluation of: • Student self-evaluation using teacher or textbook generated worksheets or checklists • Student written journal entries that reflect and clarify thoughts on information presented	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 7: Characteristics and Function of the English Language
MAJOR OBJECTIVE: Students will apply knowledge of how different languages influence the English language.

CURRICULUM STANDARD 1.4 Types of Writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 The students will identify and apply the meaning of Latin and Greek affixes.	The teacher will guide students to: • Identify how the meaning of a word is changed when an affix is added; identify a meaning of a word from the text with an affix (R8.A.1.2.1)(R8.A.2.2.1) • Latin and Greek affixes and roots	Teacher evaluation of: • Student completion of teacher and textbook generated skill assessment quizzes on identifying affix meanings • Student use of affixes in writing assessed by use of Pennsylvania State Writing Rubric or teacher generated rubric	• The Language Network • Writing and Communication Masters • Graphic Organizers
7.2 The students will identify and apply the meaning of foreign root words to vocabulary in fiction and nonfiction.	The teacher will guide students to: • Identify and/or apply meaning of content-specific words used in text. (R8.A.2.1.2) • Borrowing and coining new words	Teacher evaluation of: • Student written responses on teacher and textbook generated vocabulary quizzes and/or tests that assess student understanding of new words • Student's use of new vocabulary within writing	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 8: Research
MAJOR OBJECTIVE: Students will employ effective research techniques and use media for learning purposes.

CURRICULUM STANDARD Research			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 The students will select a topic and develop a thesis/research question.	The teacher will guide students to: • Select and narrow down a topic for research • Develop a specific thesis/research question	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Student conferencing and/or class discussion • Student written and/or oral responses on worksheets that provides discussion and practice on choosing and writing good thesis statements	• The Language Network • Writing and Communication Masters • Graphic Organizers
8.2 The students will locate and select the appropriate source materials to achieve a research goal.	The teacher will guide students to: • Choose appropriate materials to achieve a research goal • Differentiate between primary and secondary source material	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Student self evaluation of sources using teacher generated checklist	• The Language Network • Writing and Communication Masters • Graphic Organizers

CONTENT: Communication Arts – Grade 8
CORE CONCEPT 8: Research
MAJOR OBJECTIVE: Students will employ effective research techniques and use media for learning purposes.

CURRICULUM STANDARD Research			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.3 The students will synthesize relevant information from source materials to achieve a research goal.	The teacher will guide students to: • Synthesize relevant information • Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Student self evaluation using a teacher generated checklist	• The Language Network • Writing and Communication Masters • Graphic Organizers
8.4 The students will organize and present information and data that support and illustrate inferences and conclusions drawn from research.	The teacher will guide students to: • Organize and present information and data • Utilize information from research to support conclusions	Teacher evaluation of: • Student writing using the Pennsylvania State Writing Rubric • Student use of source cards and note cards to organize information for outlining research topic	• The Language Network • Writing and Communication Masters • Graphic Organizers

EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for all 8th grade Communication Arts classes:

1.	90% - 100% =	A
2.	80% - 89% =	B
3.	70% - 79% =	C
4.	60% - 69%=	D
5.	Below 60%=	F

B. Generally speaking, each student's grade will be determined at the conclusion of each of the four nine-week marking periods.

C. Students are expected to perform at the eighth grade level in Communication Arts.

1. Students are expected to come to class each day with all written assignments completed. Exceptions will be noted on a case-by-case basis.

2. Students should be prepared to spend about 30 minutes at home preparing for Communication Arts.

V3 Academy Cyber Charter School

Traditional English 9

I. PHILOSOPHY:

Traditional Ninth Grade English is designed to prepare students for future academic work, both at and beyond the high school level. Students in this course are planning on attending post-secondary educational institutions, including but not limited to a 4-year college or university, junior college, or trade school. This course will present speaking, writing, listening, and reading opportunities as well as analysis of literature and the incorporation of technology for the purpose of locating information and communications. Students in this course will complete grammar, writing, vocabulary, research, and literature components.

II. CORE CONCEPTS

1. **Learning to Read Independently:** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non-fiction texts.

2. **Reading Critically in All Content Areas:** Students read and understand informational text. As informed readers, they recognize and analyze organizational patterns.

3. **Reading, Analyzing, and Interpreting Literature-Fiction and Non-Fiction:** Students read and respond to works of literature. They know and identify the various genres of literature and analyze the author's effective use of literary elements and devices in both Fiction and Non-Fiction.

4. **Types of Writing:** Students write for different purposes and audiences.

5. **Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and command of the conventions of language.

6. **Speaking and Listening:** Students listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech.

7. **Characteristics and Functions of the English Language:** Students recognize formal and informal language and its use in speech, writing, and literature.

8. **Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer research questions.

III. COURSE OF STUDY

A. Course Description:

A. Course Study: Traditional English 9

B. Grade Level: Ninth

C. Length of Course:

Frequency: Every Day

Duration: 1 Hour

Length: 180 Days

D. Academic Level: Traditional/Academic

E. Credits: 1.0

F. Prerequisites: None

G. Course Description: Traditional English 9 is the first course in the academic English pathway. This course is designed to prepare the student for post secondary education.

H. Academic Standards and Assessment Anchors: Throughout this curriculum outline are numerous statements followed by two sets of parentheses containing a series of letters and numbers, such as (1.4.11.A). The parentheses in the Student Expectation column are references to the Academic Standards for Reading Writing, Speaking and Listening published by the PA Department of Education. The parentheses in the Specific Content column are references to the Pennsylvania Assessment Anchors and Eligible Content, published by the PA Department of Education. They are designed to emphasize the specific content which will be tested on the Pennsylvania System of School Assessment (PSSA) reading test.

IV. CONTENT: Traditional Ninth Grade English

CORE CONCEPT 1: Learning to read independently

MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non-fiction texts.

CURRICULUM STANDARD: Learning to read independently			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Locate various texts, media and traditional resources for assigned and independent projects before reading. (1.1.11.A)	The teacher will guide students to: • Explore library for available resources for independent reading • Utilize library's online databases • Select appropriate resources on specific topics • Select the search engine, directory or database most appropriate for their need	Monitoring of student written and oral responses to teacher initiated questions to assess student knowledge of resources. Monitoring of student selected resources used for projects	Approved textbook Newspapers Magazines Library resources Internet resources

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non-fiction texts.

CURRICULUM STANDARD: Learning to read independently			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.2 Analyze the structure of informational materials explaining how authors use these to achieve their purposes. (1.1.11.B)	The teacher will guide students to: • Interpret and/or analyze the effect of text organization, including use of headers (R11.B.3.3.1) • Interpret and/or analyze the author's purpose for decisions about text organization and content (R11.B.3.3.2) • Apply criteria to establish the authority of a web site (e.g., is an author given, author's qualifications, is edu part of the URL, if org is part of the URL - is the organization reliable?)	Monitoring of student oral and written responses to teacher initiated questions for student ability to analyze structure of informational materials and authors' purposes on essays and open-ended test questions.	Approved textbook Newspapers Magazines Library resources Internet resources

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non-fiction texts.

CURRICULUM STANDARD: Learning to read independently			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.3 Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading and use these words accurately in speaking and writing. (1.1.11.C)	The teacher will guide students to: • Identify how the meaning of a word is changed when an affix is added (R.11.A.1.2.1) • Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples in text (R11.A.1.2.2)	Monitoring of student written responses to quiz questions and teacher initiated questions for student ability to recognize root words and understand the meaning. Monitoring of student written work for correct use of vocabulary derived from root words that demonstrate understanding.	Approved textbook *The Odyssey* "Romeo and Juliet"

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non-fiction texts.

CURRICULUM STANDARD: Learning to read independently			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.4 Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts. (1.1.11.D)	The teacher will guide students to: • Identify, describe, evaluate and synthesize main ideas and concepts in text • Identify reading strategies • Participate in partner/small group interaction to demonstrate reading strategies and discuss essential ideas	Monitoring of student written and oral responses to teacher initiated questions for students which demonstrate their ability to locate essential ideas from text. Monitoring of student written work to demonstrate that they can combine concepts to build new ideas for new situations.	Approved textbook *To Kill a Mockingbird* *A Separate Peace* *The Odyssey*
1.5 Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. (1.1.11.E)	The teacher will guide students to: • Maintain a personal vocabulary list of words applicable to readings • Clarify word meaning using synonyms and antonyms	Monitoring of student written and oral responses to teacher initiated questions for student ability to correctly and appropriately use new word acquired while reading. Monitoring of comprehension of vocabulary through performance-based activities such as oral presentations, paraphrasing, summarizing and retelling.	Approved textbook *To Kill a Mockingbird* *A Separate Peace* *The Odyssey* "Romeo and Juliet" Dictionary, thesaurus, or related reference

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non-fiction texts.

CURRICULUM STANDARD: Learning to read independently			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.6 Understand the meaning of and correctly use new vocabulary learned in various subject areas. (1.1.11.F)	The teacher will guide students to: • Identify root words and words from literary works for meaning and understanding • Identify word origins and formation from other subject areas • Research word origins to enhance meaning • Explore word relationships and meanings using analogies	Monitoring of student written and oral responses to teacher initiated questions for student ability to use new vocabulary through the use of oral drills and written quizzes and tests. Monitoring of comprehension of vocabulary through performance-based activities such as oral presentations, paraphrasing, summarizing and retelling.	Approved textbook *To Kill a Mockingbird* *A Separate Peace* *The Odyssey* "Romeo and Juliet" Dictionary, thesaurus, or related reference

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non-fiction texts.

CURRICULUM STANDARD: Learning to read independently			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.7 Demonstrate after reading understanding and interpretation of both fiction and nonfiction texts. (1.1.11.G)	The teacher will guide students to: • Discuss and explore fiction and non-fiction texts • Retell or summarize the major ideas, themes, or procedures of the text • Identify and/or explain stated or implied main ideas and relevant supporting details from text (R.11.A.1.4.1) • Summarize the key details and events of a fictional text as a whole(R11.A.1.5.1) • Connect the new information or ideas in the text to known information • Clarify ideas and understandings • Interact in small groups for discussion of ideas and understanding of text • Make responsible assertions about the text by citing evidence from the text.	Monitoring of student written and oral responses to teacher initiated questions for student ability to interpret or summarize fiction and non-fiction in their own words. Monitoring of student written responses to question that the student can answer in his/her own words by stating facts or by identifying the main idea. Monitoring of student oral responses in classroom discussions through evaluation of responsible assertions concerning textual evidence.	Approved textbook *To Kill a Mockingbird* *A Separate Peace* *The Odyssey* "Romeo and Juliet"

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 1: Learning to read independently
MAJOR OBJECTIVE: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate fiction and non-fiction texts.

CURRICULUM STANDARD: Learning to read independently			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.8 Demonstrate fluency and comprehension in reading. (1.1.11.H)	The teacher will guide students to: • Read materials aloud with accuracy, self-correct mistakes • Use appropriate rhythm, flow, meter, and pronunciation • Utilize self-monitoring comprehension skills • Decode vocabulary	Monitoring of student oral reading for correct use of pronunciation, use of rhythm, flow, and meter. Monitoring of student written responses to questioning prompts to assess comprehension.	Approved textbook *To Kill a Mockingbird* *A Separate Peace* *The Odyssey* "Romeo and Juliet"

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 2: Reading critically in all content areas
MAJOR OBJECTIVE: Students will read and understand informational text. As informed readers, they recognize and analyze organizational patterns.

CURRICULUM STANDARD: Reading critically in all content areas			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Read and understand essential content of informational texts and documents in all academic areas. (1.2.11.A)	The teacher will guide students to: • Differentiate fact from opinion within texts • Evaluate whether the information is fact or opinion on world wide web sites • Distinguish between essential and nonessential information across a variety of sources • Identify the use of proper references or authorities • Identify propaganda techniques • Make inferences, draw conclusions • Analyze text organization and content to determine author's purpose and effectiveness	Monitoring of appropriate student written and oral responses to teacher initiated questions for student ability to differentiate fact from opinion distinguish between essential and nonessential information, and make inferences, draw conclusions. Monitoring of student written responses for clarity, form and function in formal essays using teacher created rubrics.	Approved textbook Newspapers Magazines Library resources Internet resources

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 2: Reading critically in all content areas
MAJOR OBJECTIVE: Students will read and understand informational text. As informed readers, they recognize and analyze organizational patterns.

CURRICULUM STANDARD: Reading critically in all content areas			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.2 Use and understand a variety of media and evaluate the quality of material produced. use, and design and develop a media project to demonstrate understanding. (1.2.11.B)	The teacher will guide students to: • Select appropriate electronic media for research and evaluate the quality of the information received • Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes • Interact with a variety of media • Identify appropriate media for quality of information • Use, design and create projects demonstrating understanding of information, organization, arguments and positions	Monitoring of student work to teacher initiated questions for student ability to locate information using electronic tools. Monitoring of student responses on written and electronically created projects for correctness, form and function. Assessment of media project through teacher created rubric.	Approved textbook Library resources Internet resources Computer programs

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 2: Reading critically in all content areas
MAJOR OBJECTIVE: Students will read and understand informational text. As informed readers, they recognize and analyze organizational patterns.

CURRICULUM STANDARD: Reading critically in all content areas			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Produce work in at least one literary genre that follows the conventions of the genre. (1.2.11.c)	The teacher will guide students to: • Identify conventions of various genres • Create a finished product demonstrating understanding of the conventions of literary genre	Monitoring of student written work to assess student ability to correctly follow conventions of the assigned genre.	Approved textbook

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 3: Reading, analyzing, and interpreting literature-fiction and non-fiction
MAJOR OBJECTIVE: Students will read and respond to works of literature. They will identify the various genres of literature and analyze the author's effective use of literary elements and devices in both fiction and non-fiction.

CURRICULUM STANDARD: **Reading, analyzing, and interpreting literature-fiction and non-fiction**			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Read and understand works of literature. (1.3.11.A)	The teacher will guide students to: • Read and understand various works of literature • Summarize the key details and events of a fictional text as a whole (R.11.A.1.5.1)	Monitoring of student written and oral responses to teacher initiated questions for student understanding of works of literature.	Approved textbook Library books *To Kill a Mockingbird* *A Separate Peace* *The Odyssey* "Romeo and Juliet"
3.2 Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres. (1.3.11.B)	The teacher will guide students to: • Identify vocabulary related to literary elements of genre • Analyze use of characterization, setting, plot, theme, point of view, tone and style used by various authors in similar genres • Interpret, compare, describe, analyze, and evaluate the relationships among character, setting, plot, theme, tone, style, mood, and symbolism within fiction and literary nonfiction (R.11.B.1.1.1)	Monitoring of student written and oral responses to teacher initiated questions for student understanding of characterization, setting, plot, theme, point of view, tone, style mood and symbolism.	Approved textbook *To Kill a Mockingbird* *A Separate Peace* *The Odyssey* "Romeo and Juliet"

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 3: Reading, analyzing, and interpreting literature-fiction and non-fiction
MAJOR OBJECTIVE: Students will read and respond to works of literature. They will identify the various genres of literature and analyze the author's effective use of literary elements and devices in both fiction and non-fiction.

CURRICULUM STANDARD: **Reading, analyzing, and interpreting literature-fiction and non-fiction**			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices: (1.3.11.C)	The teacher will guide students to: • Identify vocabulary for understanding literary devices including sound techniques (rhyme, rhythm, meter, assonance, consonance, and alliteration), figurative language (personification, simile, metaphor, irony, and satire), literary structures (foreshadowing, flashbacks) • Identify, interpret, describe, and/or analyze examples of sound techniques (e.g., rhyme, rhythm, meter, assonance, consonance, and alliteration) • Identify, interpret, describe, and/or analyze examples of figurative language in text (e.g., personification, simile, metaphor, hyperbole, imagery, foreshadowing, flashbacks, irony, and satire) (R11.B.2.1.1)	Monitoring of student written and oral responses to teacher initiated questions for student understanding of sound techniques (e.g., rhyme, rhythm, meter, assonance, consonance, and alliteration), figurative language (e.g., personification, simile, metaphor, irony, and satire), and literary structures (e.g., foreshadowing, flashbacks).	Approved textbook *To Kill a Mockingbird* *A Separate Peace* *The Odyssey* "Romeo and Juliet"

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 3: Reading, analyzing, and interpreting literature-fiction and non-fiction
MAJOR OBJECTIVE: Students will read and respond to works of literature. They will identify the various genres of literature and analyze the author's effective use of literary elements and devices in both fiction and non-fiction.

CURRICULUM STANDARD: **Reading, analyzing, and interpreting literature-fiction and non-fiction**			
Student Expectations	Specific Content	Assessments	Resources/Materials
Cont. 3.3 Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices: (1.3.11.C)	Cont. • Identify, interpret, describe, and/or analyze the author's purpose for an effectiveness at using figurative language in text	Cont. Monitoring of student written and oral responses to teacher initiated questions for student understanding of sound techniques (e.g., rhyme, rhythm, meter, assonance, consonance, and alliteration), figurative language (e.g., personification, simile, metaphor, irony, and satire), and literary structures (e.g., foreshadowing, flashbacks).	Cont. Approved textbook *To Kill a Mockingbird* *A Separate Peace* *The Odyssey* "Romeo and Juliet"
3.4 Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox). (1.3.11.D)	The teacher will guide students to: • Identify vocabulary pertaining to poetry including diction and figurative language (irony, understatement, overstatement, paradox). • Identify and analyze various forms of poetry	Monitoring of student written and oral responses to teacher initiated questions for student understanding of appropriateness of diction and figurative language in poetry.	Approved textbook *The Odyssey* "Romeo and Juliet"

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 3: Reading, analyzing, and interpreting literature-fiction and non-fiction
MAJOR OBJECTIVE: Students will read and respond to works of literature. They will identify the various genres of literature and analyze the author's effective use of literary elements and devices in both fiction and non-fiction.

CURRICULUM STANDARD: **Reading, analyzing, and interpreting literature-fiction and non-fiction**			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.5 Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. (1.3.11.E)	The teacher will guide students to: • Identify dramatic vocabulary including tone, mood, theme and purpose • View works of drama using guiding questions for theme and purpose, tone and mood • Analyze use of words to create tone and mood	Monitoring of student written and oral responses to teacher initiated questions on student test or quiz on components of drama. Monitoring of student written and oral responses to teacher initiated questions on student test or quiz on *The Tragedy of Romeo and Juliet*. Monitoring of student use of words in writing to create tone and mood.	Approved textbook "Romeo and Juliet"
3.6 Read and respond to nonfiction and fiction including poetry and drama. (1.3.11.F)	The teacher will guide students to: • Read a variety of nonfiction and fictional literature • Respond to a variety of nonfiction and fiction	Monitoring of student written and oral responses to teacher initiated questions for student understanding of fiction and non fiction, including poetry and drama. Monitoring of student written work that demonstrates that they can judge, critique or interpret various works of literature.	Approved textbook *To Kill a Mockingbird* *A Separate Peace* *The Odyssey* "Romeo and Juliet"

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 4: Types of writing
MAJOR OBJECTIVE: Students will write for different purposes and audiences.

CURRICULUM STANDARD: Types of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Write short stories, poems and plays. (1.4.11.A)	The teacher will guide students to: • Apply varying organizational methods to writing • Use relevant illustrations • Utilize dialogue • Apply literary conflict • Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic) • Identify and demonstrate steps of writing process • Complete a variety of short stories, poems & plays that include literary elements & devices	Monitoring of student written w to teacher initiated prompts for student understanding of characteristics of all forms of writing, including short stories, poems, and plays. Monitoring of student correct use of dialogue, relevant illustrations and literary elements and devices in student writing. Teacher evaluation of student created stories, poems and plays.	Approved textbook Computer generated illustrations

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 4: Types of writing
MAJOR OBJECTIVE: Students will write for different purposes and audiences.

CURRICULUM STANDARD: Types of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.2 Write complex informational pieces (e.g., research papers, analyses, evaluations, essays). (1.4.11.B)	The teacher will guide students to: • Include a variety of methods to develop the main idea • Use precise language and specific detail • Include cause and effect • Use steps of writing process • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs) • Use primary and secondary sources	Monitoring of student written responses to teacher initiated prompts for student understanding of characteristics of complex informational pieces using. Teacher evaluation of student completed research paper, written analyses, evaluations and essays.	Approved textbook Library resources Internet resources

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 4: Types of writing
MAJOR OBJECTIVE: Students will write for different purposes and audiences.

CURRICULUM STANDARD: Types of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Write persuasive pieces. (1.4.11.C)	The teacher will guide students to: • Identify a clearly stated position or opinion • Include convincing, elaborated and properly cited evidence • Anticipate and counter reader concerns and arguments • Include a variety of methods to advance the argument or position • Develop reader interest of topic • Demonstrate primary and secondary research techniques • Complete persuasive argument essay(s)	Monitoring of student written responses to teacher initiated prompts for student understanding of characteristics of persuasive pieces asserting student's position or opinion. Teacher evaluation of student created persuasive essays, participation in group debates and class discussion.	Approved textbook Library resources Internet resources *To Kill a Mockingbird* *A Separate Peace* "Romeo and Juliet"
4.4 Maintain a written record of activities, course work, experience, honors and interests. (1.4.11.D)	The teacher will guide students to: • Complete a corresponding writer's journal • Develop a personal resume	Teacher evaluation of student journal and resume.	Journal (Composition book) Internet resume resources

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and command of the conventions of language.

CURRICULUM STANDARD: Quality of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Write with a sharp, distinct focus. (1.5.11.A)	The teacher will guide students to: • Identify topic, task and audience • Establish and maintain a single point of view • Identify choices for point of view in writing • Complete corresponding written exercises on point of view	Monitoring of student written responses to teacher initiated prompts for student understanding of topic, task audience and the ability of the student to maintain a single point of view.	Approved textbook
5.2 Write using well-developed content appropriate for the topic. (1.5.11.B)	The teacher will guide students to: • Gather, determine validity and reliability of, analyze and organize information • Employ the most effective format for purpose and audience • Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus. • Complete corresponding written pieces demonstrating understanding	Monitoring of student written responses to teacher initiated prompts for student understanding purpose and audience. Monitoring of student written response for understanding of paragraph development with appropriate details and relevance.	Approved textbook Library resources Internet resources

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and command of the conventions of language.

CURRICULUM STANDARD: Quality of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Write with controlled and/or subtle organization. (1.5.11.C)	The teacher will guide students to: • Sustain a logical order throughout the piece • Identify and use appropriate transitions • Include an effective introduction and conclusion • Complete written pieces which demonstrate mastery of effective organizational skills	Monitoring of student written responses to teacher initiated prompts for student understanding of organization, and particular understanding of effective introduction and conclusion.	Approved textbook
5.4 Write with a command of the stylistic aspects of composition. (1.5.11.D)	The teacher will guide students to: • Use different types and lengths of sentences • Use precise language • Identify vocabulary relating to style, including writer's voice	Monitoring of student written responses to teacher initiated prompts for student understanding of stylistic aspects of composition and student understanding of appropriate use of varied types and lengths of sentences. Monitoring of student written use of precise language.	Approved textbook

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and command of the conventions of language.

CURRICULUM STANDARD: Quality of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.5 Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed. (1.5.11.E)	The teacher will guide students to: • Demonstrate process of revising writing to improve style, word choice, sentence variety and subtlety of meaning • Explain how questions of purpose, audience and genre have been addressed • Complete revision process	Monitoring of student written revisions that demonstrate student understanding of characteristics of style, word choice, sentence variety, purpose, audience and genre. Monitoring of student revisions through use of peer editing checklists and writing process.	Approved textbook Editing checklists

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and command of the conventions of language.

CURRICULUM STANDARD: Quality of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.6 Edit writing using the conventions of language. (1.5.11.F)	The teacher will guide students to: • Engage in process of editing including peer editing • Spell all words correctly and use capital letters • Use correct punctuation (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses) • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative)	Monitoring of student correct use of punctuation, capitalization, grammatical correctness and stylistic sophistication in writing. Monitoring of student revisions through use of peer editing checklists and writing process. Monitoring of student use of Word Processing to type a document from a rough draft and revise, edit, and publish.	Approved textbook Editing checklists

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 5: Quality of writing
MAJOR OBJECTIVE: Students will write clear and focused text to convey a well-defined perspective and appropriate content. Quality writing includes elements of style, logic, and command of the conventions of language.

CURRICULUM STANDARD: Quality of writing			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.7 Present and/or defend written work for publication when appropriate. (1.5.11.G)	The teacher will guide students to: • Present written pieces to class either in partners, small groups, or whole class setting	Monitoring of student written work for pieces worthy of publication or presentation. Monitoring of student presentation to defend written work.	Approved textbook

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech.

CURRICULUM STANDARD: Speaking and listening			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Listen to others. (1.6.11.A)	The teacher will guide students to: • Ask clarifying questions • Synthesize information, ideas and opinions to determine relevancy • Take notes • Identify and follow process and procedures for classroom discussion, respecting other opinions, listening to others and responding appropriately	Monitoring of student oral responses to teacher initiated discussion through clarifying questions. Monitoring of student written notes for ability to synthesize information, ideas and opinions through note taking. Monitoring of student listening skills during oral presentation and group discussions.	Approved textbook
6.2 Listen to selections of literature (fiction and/or nonfiction). (1.6.11.B)	The teacher will guide students to: • Relate literature to previous knowledge • Predict solutions to identified problems • Summarize and reflect on what has been heard • Identify and define new words and concepts • Analyze and synthesize the selections relating them to other selections heard or read	Monitoring of student interaction and discussion relevant to literary selections. Monitoring of student informal oral responses to teacher questioning to assess relation to previous knowledge, making predictions and definitions of new words and concepts. Monitoring student oral and written responses to oral and written summaries and reflection.	Approved textbook *To Kill a Mockingbird* *A Separate Peace* *The Odyssey* "Romeo and Juliet"

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech.

CURRICULUM STANDARD: Speaking and listening			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Speak using skills appropriate to formal speech situations. (1.6.11.C)	The teacher will guide students to: • Use a variety of sentence structures to add interest to a presentation • Pace the presentation according to audience and purpose • Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience • Complete formal speeches based on presentations modeled by teacher	Monitoring of student oral responses to teacher initiated prompts for student understanding of characteristics of speeches, using pace, stress, volume, and inflection for emphasis. Teacher evaluation of student oral presentations. Student written self reflection.	Approved textbook

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech.

CURRICULUM STANDARD: Speaking and listening			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.4 Contribute to discussions. (1.6.11.D)	The teacher will guide students to: • Ask relevant, clarifying questions • Respond with relevant information or opinions to questions asked • Listen to and acknowledge the contributions of others • Adjust tone and involvement to encourage equitable participation • Facilitate total group participation • Introduce relevant, facilitating information, ideas and opinions to enrich the discussion • Paraphrase and summarize for comprehension	Monitoring of student oral responses to teacher initiated discussion through clarifying questions. Monitoring of student oral responses to other students' clarifying questions. Monitoring of student group interaction to assess group participation and individual initiative to keep discussion engaging	Approved textbook *To Kill a Mockingbird* *A Separate Peace* *The Odyssey* "Romeo and Juliet"

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech.

CURRICULUM STANDARD: Speaking and listening			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.5 Participate in small and large group discussions and presentations. (1.6.11.E)	The teacher will guide students to: • Initiate everyday conversation • Select and present an oral reading on an assigned topic • Conduct and participate in a formal interview (e.g., for a job, college) • Organize and participate in informal debate around a specific topic • Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television)	Monitoring of student oral responses to teacher initiated discussion through clarifying questions. Monitoring of student oral responses to other student clarifying questions. Monitoring of student group interaction to assess student ability to develop and present a formal debate on assigned topic Student self-evaluation and peer evaluation of oral readings, debates and interviews.	Approved textbook *To Kill a Mockingbird* *A Separate Peace* *The Odyssey* "Romeo and Juliet"

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 6: Speaking and listening
MAJOR OBJECTIVE: Students will listen critically and respond intelligently as individuals or in group discussions; speak effectively in formal speech.

CURRICULUM STANDARD: Speaking and listening			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.6 Use media for learning purposes. (1.6.11.F)	The teacher will guide students to: • Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects • Evaluate the role of media in focusing attention and forming opinions • Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it	Monitoring of student oral responses to teacher initiated discussion through media driven assignments and projects. Monitoring of student formal oral presentations. Monitoring of student presentations for effective development and presentation of a specific topic that demonstrates understanding or teacher others about it. Teacher evaluation of student created multi-media presentation.	Approved textbook *To Kill a Mockingbird* *A Separate Peace* *The Odyssey* "Romeo and Juliet" Internet resources Computer programs such as PowerPoint

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 7: Characteristics and functions of the English language
MAJOR OBJECTIVE: Students will recognize formal and informal language and its use in speech, writing, and literature.

CURRICULUM STANDARD: Characteristics and functions of the English language			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Describe the influence of historical events on the English language. (1.7.11.A)	The teacher will guide students to: • Identify influences on and history of the English language • Complete written exercises relating to the history of the English language	Monitoring of student oral and written responses to teacher initiated questions demonstrating understanding of characteristics and functions of the English language.	Approved textbook
7.2 Analyze when differences in language are a source of negative or positive stereotypes among groups. (1.7.11.B)	The teacher will guide students to: • Identify thematic vocabulary relative to stereotypes among groups • Complete readings which demonstrate stereotypes • Complete role-playing activities which may lead to the creation of negative stereotypes	Monitoring of student oral and written responses to teacher initiated discussion concerning stereotypes among groups. Monitoring of student responses to readings concerning stereotypes among groups.	Approved textbook Magazines Newspapers Library Resources Internet Resources

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 8: Research
MAJOR OBJECTIVE: Students will gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer research questions.

CURRICULUM STANDARD: Research			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Select and refine a topic for research. (1.8.11.A)	The teacher will guide students to: • Brainstorm ideas for research • Select and refine appropriate research topic	Monitoring of student oral and written responses to teacher initiated discussion concerning selection and refinement of topics for research. Teacher evaluation of student ability to narrow scope of research topic assessed by teacher/student conference	Approved textbook Library resources Internet resources Primary and secondary sources

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 8: Research
MAJOR OBJECTIVE: Students will gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer research questions.

CURRICULUM STANDARD: Research			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.2 Locate information using appropriate sources and strategies using traditional and electronic search tools. (1.8.11.B)	The teacher will guide students to: • Determine valid resources for researching the topic, including primary and secondary sources • Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources • Select sources appropriate to the breadth and depth of the research (e.g., reference materials, interviews, observations, computer databases) • Use table of contents, indices, key words, cross-references and appendices • Choose appropriate tools and information resources to support research including but not limited to: On-line resources and databases Search engines and subject directories	Monitoring of student written responses to teacher initiated discussion concerning appropriate research and research strategies. Monitoring of student research skills to use sources and source materials, tables of contents, indices, key words, cross-references and appendices. Monitoring of student use of traditional and electronic search tools to assess student ability to locate information, identify viable source and determine reliability.	Approved textbook Library resources Internet resources Primary and secondary sources Dictionaries and thesauruses

CONTENT: Traditional Ninth Grade English
CORE CONCEPT 8: Research
MAJOR OBJECTIVE: Students will gather information from a variety of sources, analyzing and evaluating the quality of information they obtain, to answer research questions.

CURRICULUM STANDARD: **Research**			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.3 Organize, summarize and present the main ideas from research. (1.8.11.C)	The teacher will guide students to: • Take notes relevant to the research topic • Develop a thesis statement based on research • Anticipate readers' problems or misunderstandings • Give precise, formal credit for others' ideas, images or information using a standard method of documentation • Use formatting techniques (e.g., headings, graphics) to aid reader understanding	Monitoring of student written notes on research topic and thesis statement. Monitoring of student written research projects for corrected use of style, research, originality, documentation and reader understanding. Teacher evaluation of student written research paper.	Approved textbook Library resources Internet resources Primary and secondary sources Computer programs such as Word processing Teacher created timelines and rubrics

EXPECTED LEVELS OF ACHIEVEMENT

Grading for all courses:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

Each student's grade will be determined at the conclusion of each of four nine-week marking periods. Grades are based on an average of scores from:

1. Quizzes
2. Tests
3. Homework
4. Essays and Compositions
5. Speeches
6. Assigned Projects
7. Various methods of extra credit are built into the course structure

V3 Academy Cyber Charter School

French 1

I. PHILOSOPHY

French 1 focuses on developing listening skills by repeated exposure to the spoken language. Speaking skills are encouraged through recommended assignments using voice tools. Reading and writing skills, as well as language structures, are practiced through meaningful, real-life contexts. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

II. CORE CONCEPTS

1. Language connects people.
2. You **can** learn a second language.
3. The language we use changes with the situation.
4. People appreciate your effort to learn their language.
5. Learning another language will open the door to a new culture.
6. Language requires you to solve problems.
7. Conversations are more than questions and answers.
8. You already have language skills that you can use to successfully learn another language.
9. We gain knowledge of our own culture through comparing it with others.

III. COURSE OF STUDY

A. Course Study: French 1

B. Grade Level: 9-12

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: Academic

E. Credits: 1.0

F. Prerequisites: none

G. Course Description:

French 1 focuses on developing listening skills by repeated exposure to the spoken language. Speaking skills are encouraged through recommended assignments using voice tools. Reading and writing skills, as well as language structures, are practiced through meaningful, real-life contexts. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

VI. ESSENTIAL QUESTIONS

1. How can I enhance my connections with people through language?
2. What are my expectations about learning another language?
3. How do gestures complement words?
4. When should one use formal versus informal speech?
5. In what ways do languages convey meaning?
6. What do I hear when I listen?
7. Why don't you use the same words with everyone?
8. How can learning a language help me better understand the culture that created the language?
9. Why can't I translate everything using a dictionary?
10. In what ways are languages similar?
11. How do languages differ in their means of expression?
12. How do I determine meaning when I cannot understand the words?
13. In what ways does culture shape language?
14. Why learn another language?
15. What is the relationship between culture and products?
16. How does where one lives affect what one eats?
17. What is the relationship between culture and products?
18. How does geographical placement affect culture?
19. How does topography affect culture?
20. How can I use my existing language skills to learn a new language?
21. What are different language learning styles?
22. Why don't you translate every word?
23. How can one express complex ideas using simple terms?
24. How fluent do I need to be to communicate effectively?
25. In what ways are language structures similar?
26. How can I sound more like a native speaker?

27. How do languages adopt new words?
28. In what ways do the social institutions of countries differ?
29. How does my school life differ from that of a student from another country?
30. What do different cultures have in common?
31. How does the culture in which you live dictate your choices and opportunities?

V. KEY SKILLS

1. Students will orally and aurally comprehend simple conversational vocabulary.
2. Students will know how to read and write simple sentence structures.
3. Students will correctly apply basic grammar structures to all forms of communication.
4. Students will be reflective of cultural similarities and develop awareness of differences.
5. Students will see connections between culture and language.
6. Students will enhance knowledge of their own language.

VI. NATIONAL STANDARDS ALIGNMENT

1. 1.1-Students engage in conversations in French to provide and obtain information, express feelings and emotions, and exchange opinions.
2. 1.2-Students understand and interpret spoken and written French on a variety of topics.
3. 1.3-Students present information, concepts, and ideas in French to an audience of listeners or readers.
4. 2.1-Students demonstrate an understanding of the relationship between the practices of the cultures of the francophone world.
5. 4.1-Students demonstrate understanding of the nature of language through comparisons of French and their native language.
6. 4.2-Students demonstrate understanding of the concept of culture through comparisons of francophone cultures and their own.

VII. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for French 1

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

Below 60% F

B. Individual student grades will be determined at the conclusion of a nine-week period base on:

1. Formative and summative assessments
2. Assignment completion
3. Participation
4. Visual Product rubric
5. Written Product rubric
6. Café Menu rubric
7. Crossword rubric

V3 Academy Cyber Charter School

Mathematics 7

Mathematics 7

I. PHILOSOPHY:

The Mathematics 7 curriculum is designed to improve students in their basic computational skills including addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions. Other topics, such as: geometry, number theory, ratios, proportions, and percents, will give students a strong foundation for Pre-Algebra. Problem solving skills will also be developed.

I. CORE CONCEPTS

1. **Numbers and Operations**
2. **Measurement**
3. **Geometry**
4. **Algebraic Concepts**
5. **Data Analysis and Probability**

III. COURSE OF STUDY

A. Course of Study: Mathematics 7

B. Grade Level: 7

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: On 7th Grade Level

E. Credits: 1.0 credit

F. Prerequisites: Completion of 6th grade mathematics

G. Course Description: Mathematics 7 provides a fundamental knowledge of basic computational skills and prepares students for Pre-Algebra.

IV. CONTENT: Mathematics 7

CORE CONCEPT 1: Numbers and Operations

MAJOR OBJECTIVE: Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Express numbers in equivalent forms. **(M7.A.1.1)**	● Convert between fractions, decimals and/or percents (e.g., 20% = 0.2 = 1/5) (terminating decimals only). **(M7.A.1.1.1)**	● Responses to Student/Teacher questions involving fractions, decimals and percents. ● Quiz/Test on expressing numbers in equivalent forms. Convert between fractions, decimals and/or percents.	Textbook; Math Course 2, McDougal Littell, Larson, Boswell, Kanold, Stiff, 2007. Chapter 4, Section 7 Chapter 9, Section 1, 3 Teacher Generated Materials
1.2 Compare quantities and/or magnitudes of numbers. **(M7.A.1.2)**	● Compare and/or order integers, mixed numbers, fractions and decimals (fractions and decimals may be mixed – no more than 5 numbers in a set to be ordered). **(M7.A.1.2.1)** ● Locate/identify decimals, fractions, mixed numbers and/or integers on a number line (a mix of these number forms may be on the same number line). **(M7.A.1.2.2)**	● Responses to Student/Teacher questions involving whole numbers, mixed numbers, fractions, decimals and integers. ● Quiz/Test on comparing and/or ordering integers, mixed numbers, fractions and decimals. ● Quiz/Test on locating/identifying decimals, fractions, mixed numbers and/or integers on a number line.	Textbook; Chapter 2, Section 1 Textbook; Chapter 4, Section 5 Textbook; Chapter 6, Section 1, 6 Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Understand the meanings of operations, use operations, and understand how they relate to each other.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.3 Complete calculations by applying the order of operations. **(M7.A.2.1)**	● Use the order of operations to simplify numerical expressions (may use parentheses, brackets, +, -, x, ÷, squares up to 10^2 and cubes up to 4^3; whole numbers only). **(M7.A.2.1.1)**	● Responses to Student/Teacher questions on the order of operations. ● Quiz/Test on the use of the order of operations to simplify numerical expressions.	Textbook; Chapter 1, Section 4 Teacher Generated Materials
1.4 Solve problems using ratios, proportions, percents and/or rates. **(M7.A.2.2)**	● Write ratios to compare quantities (e.g., ratio of boys to girls). **(M7.A.2.2.1)** ● Solve for a variable in a given proportion. **(M7.A.2.2.2)** ● Use proportions to determine if two quantities are equivalent (e.g., similar figures, prices of different sized items, etc). **(M7.A.2.2.3)** ● Calculate and/or apply unit rates or unit prices (terminating decimals through the hundredth place only). **(M7.A.2.2.4)**	● Responses to Student/Teacher questions on percents, proportions, ratios and rates. ● Quiz/Test on solving problems using ratios, proportions, percents and/or rates. ● Quiz/Test on solving for a variable in a given proportion. ● Quiz/Test on calculating and/or applying unit rates or unit prices to solve expressions.	Textbook; Chapter 8, Section 1, 2, 4, 5 Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Understand the meanings of operations, use operations, and understand how they relate to each other.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.4 (cont.)	● Select and/or use ratios or proportions to solve problems. **(M7.A.2.2.5)** ● Use proportions to find the missing length of a side in similar figures. **(M7.2.2.6)**	● PSSA Open-Ended question with written response on using proportions to determine if two quantities are equivalent. ● Project on using proportions to find the missing length of a side of similar figures.	Textbook; Chapter 10, Section 6 Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Compute accurately and fluently and make reasonable estimates.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.5 Apply estimation strategies to a variety of problems. **(M7.A.3.1)**	● Estimate answers to problems involving whole numbers, decimals, fractions, or mixed numbers. **(M7.A.3.1.1)**	● Responses to Student/Teacher questions involving estimation strategies. ● Quiz/Test on applying estimation strategies to a variety of problems. ● Quiz/Test on estimating answers to problems involving whole numbers, decimals, fractions, or mixed numbers.	Textbook; Chapter 2, Section 1, 2, 3, 4 Textbook; Chapter 4, Section 5 Textbook; Chapter 5, Section 1 Teacher Generated Materials
1.6 Compute accurately with and without use of a calculator. **(M7.A.3.2)**	● Solve problems involving operations (+, -, x, ÷) of whole numbers, decimals, fractions, or mixed numbers (straight computation or word problems). **(M7.A.3.2.1)** ● Solve problems involving addition and subtraction of integers. **(M7.A.3.2.2)**	● Responses to Student/Teacher questions involving operations by using and not using a calculator. ● Quiz/Test on solving problems involving operations (+, -, x, ÷) of whole numbers, decimals, fractions, or mixed numbers. ● Quiz/Test on solving problems involving addition and subtraction of integers using and not using a calculator.	Textbook; Chapter 1 , Section 2 Textbook; Chapter 2, Section 2, 3, 4 Textbook; Chapter 5, Section 1, 2, 3, 4 Textbook; Chapter 6, Section 2, 3, 4, 5 Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 2: Measurement
MAJOR OBJECTIVE: Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Add, subtract, or convert measurements. **(M7.B.1.1)**	● Add, subtract, or convert measurements, using only the units below, with and without regrouping (e.g., 4 ft – 2 ft = 1 ft 7 in). Answer should be converted to the largest whole unit (e.g., 37 oz = 2 lb 5 oz or 39 in = 1 yd 3 in). Conversion chart provided on the reference sheet. ▪ in, ft, yd ▪ fl oz, cup, pint, quart, gallon ▪ oz, lb ▪ sec, min, hr, days ▪ metric units including milli, centi, kilo (m, g, or L). **(M7.B.1.1.1)**	● Responses to Student/Teacher questions on adding, subtracting, and converting measurements. ● Quiz/Test on adding, subtracting, or converting measurements, with and without regrouping. ● PSSA Open-Ended question with written response on adding, subtracting, or converting measurements.	Textbook; Chapter 2, Section 6, 7 Textbook; Chapter 5, Section 5, 6 Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 2: Measurement
MAJOR OBJECTIVE: Apply appropriate techniques, tools and formulas to determine measurements.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.2 Develop, use and/or describe strategies to find the measure of length, perimeter, circumference, area or volume. **(M7.B.2.1)**	● Develop and/or use strategies to find the perimeter and/or area of compound figures (compound figures should only include quadrilaterals and triangles). Area formulas provided on the reference sheet. **(M7.B.2.1.1)** ● Find the circumference and/or area of circles (formulas provided on the reference sheet). **(M7.B.2.1.2)** ● Find the area of triangles and/or all types of parallelograms (formulas provided on the reference sheet). **(M7.B.2.1.3)**	● Responses to Student/Teacher questions on finding the measure of length, perimeter, circumference, area and/or volume. ● Quiz/Test on calculating and or finding the measure of the missing length of a compound figure. ● Quiz/Test on calculating the measure of perimeter and area of compound figures and calculating the measure of circumference and area of circles. ● Quiz/Test on calculating the measure of volume of a compound figure. ● Project on calculating and/or determining the perimeter and area of compound figures.	Textbook; Chapter 1, Section 6, Textbook; Chapter 11, Section 4, 5, 6, 7 Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 2: Measurement
MAJOR OBJECTIVE: Apply appropriate techniques, tools and formulas to determine measurements.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Construct, Interpret and/or use scale drawings to solve real-world problems. **(M7.B.2.2)**	● Interpret and/or apply scales shown on maps, blue prints, models, etc. **(M7.B.2.2.1)** ● Determine and/or apply an appropriate scale for reduction or enlargement. **(M7.B.2.2.2)**	● Responses to Student/Teacher questions involving scale drawings. ● Quiz/Test on determining, interpreting and/or applying scales in real-world problems or shown on maps, blue prints, models, etc. ● PSSA Open-Ended question with written response on determining and/or applying appropriate scales in real-world situations.	Textbook; Chapter 8, Section 6 Maps Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Analyze characteristics and properties of two and three dimensional geometric shapes and demonstrate understanding of geometric relationships.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Define and/or apply basic properties of two and three dimensional geometric shapes. **(M7.C.1.1)**	● Identify, describe, and/or define diameter, radius, chord and/or circumference in circles. **(M7.C.1.1.1)** ● Solve problems involving the relationship between the radius and diameter of the same circle. **(M7.C.1.1.2)** ● Identify parallel, perpendicular and/or skew line segments within three-dimensional figures. **(M7.C.1.1.3)**	● Responses to Student/Teacher questions involving the basic properties of two- and three- dimensional geometric shapes. ● Quiz/Test on identifying, describing and solving problems involving diameter, radius, chord, and/or circumferences. ● Quiz/Test on identifying parallel, perpendicular and/or skew line segments within three- dimensional figures.	Textbook; Chapter 11, Section 6 Textbook; Chapter 12, Section 1 Teacher Generated Materials
3.2 Identify congruence and/or similarity in polygons. **(M7.C.1.2)**	● Identify and/or use polygons that are similar and/or congruent, given either measurements or tic and angle marks. **(M7.C.1.2.1)** ● Identify corresponding sides and/or angles of congruent or similar polygons. **(M7.C.1.2.2)**	● Responses to Student/Teacher questions on congruent and similar polygons. ● Quiz/Test on identifying and determining congruence and/or similarity in polygons, given either measurements or tic and angle marks.	Textbook; Chapter 10, Section 5, 6 Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Locate points or describe relationships using the coordinate plane.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Locate, plot, and/or describe points on a coordinate plane. **(M7.C.3.1)**	● Plot and/or identify ordered pairs on a coordinate plane (all four quadrants). **(M7.C.3.1.1)** ● Identify Quadrants I, II, III, IV, the x- & y-axes and the origin on a coordinate plane. **(M7.C.3.1.2)**	● Responses to Student/Teacher questions involving the coordinate plane. ● Quiz/Test on locating, identifying, plotting, and/or describing points on a coordinate plane. ● Project on coordinate plane to create a coordinate plane picture.	Textbook; Chapter 6, Section 8 Graph Paper Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Demonstrate an understanding of patterns, relations and functions.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Recognize, reproduce, extend, and/or describe patterns. **(M7.D.1.1)**	● Describe, extend or find a missing element of a pattern (Show 3 repetitions of this pattern) ▪ fractions or decimals – may use only one operation from +, - or x ▪ whole numbers – may use only one operation from +, -, x, ÷, or squares. **(M7.D.1.1.1)**	● Responses to Student/Teacher questions on recognizing, reproducing, extending and/or describing patterns. ● Quiz/Test on recognizing, reproducing, extending, and/or describing a missing element of a pattern.	Textbook; Chapter 1, Section 1 Textbook; Chapter 6, Section 4 Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.2 Select and/or use appropriate strategies to solve or represent equations or expressions. **(M7.D.2.1)**	● Select and/or use appropriate strategies to solve one-step equations (no negative numbers). **(M7.D.2.1.1)** ● Use substitution to one and/or two variables to simplify expressions. (whole numbers only - use order of operations). **(M7.D.2.1.2)**	● Responses to Student/Teacher questions on solving and representing equations and expressions. ● Quiz/Test on selecting and/or using appropriate strategies to solve or represent equations or expressions.	Textbook; Chapter 1, Section 4, 5, 6 Textbook; Chapter 7, Section 3, 4 Teacher Generated Materials
4.3 Create and/or interpret expressions, equations or inequalities that model problem situations. **(M7.D.2.2)**	● Identify expressions, equations or inequalities that model mathematical situations (using whole numbers or decimals, no more than two operations and one variable). **(M7.D.2.2.1)**	● Responses to Student/Teacher questions on creating and interpreting expressions, equations and inequalities. ● Quiz/Test on creating and/or interpreting expressions, equations or inequalities that model mathematical situations.	Textbook; Chapter 1, Section 2, 5, 7 Textbook; Chapter 7, Section 1, 3, 4, 5, 6 Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Analyze change in various contexts.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.4 Describe the relationship between two variables (e.g., time, temperature). **(M7.D.3.1)**	● Solve problems involving a constant rate of change (e.g., word problems, graphs or data tables). **(M7.D.3.1.1)** ● Describe and/or use the relationship of data displayed on a rate of change graph (e.g., how does the x-axis data relate to the y-axis data). **(M7.D.3.1.2)**	● Responses to Student/Teacher questions on describing the relationship between two variables. ● Quiz/Test on solving word problems, graphs, or data tables involving a constant rate of change. ● Quiz/Test on describing and/or using the relationship of data displayed on a rate of change graph.	Textbook; Chapter 8, Section 2, 3 Textbook; Chapter 3, Section 2 Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Interpret data shown in complex data displays. **(M7.E.1.1)**	● Analyze data and/or answer questions pertaining to data represented in histograms, double bar graphs, multiple line graphs or stem and leaf plots. **(M7.E.1.1.1)**	● Responses to Student/Teacher questions on interpreting data shown in complex data displays. ● Quiz/Test on analyzing data and/or answering questions pertaining to data represented in histograms, double bar graphs, multiple line graphs or stem and leaf plots. ● Project on analyzing data represented in graphs and/or answering questions pertaining to data represented in histograms, double bar graphs, multiple line graphs or stem and leaf plots. ● PSSA Open-Ended question with written response on analyzing data represented in graphs.	Textbook; Chapter 3, Section 2, 3, 5, 6 Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Select and/or use appropriate statistical methods to analyze data.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.2 Describe, compare and/or contrast data using measures of mean, median, mode, or range. **(M7.E.2.1)**	● Identify/calculate the mean (average), median, mode, or range of a set of data. **(M7.E.2.1.1)** ● Decide/choose which measure of central tendency (mean, median, mode or range) would be most appropriate for a given situation. **(M7.E.2.1.2)**	● Responses to Student/Teacher questions on using measures of mean, median, mode, and range. ● Quiz/Test on describing, comparing and/or contrasting data using measures of mean, median, mode, or range. ● Project on identifying and/or calculating the mean, median, mode, or range of a set of data. ● PSSA Open-Ended question with written response on identifying and/or calculating the mean, median, mode, or range of a set of data.	Textbook; Chapter 3, Section 1 Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Understand and/or apply basic concepts of probability or outcomes.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Determine theoretical or experimental probability. **(M7.E.3.1)**	● Find the theoretical probability of a simple and or compound event. (Answer written as a fraction in lowest terms-any compound events should be independent.) **(M7.E.3.1.1)** ● Find the theoretical probability of an event not occurring. (e.g., what is the probability of not rolling a 1 on a number cube?) **(M7.E.3.1.2)** ● Use data displayed in charts, graphs, or tallies to find experimental probability. **(M7.E.3.1.3)**	● Responses to Student/Teacher questions on theoretical and experimental probability. ● Quiz/Test on determining the theoretical probability of a simple and or compound event. ● Quiz/Test on determining the probability of an event not occurring. ● Quiz/Test on determining the experimental probabilities displayed or found in charts, graphs or tallies. ● Project on finding theoretical and experimental probability of events. ● PSSA Open-Ended questions with written response on determining theoretical and experimental probabilities.	Textbook; Chapter 13, Section 1, 2, 5, 6 Teacher Generated Materials

CONTENT: Mathematics 7
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.4 Draw conclusions and/or make predictions based on data displays **(M7.E.4.1)**	● Formulate predictions and/or draw conclusions based on data displays (bar graphs, circle graphs or line graphs) or probability. **(M7.E.4.1.1)**	● Responses to Student/Teacher questions on charts and graphs. ● Quiz/Test on formulating predictions and/or drawing conclusions based on data displays or probability.	Textbook; Chapter 3, Section 2, 6 Textbook; Chapter 9, Section 5 Textbook; Chapter 13, Section 1 Teacher Generated Materials

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading System for Mathematics 7

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

B. Each student's grade will be determined at the conclusion of each of the four nine-week marking periods. Grades are based on an average of scores from:

1. **Class work**
2. **Quizzes**
3. **Homework**
4. **Tests**
5. **Assigned Projects**

C. Various methods of gaining extra credit are built into the course structure

NORTHERN LEBANON SCHOOL DISTRICT

Health Education Grade 10

Health Education Grade Ten

I. PHILOSOPHY

The tenth grade health curriculum is designed to encourage students to build on previously learned concepts and skills, as well as expand their knowledge of quality health behaviors which contribute to our nation's health and well being. Research has proven that healthy students learn better and work more effectively. The Northern Lebanon health education program will assist students in achieving and maintaining physically active and healthful life styles in order to become contributing members of society. The curriculum will allow for the accommodation of many learning styles, motivational levels and academic levels.

II. CORE CONCEPTS

- **Health Promotion – Evaluating health information and products**
- **Disease Prevention - Examining factors which contribute to disease**
- **Valid Information – Analyze sources of health information**
- **Culture – Analyze the influence of culture on health behaviors**
- **Media – Evaluate the effect of media on health choices**
- **Technology – Select and utilize sources of technology for current health information**
- **Communication Skills – Demonstrate effective communication and interpersonal skills to**
  - **enhance health**
- **Goal Setting – Develop and achieve goals to positively affect overall health**
- **Decision Making – Utilize decision-making skills to enhance health**
- **Personal Health – Utilize and apply health information to personal health choice**

- **COURSE OF STUDY**
  - Course of Study: Health
  - Grade Level: Ten
  - Length of Course:
    - Frequency: Every Day
    - Duration: 1 Hour
    - Length: 90 Days
  - Academic Level: Academic
  - Credits: 0.5
  - Prerequisites: none
  - Course Description:

    The tenth grade health curriculum will build upon previously learned concepts of health, healthy living practices and safety/injury prevention. The curriculum will focus upon evaluating health behaviors and their reflection upon current knowledge. Emphasis will be placed on meeting student's academic abilities and learning styles.

IV. CONTENT: Health Grade 10
CORE CONCEPT: 1 Health Promotion
MAJOR OBJECTIVE: Evaluating health information and products

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Evaluate the validity of health information, products, and services	Students will evaluate the validity of health information, products, and services by interpreting the information from a food label while analyzing: • Fat • Carbohydrates • Protein • Vitamins • Minerals	• Teacher evaluation of student comparisons of nutritional content to dietary recommendations in analyzing a food label for the following: • Fat • Carbohydrates • Protein • Vitamins • Minerals • Student evaluation of student projects created to evaluate the validity of health information, products and services	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material
1.2 Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information	Students will demonstrate the ability to evaluate resources from home, school, and community that provide valid health information by evaluating the credibility of diets and weight loss/weight gain products through the following: • Nutritional guidelines • Documented safe practice	• Teacher evaluation of student evaluation of resources from home, school, and community that provide valid health information through whole group discussion to evaluate the credibility of diets and weight loss/weight gain products though the following: • Nutritional guidelines • Documented safe practice	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material

CONTENT: Health Grade 10
CORE CONCEPT: 1 Health Promotion
MAJOR OBJECTIVE: Evaluating health information and products

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.3 Evaluate factors that influence personal selection of health products and services	Students will evaluate factors that influence personal selection of health products and services by documenting their food intake for a 48 hour period, categorizing diet selections and interpreting nutrition information, including: • Dietary recall • Nutritional recommendations	• Teacher evaluation of student process in analyzing their diet to recommended standards through written assessment of the following: • Dietary recall • Nutritional recommendations • Teacher judgment of student performance in group work to evaluate factors that influence personal selection of health products and services	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material
1.4 Analyze the cost and accessibility of health care services	Students will analyze the cost and accessibility of health care services including: • Emergency service • Immunizations • Primary care • Extended care facilities	• Teacher evaluation of whole group discussions of the initial and long term costs of the following: • Emergency service • Immunizations • Primary care • Extended care facilities	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material

CONTENT: Health Grade 10
CORE CONCEPT: 1 Health Promotion
MAJOR OBJECTIVE: Evaluating health information and products

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.5 Analyze situations requiring professional health services	Students will analyze situations requiring professional health services, including: • Injuries • Sickness • Disease prevention • Health risk appraisal • Mental health	• Teacher evaluation of whole group discussions of situations requiring professional health services, including: • Injuries • Sickness • Disease prevention • Health risk appraisal • Mental health • Teacher evaluation of written test on evaluating health information and products	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material

CONTENT: Health Grade Ten
CORE CONCEPT: 2 Disease Prevention
MAJOR OBJECTIVE: Examining factors which contribute to disease

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Compose a document discussing factors which contribute to disease diagnosis, treatment, and prevention	Students will compose a document discussing factors contributing to disease diagnosis, treatment, and prevention through: • Research • Evaluation • Composition	• Teacher evaluation of student compositions and the process of research and evaluation based upon a rubrics given to students which demonstrate: • Research • Evaluation • Composition	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material
2.2 Analyze how personal choice and disease can impact health maintenance and disease prevention	Students will analyze how personal choice and disease can impact health maintenance and disease prevention by analyzing the correlation between high risk behaviors and the possibility of contracting a disease including: • Risk factors • Lifestyles • Health care delivery	• Teacher evaluation of whole group discussions and the analysis of risk factors and disease identifying: • Risk factors • Lifestyles • Health care delivery • Teacher evaluation of written test on evaluating factors which contribute to disease	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material

CONTENT: Health Grade Ten
CORE CONCEPT: 2 Disease Prevention
MAJOR OBJECTIVE: Analyze sources of health information

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Analyze the accuracy of health information stated by manufacturers concerning health products	Students will analyze the accuracy of manufacturers claims for diet, exercise, and performance enhancing devices related to health and wellness as they comply to the following: • Nutritional guidelines • Safety guidelines	• Teacher evaluation of student analysis of validity of manufacture claims for diet, exercise, and performance enhancing devices related to health and wellness as they comply to the following: • Nutritional guidelines • Safety guidelines	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material
3.2 Identify reliable sources of consumer health information	Students will identify reliable sources of consumer health information available through medical institutions, county, state, and federal agencies to include the following areas: • Anatomy • Diet and nutrition • Substance use • Smoking • Sexuality/Abstinence • Disease prevention • Emotional health	• Teacher evaluation of student appraisal of health sources to include reputable web sites in a Health Scrapbook to include the following areas: • Anatomy • Diet and nutrition • Substance use • Smoking • Sexuality/Abstinence • Disease prevention • Emotional health • Teacher evaluation of written test on analyzing sources of health information	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material, Video "Through the Smoke"

CONTENT: Health Grade Ten
CORE CONCEPT: 4 Culture
MAJOR OBJECTIVE: Analyze the influence of culture on health behaviors

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Analyze how cultural diversity challenges health behaviors	Students will analyze the effects of cultural diversity and their challenges on health behaviors including their effect upon: • Alcohol and substance use • Smoking • Nutritional consumption • Aerobic lifestyle • Sexuality	• Teacher evaluation of a student health collage in the effects of culture on health behaviors and life styles, including: • Alcohol and substance use • Smoking • Nutritional consumption • Aerobic lifestyle • Sexuality	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material, Video "Through the Smoke"
4.2 Analyze how cultural diversity enriches health behaviors	Students will analyze the effects of cultural diversity and their enrichment of health behaviors including their effect upon: • Alcohol and substance use • Smoking • Nutritional consumption • Aerobic lifestyle • Sexuality	• Teacher evaluation of a student health collage in the effects of culture on health behaviors and life styles, including: • Alcohol and substance use • Smoking • Nutritional consumption • Aerobic lifestyle • Sexuality	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material, Video "Through the Smoke"

CONTENT: Health Grade Ten
CORE CONCEPT: 5 Media
MAJOR OBJECTIVE: Evaluate the effect of media on health choices

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Evaluate the effect of media on personal health	Students will evaluate the effect of media on personal health including: • Diet and nutrition • Smoking • Substance use • Sexuality • Disease prevention • Emotional wellness	• Teacher evaluation of whole group discussion of student perception of the role of advertising and health behavior, including: • Diet and nutrition • Smoking • Substance use • Sexuality • Disease prevention • Emotional wellness • Teacher judgment of individual student project created to evaluate the effect of media on personal health	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material, "Analyzing Songs for Sexual Messages, Sexuality and Advertising", Video "Through the Smoke"
5.2 Evaluate the effect of media on family health	Students will evaluate the effect of media on family health including: • Diet and nutrition • Smoking • Substance use • Sexuality • Disease prevention • Emotional wellness	• Teacher evaluation of whole group discussion of student perception of the role of advertising and health behavior, including: • Diet and nutrition • Smoking • Substance use • Sexuality • Disease prevention • Emotional wellness	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material, "Analyzing Songs for Sexual Messages, Sexuality and Advertising," Video "Through the Smoke"

CONTENT: Health Grade Ten
CORE CONCEPT: 5 Media
MAJOR OBJECTIVE: Evaluate the effect of media on health choices

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Evaluate the effect of media on community health	Students will evaluate the effect of media on community health including: • Diet and nutrition • Smoking • Substance use • Sexuality • Disease prevention • Emotional wellness	• Teacher evaluation of whole group discussion of student perception of the role of advertising and health behavior, including: • Diet and nutrition • Smoking • Substance use • Sexuality • Disease prevention • Emotional wellness • Teacher judgment of individual student performance on written test/quiz to evaluate the effect of media on personal, family and community health	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material, "Analyzing Songs for Sexual Messages, Sexuality and Advertising", Video "Through the Smoke"

CONTENT: Health Grade Ten
CORE CONCEPT: 6 Technology
MAJOR OBJECTIVE: Select and utilize sources of technology for current health information

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Evaluate the impact of technology on personal health	Students will evaluate the impact of technology on personal health including: • Injury prevention • Diet and nutrition • Sexuality/Abstinence • Substance use • Disease prevention • Emotional health	• Teacher evaluation and whole group discussion of student observation and description of technology impact on personal health, including: • Injury prevention • Diet and nutrition • Sexuality/Abstinence • Substance use • Disease prevention • Emotional health	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material , Video - Strains and Sprains
6.2 Evaluate the impact of technology on family health	Students will evaluate the impact of technology on family health including: • Injury prevention • Diet and nutrition • Sexuality/Abstinence • Substance use • Disease prevention • Emotional health	• Teacher evaluation and whole group discussion of student observation and description of technology impact on family health, including: • Injury prevention • Diet and nutrition • Sexuality/Abstinence • Substance use • Disease prevention • Emotional health	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material , Video - Strains and Sprains

CONTENT: Health Grade Ten
CORE CONCEPT: 6 Technology
MAJOR OBJECTIVE: Select and utilize sources of technology for current health information

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Evaluate the impact of technology on community health	Students will evaluate the impact of technology on community health including: • Injury prevention • Diet and nutrition • Sexuality/Abstinence • Substance use • Disease prevention • Emotional health	• Teacher evaluation and whole group discussion of student observation and description of technology impact on community health, including: • Injury prevention • Diet and nutrition • Sexuality/Abstinence • Substance use • Disease prevention • Emotional health • Teacher judgment of individual student performance on project based on demonstrating evaluation of the impact of technology on family health, personal health and community health	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material , Video - Strains and Sprains

CONTENT: Health Grade Ten
CORE CONCEPT: 7 Communication Skills
MAJOR OBJECTIVE: Demonstrate effective communication and interpersonal skills to enhance health

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Demonstrate skills for communicating effectively with family	Students will demonstrate skills for communicating effectively with family including: • Diet and nutrition • Substnace use • Sexuality/Abstinence • Disease prevention • Emotional wellness	• Teacher evaluation of whole group discussion of student performance communicating with parents, including: • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness • Student self-evaluation of skills demonstrated to communicate effectively with family	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material "Talking to Your Parents"
7.2 Analyze how interpersonal communication skills affect relationships	Students will analyze how interpersonal communication skills affect relationships including: • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness	• Teacher evaluation of student communication skills through role play situations, including: • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness • Teacher judgment of student written analysis of interpersonal communication skills affecting relationships	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material, Videos - "Everyone Is Not Doing It, Overcoming Peer Pressure, Emotional Roller Coaster, Responsible Sexual Freedom

CONTENT: Grade Ten Health Education
CORE CONCEPT: 7 Communication skills
MAJOR OBJECTIVE: Demonstrate effective communication and interpersonal skills to enhance health

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.3 Demonstrate ways to communicate care, consideration, and respect of self and others	Students will demonstrate ways to communicate care, consideration, and respect of self and others including: • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness	• Teacher evaluation of whole group discussion and role play situations where students demonstrate communication of care, consideration, and respect of themselves and others including: • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material
7.4 Demonstrate strategies for solving interpersonal conflicts without harming self or others	Students will demonstrate strategies for solving interpersonal conflicts without harming self or others including those which may arise through: • Substance use • Sexuality/Abstinence • Emotional wellness	• Teacher evaluation of written and demonstrated student strategies for solving interpersonal strategies for solving conflicts without harm through student role play situations: • Substance use • Sexuality/Abstinence • Emotional wellness	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material

CONTENT: Health Grade Ten
CORE CONCEPT: 7 Communication Skills
MAJOR OBJECTIVE: Demonstrate skills for effectively communicating interpersonal skills to enhance health

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.5 Demonstrate refusal and negotiation skills to enhance health	Students will demonstrate refusal and negotiation skills to enhance health including: • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness	• Teacher evaluation of student demonstration of refusal and negotiation skills through role play situations to enhance health including: • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material "Choosing to Wait"
7.6 Demonstrate healthy ways to express needs, wants, and feelings	Students will demonstrate healthy ways to express needs, wants, and feelings including those associated with • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness	• Teacher evaluation of student demonstration of healthy ways to express needs, wants, and feelings • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness • Teacher judgment of written student composition to demonstrate healthy ways to express needs, wants and feelings	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material, "Selecting an Ideal Mate"

CONTENT: Health Grade Ten
CORE CONCEPT: 8 Goal Setting
MAJOR OBJECTIVE: Develop and achieve goals to positively affect overall health

CURRICULUM STANDARD	•		
Specific Content	Assessments	Resources/Materials	
8.1 Apply strategies and skills needed to attain personal physical health goals	Students will apply strategies and skills needed to attain personal physical health goals in areas including • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness	• Teacher evaluation of student application or strategies and skill needed to attain personal health goals, • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material, "What Abstinence Means to Me in Goal Setting"
8.2 Apply strategies and skills needed to attain personal emotional health goals	Students will apply strategies and skills needed to attain personal emotional health goals in areas including • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness	• Teacher evaluation of student application or strategies and skill needed to attain personal health goals, • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material, "What Abstinence Means to Me in Goal Setting"

CONTENT: Health Grade Ten
CORE CONCEPT: 8 Goal Setting
MAJOR OBJECTIVE: Develop and achieve goals to positively affect overall health

CURRICULUM STANDARD	•		
Specific Content	Assessments	Resources/Materials	
8.3 Apply strategies and skills needed to attain personal mental health goals	Students will apply strategies and skills needed to attain personal mental health goals in areas including • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness	• Teacher evaluation of student application or strategies and skill needed to attain personal health goals, • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional wellness • Teacher judgment of students on written test to measure the application of strategies and skills to attain personal physical, emotional and mental health utilizing scenarios and made up situations	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material, "What Abstinence Means to Me in Goal Setting"

CONTENT: Health Grade Ten
CORE CONCEPT: 9 Decision Making
MAJOR OBJECTIVE: Utilize decision making skills to enhance health

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Demonstrate the ability to apply a decision-making process to diet and nutritional health issues and problems individually and collaboratively	Students will demonstrate the ability to apply a decision-making process to health issues and problems, individually and collaboratively, in areas including • Diet and nutrition	• Teacher evaluation of student ability to apply a decision-making process to health issues and problems, individually and collaboratively, through whole group discussions in areas including • Diet and nutrition • Teacher judgment of written student diaries of food choices	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material , Video "And Down Will Come Baby"
9.2 Demonstrate the ability to apply a decision-making process to substance use/abuse health issues and problems individually and collaboratively	Students will demonstrate the ability to apply a decision-making process to health issues and problems, individually and collaboratively, in areas including • Substance use	• Teacher evaluation of student ability to apply a decision-making process to health issues and problems, individually and collaboratively, through whole group discussions in areas including • Substance use	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material , Video "And Down Will Come Baby"
9.3 Demonstrate the ability to apply a decision-making process to sexuality/abstinence health issues and problems individually and collaboratively	Students will demonstrate the ability to apply a decision-making process to health issues and problems, individually and collaboratively, in areas including • Sexuality/Abstinence	• Teacher evaluation of student ability to apply a decision-making process to health issues and problems, individually and collaboratively, through whole group discussions in areas including • Sexuality/Abstinence	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material , Video "And Down Will Come Baby"

CONTENT: Health Grade Ten
CORE CONCEPT: 9 Decision Making
MAJOR OBJECTIVE: Utilize decision making skills to enhance health

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.4 Demonstrate the ability to apply a decision-making process to disease prevention health issues and problems individually and collaboratively	Students will demonstrate the ability to apply a decision-making process to health issues and problems, individually and collaboratively, in areas including • Disease prevention	• Teacher evaluation of student ability to apply a decision-making process to health issues and problems, individually and collaboratively, through whole group discussions in areas including • Disease prevention	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material , Video "And Down Will Come Baby"
9.5 Demonstrate the ability to apply a decision-making process to emotional wellness health issues and problems individually and collaboratively	Students will demonstrate the ability to apply a decision-making process to health issues and problems, individually and collaboratively, in areas including • Emotional wellness	• Teacher evaluation of student ability to apply a decision-making process to health issues and problems, individually and collaboratively, through whole group discussions in areas including • Emotional wellness • Teacher judgment of written test/quiz designed to evaluate the ability to apply the decision making process to all areas of health	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material , Video "And Down Will Come Baby"

CONTENT: Health Grade Ten
CORE CONCEPT: 10 Personal Health
MAJOR OBJECTIVE: Utilize and apply health information to personal health choices

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Synthesize information and opinions about personal health issues	Students will synthesize information and opinions about personal health issues including • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Smoking	• Teacher evaluation of student synthesis of information about personal health issues through student health scrapbook • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Smoking	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material, teacher generated material, Side stream smoking demonstration
10.2 Demonstrate the ability to influence and support others in making positive health choices	Students will demonstrate the ability to influence and support others in making positive health choices in health areas including • Injury prevention • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional health	• Teacher evaluation of student demonstration through whole group discussion of the ability to influence and support others in making positive health choices • Injury prevention • Diet and nutrition • Substance use • Sexuality/Abstinence • Disease prevention • Emotional health • Teacher judgment of student project designed to influence and support others in making positive health choices	Health textbook resources, library and audio video resources, computer programs/web sites, publisher's supplemental materials, teacher generated material

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for all Health Grade Ten classes

90% - 100% Outstanding

80% - 89% Above Average

70% - 79% Average

60% - 69% Below Average

Below 60% Failing

B. Each student's grade will be determined at the conclusion of each of the two nine-week marking periods. Grades will be based on an average of scores from:

1. Quizzes
2. Homework
3. Tests
4. Class work
5. Projects

V3 Academy Cyber Charter School

Pre-Algebra

PRE-ALGEBRA

I. PHILOSOPHY

The Pre-Algebra curriculum is designed to encourage students to use their previously acquired basic mathematical skills to build a strong foundation of algebra and geometry skills needed for their future. The goal is to help students meet the required Pennsylvania mathematics standards.

II. CORE CONCEPTS

1. **Numbers and Operations**
2. **Measurement**
3. **Geometry**
4. **Algebraic Concepts**
5. **Data Analysis and Probability**

III. COURSE OF STUDY

- Course Study: Pre-Algebra
- Grade Level: 7th or 8th grade
- Length of Course:
  - Frequency: Every Day
  - Duration: 1 Hour
  - Length: 180 days
- Academic Level: Above level 7th, or on-level 8th
- Credits: 1.0 credit
- Prerequisites: Passed 6th or 7th grade mathematics
- Course Description: Pre-Algebra is designed to apply previously acquired basic mathematical skills to build a strong Algebraic foundation for the future. Students will develop basic solving equation skills, geometry and three-dimensional geometry concepts, and basic statistics and probability skills.

IV. CONTENT: Pre-Algebra
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Represent numbers in equivalent forms. **(M8A.1.1)**	• Represent numbers using scientific notation and/or exponential forms. **(M8A.1.1.1)** • Find the square or cube of a whole number (single digit) and/or the square root of a perfect square (without a calculator) and explain the relationship between the two (i.e. square and square root). **(M8A.1.1.2)**	• Homework/Quiz/Test on changing scientific notation to standard form and changing standard form to scientific notation. • Homework/Quiz/Test on calculating the square, cube and square root of a whole number (with and without a calculator).	Course 3, McDougal Littell, Larson, Boswell, Kanold, Stiff, 2007. Chapter 1.4 Chapter 4.8 Chapter 9.1
1.2 Find the absolute value of an integer and solve expressions with absolute value.	• Determine the absolute value of an integer.	• Homework/Quiz/Test on determining the absolute value of an integer.	Course 3 Chapter 2.1
1.3 Identify the prime factorization of composite numbers.	• Write the prime factorization using exponents of composite numbers with and without variables.	• Homework/Quiz/Test on writing the prime factorization using exponents of composite numbers with and without variables. • Project on using factor trees to find the prime factorization of whole numbers.	Course 3 Chapter 4.1

CONTENT: Pre-Algebra
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Understand the meaning of operations, use operations and understand how they relate to each other.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.4 Complete calculations by applying the order of operations. **(M8.A.2.1)**	• Simplify numeric expressions involving integers, using the order of operations. (May include all types of grouping symbols. No combining negatives with exponents or compound exponents). **(M8.A.2.1.1)**	• Student/Teacher questions and answers on simplifying numeric expressions involving integers, using the order of operations. • Homework/Quiz/Test on simplifying numeric expression involving integers, using the order of operations.	<u>Course 3</u> Chapter 1.2 Chapter 1.4 Chapter 4.6
1.5 Represent or solve problems using rates, ratios, proportions and/or percents. **(M8.A.2.2)**	• Solve problems involving percents (e.g., tax, discounts, etc.) Do not include percent increase or decrease. **(M8.A.2.2.1)** • Representation or solve rate problems (e.g., unit rates, simple interest, distance, etc.) Students may be asked to solve for any term (formulas provided on the reference sheet for distance and interest). **(M8.A.2.2.2)**	• Student/Teacher questions and answers about real-life situations involving discount, tax, and tips. • Homework/Quiz/Test on calculating tax, discounts, unit rate, simple interest, and distance. • Project that involves finding a discount, tax, and tip on real life situations. • Written PSSA open-ended response on solving the tax and discount of items on a shopping list.	<u>Course 3</u> Chapter 1.6 Chapter 1.7 Chapter 7.1 Chapter 7.6 Chapter 7.7 Calculators

CONTENT: Pre-Algebra
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Compute accurately and fluently and make reasonable estimates.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.6 Determine the appropriateness of overestimating, underestimating or calculating an exact answer in problem-solving situations. **(M8.A.3.1)**	• Identify, use and/or explain when it is appropriate to round up or round down. **(M8.A.3.1.1)** • Identify, apply and/or explain when an exact answer is needed or when estimation is appropriate. **(M8.A.3.1.2)**	• Student/Teacher discussion about identifying, using, and explaining when it is appropriate to round up or down. • Student/Teacher discussion about identifying, applying, and/or explaining when an exact answer is needed or when estimation is appropriate.	<u>Course 3</u> Chapter 5.4 Chapter 5.7 Skills Review • P.711 Estimation in Addition and Subtraction • P.716 Estimation in Multiplication and Division
1.7 Use estimation strategies in problem-solving situations. **(M8.A.3.2)**	• Estimate answers to problems involving simple percents (percents will be limited to: 1%, 10%, 15%, 20%, 25%, 50%, or 75%). **(M8.A.3.2.1)**	• Homework/Quiz/Test on estimating answers to problems involving simple percents.	<u>Course 3</u> Chapter 7.3 Chapter 7.6 Chapter 7.7

CONTENT: Pre-Algebra
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Compute accurately and fluently and make reasonable estimates.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.8 Compute and/or explain operations with integers, fractions and/or decimals. **(M8.A.3.3)**	• Add, subtract, multiply and/or divide integers, fractions and/or decimals with and without a calculator (straight computation or word problems). **(M8.A.3.3.1)**	• Homework/Quiz/Test on adding, subtracting, multiplying and dividing integers, fractions, and decimals. • Project on finding the mean of statistical data through research of websites.	<u>Course 3</u> Chapter 2.2 Chapter 2.3 Chapter 2.4 Chapter 2.5 Chapter 5.1 Chapter 5.2 Chapter 5.3 Chapter 5.4 Chapter 5.5 Chapter 5.6 Chapter 5.7 Calculators

CONTENT: Pre-Algebra
CORE CONCEPT 2: Measurement
MAJOR OBJECTIVE: Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Convert measurements. **(M8.B.1.1)**	• Convert among metric measurements (milli, centi, kilo using meter, liter and gram) (table of equivalency provided on the reference sheet). **(M8.B.1.1.1)** • Convert customary measurements up to 2 units above or below the given unit (e.g., inches to yards, pints to gallons) (table of equivalency provided on the reference sheet). **(M8.B.1.1.2)** • Convert time up to 2 units above or below given unit (e.g., second to hours). **(M8.B.1.1.3)** • Convert from Fahrenheit to Celsius or Celsius to Fahrenheit (formulas provided on the reference sheet). **(M8.B.1.1.4)**	• Homework/Quiz/Test on converting among metric measurements. • Homework/Quiz/Test on converting customary measurements up to 2 units above or below given unit. • Homework/Quiz/Test on converting time up to 2 units above or below a given unit. • Homework/Quiz/Test on converting to and from Fahrenheit and Celsius. • Written PSSA open-ended response on converting among metric measurements.	<u>Course 3</u> Building Test Taking Skills for Unit 1 (only problem #4) Accelerated Math Calculators

CONTENT: Pre-Algebra
CORE CONCEPT 2: Measurement
MAJOR OBJECTIVE: Apply appropriate techniques, tools and formulas to determine measurements.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.2 Determine the measurement of a missing side(s) or angle(s) in a polygon. **(M8.B.2.1)**	• Determine the total number of degrees in the interior angles of a polygon in 3 - 8 sided figures (formula provided on the reference sheet). **(M8.B.2.1.1)** • Determine the measurement of one interior angle of a regular polygon (3 – 8 sided polygons, formula provided on the reference sheet). **(M8.B.2.1.2)** • Determine the number of sides of a polygon given the total number of degrees in the interior angles (3 – 8 sided polygons, formula provided on the reference sheet). **(M8.B.2.1.3)**	• Homework/Quiz/Test on determining the total number of degrees in the interior angles of a polygon in 3-8 sided figures. • Homework/Quiz/Test on determining the measurement of one interior angle of a regular polygon. • Written PSSA open-ended response question on calculating the total number of degrees in the interior angles of a polygon.	Course 3 Chapter 8.4

CONTENT: Pre-Algebra
CORE CONCEPT 2: Measurement
MAJOR OBJECTIVE: Apply appropriate techniques, tools and formulas to determine measurements.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Use, describe and/or develop procedures to determine measures of perimeter, circumference, area, surface area and/or volume. **(M8.B.2.2)**	• Calculate the surface area of cubes and rectangular prisms (formula provided on the reference sheet). **(M8.B.2.2.1)** • Calculate the volume of cubes and rectangular prisms (formulas provided on the reference sheet). **(M8.B.2.2.2)** • Determine the appropriate type of measurement (circumference, perimeter, area, surface area, volume) for a given situation (e.g., which measurement is needed to determine the amount of carpeting for a room). **(M8.B.2.2.3)**	• Homework/Quiz/Test on determining circumference, perimeter and area of simple figures. • Homework/Quiz/Test on determining the surface area and volume of cubes and rectangular prisms. • Student/Teacher questions and answers about the appropriate types of measurement given a real-life situation. • Project on finding the area and perimeter of shapes of various objects within the classroom.	<u>Course 3</u> Chapter 1.6 Chapter 3.5 Chapter 6.4 Chapter 10.4 Chapter 10.6 Calculators

CONTENT: Pre-Algebra
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Identify, use, and/or describe properties of angles, triangles, quadrilaterals, circles, pyramids, cubes, prisms, spheres, cones and/or cylinders. **(M8.C.1.1)**	• Match the three - dimensional figure with its net (cube, cylinder, cone, prism, pyramid). Any measurements used should be consistent in the stem and answer choices. **(M8.C.1.1.1)** • Define, identify and/or use properties of angles formed by intersecting lines (complementary, supplementary, adjacent and/or vertical angles). **(M8.C.1.1.2)** • Define, identify and/or use properties of angles formed when two parallel lines are cut by a transversal (alternate interior, alternate exterior, vertical corresponding). **(M8.C.1.1.3)**	• Homework/Quiz/Test on describing quadrilaterals and triangles and their properties. • Homework/Quiz/Test on describing cubes, pyramids, spheres, prisms, cones and cylinders and their properties.	Course 3 Chapter 8.1 Chapter 10.3 Chapter 10.7 Calculators

CONTENT: Pre-Algebra
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.2 Compute measures of sides of right triangles using the Pythagorean Theorem. **(M8.C.1.2)**	• Use the Pythagorean Theorem to find the measure of a missing side of a right triangle (formula provided on the reference sheet – whole numbers only). **(M8.C.1.2.1)**	• Homework/Quiz/Test on using the Pythagorean Theorem to find the measure of a missing side of a right triangle.	Course 3 Chapter 9.3 Chapter 9.4

CONTENT: Pre-Algebra
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Locate points or describe relationships using the coordinate plane.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Plot and/or identify ordered pairs on a coordinate plane. **(M8.C.3.1)**	• Plot, locate, or identify ordered pairs on a coordinate plane (the point may be a vertex of a polygon). **(M8.C.3.1.1)**	• Homework/Quiz/Test on plotting, locating, and identifying ordered pairs on a coordinate plane.	Course 3 Chapter 2.8

CONTENT: Pre-Algebra
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Demonstrate an understanding of patterns, relations, and functions.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Analyze, extend or develop descriptions of patterns or functions. **(M8.D.1.1)**	• Continue a numeric or algebraic pattern (pattern must show 3 repetitions – may include up to 2 operations, square and square roots). **(M8.D.1.1.1)** • Find missing elements in numeric or geometric patterns and/or functions (may be given a table or rule – pattern must show 3 repetitions). **(M8.D.1.1.2)** • Determine the rule of a function (given elements in an input-output table, chart or list – limit to linear functions). **(M8.D.1.1.3)**	• Homework/Quiz/Test on continuing a numeric or algebraic pattern that shows 3 repetitions. • Homework/Quiz/Test on determining the rule of a function given elements in an x/y table. • Written PSSA open-ended response on creating an x/y table and explaining the process of finding the missing values.	Course 3 Chapter 1.7 Chapter 2.4 Chapter 11.1
4.2 Identify properties and apply the concepts to simplify expressions.	• Identify properties given expressions (commutative, associative, identity, zero and distributive). • Simplify expressions using properties.	• Homework/Quiz/Test on identifying the commutative, associative, identity, zero, and distributive properties and simplifying expressions using those properties.	Course 3 Chapter 2.6 Chapter 2.7

CONTENT: Pre-Algebra
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Select and/or use a strategy to simplify an expression, solve an equation or inequality and/or check the solution for accuracy. **(M8.D.2.1)**	• Solve one- or two- step equations and inequalities (should not include absolute values – one variable only). **(M8.D.2.1.1)** • Use substitution to check the accuracy of a given value for an equation or inequality (simple inequalities with one variable). **(M8.D.2.1.2)** • Determine the value of an algebraic expression by simplifying and/or substituting a number for the variable. **(M8.D.2.1.3)**	• Homework/Quiz/Test on solving one-or two- step equations and inequalities. • Homework/Quiz/Test using substitution to check the accuracy of a given value for an equation or inequality.	<u>Course 3</u> Chapter 1.3 Chapter 1.5 Chapter 3.1 Chapter 3.2 Chapter 3.3 Chapter 3.6 Chapter 3.7

CONTENT: Pre-Algebra
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.4 Create and/or interpret expressions, equations or inequalities that model problem situations. **(M8.D.2.2)**	• Match a written situation to its numeric and/or algebraic expression, equation or inequality (up to two variables in equations or expressions – one variable with inequalities). **(M8.D.2.2.1)** • Write and/or solve an equation for a given problem situation (one variable only). **(M8.D.2.2.2)**	• Student/Teacher questions and answers on matching expressions, equations or inequalities. • Homework/Quiz/Test on creating an equation for a given problem situation. • Written PSSA open-ended response on writing/solving an equation for a given problem situation.	Course 3 Chapter 3.4

CONTENT: Pre-Algebra
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Describe or use models to represent quantitative relationships.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.5 Represent relationships with tables or graphs on the coordinate plane. **(M8.D.4.1)**	• Graph a linear function based on an x/y table (integers only). **(M8.D.4.1.1)** • Match the graph of a linear function to its x/y table (integers only). **(M8.D.4.1.2)** • Match the linear equation (y = mx+b form) to the x/y table (integers only in the table). **(M8.D.4.1.3)**	• Student/Teacher questions and answers about completion of x/y tables. • Homework/Quiz/Test on graphing linear functions using x/y tables and a given domain.	Course 3 Chapter 11.1 Chapter 11.3 Chapter 11.4 Chapter 11.7 Calculators
4.6 Calculate the slope of a line by using the formula for slope.	• Calculate the slope of a line given two points. • Calculate the slope of a line given a line on the coordinate plane.	• Homework/Quiz/Test on calculating slope of a line given two points and a line on the coordinate plane.	Course 3 Chapter 11.6 Calculators

CONTENT: Pre-Algebra
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Choose, display or interpret data (tables, charts, graphs, etc.). **(M8.E.1.1)**	• Choose and/or explain the correct representation (graph) for a set of data. **(M8.E.1.1.1)** • Analyze data and/or answer questions pertaining to data shown in multiple line graphs, circle graphs or histograms. **(M8.E.1.1.2)** • Interpret data shown in stem-and-leaf or box-and-whisker plots. **(M8.E.1.1.3)**	• Student/Teacher questions and answers about types of graphs and their strengths and weaknesses. • Homework/Quiz/Test on displaying data using a bar graph, line graph, circle graph, or histogram. • Homework/Quiz/Test on interpreting stem-and-leaf and box-or-whisker plots. • Written PSSA open-ended response on interpreting data shown in a box-and-whisker plot.	Course 3 Chapter 1.1 Chapter 12.1 Chapter 12.2 Chapter 12.3 Chapter 12.3 • Misleading Graphs
5.2 Determine the number of outcomes from a given situation.	• Use tree diagrams to count possible outcomes.	• Homework/Quiz/Test on using tree diagrams to count the number of possible outcomes.	Course 3 Chapter 4.1

CONTENT: Pre-Algebra
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Understand and/or apply basic concepts of probability or outcomes.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Calculate the probability of an event. **(M8.E.3.1)**	• Find the probability for a mutually exclusive or an independent event (written as a fraction in simplest form). **(M8.E.3.1.1)**	• Homework/Quiz/Test on calculating the probability of mutually exclusive and independent events.	Course 3 Chapter 7.8 Chapter 12.7 Chapter 12.8 Calculators
5.4 Determine the number of combinations and/or permutations for an event. **(M8.E.3.2)**	• Determine/show the number of permutations and/or combinations for an event using up to four choices (e.g., organized list, etc.). **(M8.E.3.2.1)**	• Homework/Quiz/Test on calculating permutations and combinations for an event.	Course 3 Chapter 12.4 Chapter 12.5 Chapter 12.6 Calculators

CONTENT: Pre-Algebra
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.5 Draw conclusions, make inferences and/or evaluate hypotheses based on statistical and data displays. **(M8.E.4.1)**	• Fit a line to a scatter plot and describe any correlation between the two variables (positive, negative, strong, weak or none). **(M8.E.4.1.1)** • Make predictions based on survey results or graphs (bar, line, circle, scatter plots, etc.). **(M8.E.4.1.2)**	• Homework/Quiz/Test on fitting a line to a scatter plot and describing the correlation between the two variables. • Student/Teacher questions and answers about making predictions based on survey results.	Course 3 Chapter 1.1 Chapter 11.2

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Pre-Algebra

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

B. Each student's grade will be determined at the conclusion of the nine-week marking period. Grades are based on an average of scores from:

1) classwork
2) quizzes
3) homework
4) tests
5) assigned projects

C. Various methods of gaining extra credit are built into the course structure.

V3 Academy Cyber Charter School

Principles of Technology – Year One

PRINCIPLES OF TECHNOLOGY - YEAR ONE

I. PHILOSOPHY

Principles of Technology - Year One is an applied physics course that is laboratory based. The curriculum is based on four basic systems: mechanical systems (linear and rotational), fluid systems, electrical systems, and thermal systems. Four main concepts are studied: force, work, rate, and resistance.

Each concept has an overview of the material the student will be learning. A unifying equation for the concept is stressed. Each system is called a subunit. Each subunit consists of a video, note-taking activity, lecture, demonstrations/activities, and laboratory work. A major part of this course is using mathematics to problem solve.

This course was designed for those students who have an interest in a technical trade or wish to pursue college engineering technologies. This is an excellent course for engineering students, who in addition to physics would like hands-on experience with many types of equipment.

When the course is completed the student should have learned new skills and have had several new experiences. Students will have worked with motors, pulleys, water pumps, stroboscopes, oscilloscopes, and u-tube manometers.

II. CORE CONCEPTS

1. Mechanical Force: Examine linear and rotational forces. Draw and evaluate vectors and vector diagrams.

2. Fluid Force: Examine the differences in the states of matter. Experiment with density, buoyancy, and pressure.

3. Electrical Force: Draw simple schematic circuits and determine voltages of batteries and lights in circuits.

4. Thermal Force: Convert temperatures between Fahrenheit and Celsius scales. Determine temperature difference using thermocouples.

5. Mechanical Work: Study linear and rotational work. Compare input and output to determine efficiency.

6. Fluid Work: Differentiate between an open and closed system. Determine work in fluid systems.

7. Electrical Work: Determine electrical work using electrical charge.

8. Mechanical Rate: Calculate speed, velocity and acceleration in linear and rotational systems.

9. Fluid Rate: Examine volume and mass flow rates.

10. Electrical Rate: Identify current as rate in an electrical system. Use the oscilloscope to determine voltage, period and frequency.

11. Thermal Rate: Describe heat flow rate as heat energy moved per unit time.

12. Mechanical Resistance: Study and evaluate different types of friction.

13. Fluid Resistance: Examine streamlined and turbulent flow. Identify the effects of resistance in a fluid flowing through a pipe.

14. Electrical Resistance: Identify determining factors of resistance in a wire and determine resistance in a circuit.

15. Thermal Resistance: Explain the relationship between resistance, temperature difference and heat flow rate.

III. COURSE OF STUDY

A. Course Study: Principles of Technology – Year One

B. Grade Level: 11 - 12

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 1 80 Days

D. Academic Level: Academic

E. Credits: 1.0

F. Prerequisites: a C or better in math and science in 9th and 10th grade

G. Course Description:

Principles of Technology – Year One is the first year of an applied physics course that is laboratory based. It is a technical science that is based on four major concepts: mechanical, fluid, electrical and thermal. These four concepts are applied to major topics of force, work, rate and resistance. The course is taught using videotapes, theory math labs and laboratory work. This course is intended for students wishing to pursue a technical trade or gain a technical background to pursue college engineering technologies.

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 1 Mechanical Force
MAJOR OBJECTIVE: Examine linear and rotational forces. Draw and evaluate vectors and vector diagrams.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 List the prime movers, relate them to the four subunits and evaluate the functions of a force (S11.C.3.1)	The student will list the four systems The student will match the prime mover to the systems The student will demonstrate the four main functions of a force (S.11.C.3.1.2)	• Teacher evaluation of class exercises on prime movers and forces	Textbook, classroom activities, media, and teacher generated materials
1.2 Measure using tools such as rulers, calipers, and micrometers while using and converting in English and the Systema Internationale (SI or metric system) (S11.A.2.2)	The student will be able to measure with a ruler, caliper and micrometer while using the English and SI measuring systems (S11.A.2.2.1)	• Teacher evaluation through class activities and lab assessments of measuring tools and unit systems	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials 1M1 lab: Mechanical Stress ECI lab manual–(pages1-1–1-7)

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 1 Mechanical Force
MAJOR OBJECTIVE: Examine linear and rotational forces. Draw and evaluate vectors and vector diagrams.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.3 Recite Newton's Laws and recognize where they are being used (S11.A.1.1) (S11.C.3.1)	The student will deduce which Newton's Laws is being used in different situations The student will be able to differentiate between mass and weight (S11.A.1.1.4) (S11.C.3.1.2)	• Teacher evaluation of student responses in class discussions, class activities and written assessments of Newton's Laws	Classroom activities, lab equipment, media, demonstrations, projects and teacher generated materials
1.4 Draw and evaluate a linear and rotational scale diagram including torque (S11.C.3.1)	The student will distinguish between scalar and vector quantities The student will create a scale and apply it to draw and solve a linear problem The student will draw and evaluate scalar quantities at varied angles The student will determine torque using the torque equation (S11.C.3.1.2)	• Teacher evaluation of class exercises on linear and rotational scale diagrams • Teacher observation of lab activities on linear and rotational scale diagrams • Teacher evaluation of activities and written assessments of torque	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials 1M2 lab: Measuring Forces ECI lab manual –(pages1-9– 1-19)

CONTENT: Principles of Technology -Year One
CORE CONCEPT: 2 Fluid Force
MAJOR OBJECTIVE: Examine the differences in the states of matter. Experiment with density, buoyancy, and pressure.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Examine the States of Matter (S11.C.1.1)	The student will compare and contrast the States of Matter for atomic structure, properties and energy (S11.C.1.1.2)	• Teacher evaluation of a written assessment on the States of Matter	Media and teacher generated activities
2.2 Examine and investigate density (S11.A.2.2)	The student will predict and investigate the density of different substances The student will incorporate specific gravity into density activities The student will use the terms hydraulic and pneumatic appropriately (S11.A.2.2.1)	• Teacher evaluation of class demonstrations, activities, written assessments and laboratory assessments of density, specific gravity, hydraulic and pneumatic	Classroom activities, lab equipment, media, demonstrations, and teacher generated materials

CONTENT: Principles of Technology -Year One
CORE CONCEPT: 2 Fluid Force
MAJOR OBJECTIVE: Examine the differences in the states of matter. Experiment with density, buoyancy, and pressure.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Evaluate buoyancy of objects (S11.A.2.1)	The student will use inquiry to investigate the buoyancy of objects (S11.A.2.1.1)	• Teacher evaluation of a written assessment of buoyancy	Textbook, classroom activities, lab equipment, media, and teacher generated materials
2.4 Examine the properties of pressure (S11.A.2.2)	The student will use equations on pressure and total pressure to determine the missing variables Student will read and use pressure gauges (S11.A.2.2.1)	• Teacher evaluation of class exercises on pressure • Teacher observation of lab activity on pressure	Textbook, classroom activities, lab equipment, media, and teacher generated materials 1F2 lab: Measuring Pressure ECI lab manual (pages 1-27 – 1-34)

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 3 Electrical Force
MAJOR OBJECTIVE: Draw simple schematic circuits and determine voltages of batteries and lights in circuits.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Law of Universal Gravitation (S11.C.3.1)	The student will express and perform operations with scientific notation The student will examine the Law of Universal Gravitation (S11. C.3.1.1)	• Teacher evaluation of class exercises using scientific notation and the Law of Universal Gravitation	Textbook, classroom activities, media, and teacher generated materials
3.2 Static Electricity (S11.C.1.1)	The student will examine atomic structure and apply it to static electricity The student will compare the Law of Universal Gravitation to Coulomb's Law (S11.C.1.1.1)	• Teacher evaluation of class activities and written assessments on atomic structure and static electricity	Textbook, classroom activities, media, and teacher generated materials

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 3 Electrical Force
MAJOR OBJECTIVE: Draw simple schematic circuits and determine voltages of batteries and lights in circuits.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Draw simple circuits (S11.C.2.1)	The student will identify electrical terms and symbols The student will draw series and parallel circuits (S11.C.2.1.4)	• Teacher evaluation of class exercises on electrical terms, symbols and circuits	Textbook, classroom activities, lab equipment, media, and teacher generated materials
3.4 Determine voltages of batteries and lights in circuits (S11.C.2.1)	The student will practice adding and subtracting battery voltages The student will practice using and reading meters (S11.C.2.1.4)	• Teacher evaluation of class exercises on battery voltage and use of meters • Teacher observation of lab activity on battery voltage and use of meters	Classroom activities, lab equipment, media, and teacher generated materials 1E1 lab : Measuring voltages ECI lab manual (pages 1-37 – 1-45) 1E2: Electrical Circuits ECI lab manual (pages1-49 – 1-56)

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 4 Thermal Force
MAJOR OBJECTIVE: Convert temperatures between Fahrenheit and Celsius. Determine temperature difference using a thermocouple.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Convert temperatures between Fahrenheit and Celsius (S11.A.2.1)	The student will define thermal terms The student will convert temperatures by using the Fahrenheit and Celsius conversion equations (S11.A.2.1.5)	• Teacher evaluation of class demonstrations, activities, written assessments and laboratory assessments on thermal terms, temperature conversions	Textbook, classroom activities, lab equipment, media, and teacher generated materials
4.2 Convert temperature differences between Fahrenheit and Celsius (S11.A.2.1)	Student will practice converting temperature scales using temperature difference (S11.A.2.1.5)	• Teacher evaluation of class demonstrations, activities, written assessments and temperature differences	Classroom activities, media, and teacher generated materials

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 4 Thermal Force
MAJOR OBJECTIVE: Convert temperatures between Fahrenheit and Celsius. Determine temperature difference using a thermocouple.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Determine temperature difference using a thermocouple (S11.C.2.2)	Student will practice reading a thermocouple chart Student will practice using a thermocouple and the thermocouple equation (S11.C.2.2.1)	• Teacher evaluation of class demonstrations, activities, written assessments and laboratory assessments on using thermocouples	Textbook, classroom activities, lab equipment, media, and teacher generated materials 1T2 lab: Measuring temperature with thermocouples ECI lab manual (pages 1-67 - 1-75)

CONTENT: Principle of Technology – Year One
CORE CONCEPT: 5 Mechanical Work
MAJOR OBJECTIVE: Study linear and rotational work. Compare input and output to determine efficiency.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Solve linear work problems using the English and SI systems (S11.C.3.1)	Student will identify the variables and units Student will use the linear work and % efficiency equations (S11.C.3.1.2)	• Teacher evaluation of class demonstrations, activities, written assessments and laboratory assessments on on linear work, the variables, SI and English units, and % efficiency	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials 2M1 lab : Work done by pulleys ECI lab manual (pages 2-1 – 2-9)
5.2 Analyze gravitational energy of an object as it falls using gravitational potential and gravitational kinetic energy (S11.A.1.1) (S11.A.3.3) (S11.C.2.1)	Students will use conservation of energy to determine the potential and kinetic energy of an object as it falls (S11.A.1.1.4) (S11.A.3.3.3) (S11.C.2.1.3)	• Teacher evaluation of class demonstrations, activities, written assessments and laboratory assessments on conservation of energy and potential and kinetic energy	Classroom activities, lab equipment, media, demonstrations, and teacher generated materials

CONTENT: Principle of Technology – Year One
CORE CONCEPT: 5 Mechanical Work
MAJOR OBJECTIVE: Study linear and rotational work. Compare input and output to determine efficiency.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Solve rotational work problems (S11.C.3.1)	The student will convert to radians using degrees or revolutions The student will use the torque and rotational work equations (S11.C.3.1.2)	• Teacher evaluation of class demonstrations, activities, written assessments and laboratory assessments on the use of radians, torque and rotational work	Textbook classroom activities, lab equipment, media, demonstrations, and teacher generated materials 2M1 lab : Work done by a winch ECI lab manual (pages 2-11 - 2-21)
5.4 Calculate the IMA of each type of simple machine (S11.C.3.1)	The student will be able to determine the IMA of each of the types of simple machines (S11.C.3.1.2)	• Teacher evaluation of class activities, written assessments and laboratory assessments on the IMA of each type of simple machines	Classroom activities, lab equipment, media, demonstrations, and teacher generated materials
5.5 Use simple machines compound machine (S11.C.3.1)	The student will design and build a compound machine with a given task and determine its IMA (S11.C.3.1.2)	• Teacher evaluation of class activities, written assessments and laboratory assessments on of a compound machine project	Lab equipment and teacher generated materials

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 6 Fluid Work
MAJOR OBJECTIVE: Differentiate between an open and closed system. Determine fluid work.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Differentiate between an open and closed system (S11.C.3.1)	Student will explain pressure flow in terms of high and low pressure Student will examine examples of open and closed systems (S11.C.3.1.2)	• Teacher evaluation of class demonstrations, activities, and written assessments on open and closed systems	Textbook, classroom activities, media, demonstrations, and teacher generated materials
6.2 Determine fluid work (S11.C.3.1)	Student will Identify variable and units of pressure, volume and fluid work Student will use the fluid work equations (S11.C.3.1.2)	• Teacher evaluation of class demonstrations, activities, written assessments and laboratory assessments on pressure, volume and fluid work	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials 2F1 lab : Work done by a piston ECI lab manual (pages 2-23 – 2-31) 2F2 lab: Work done by a pump ECI lab manual (pages 2-33 – 2-39)

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 7 Electrical Work
MAJOR OBJECTIVE: Determine electrical work using electrical charge.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Identify a basic unit of electrical charge as a Coulomb (S11.C.2.1.)	The student will define a Coulomb (S11.C.2.1.4)	• Teacher evaluation of class activities, and written assessments on using the Coulomb for electric charge	Textbook, classroom activities, media, demonstrations, and teacher generated materials
7.2 Determine work and efficiency of an electrical system (S11.C.2.1) (S11.C.3.1)	The student will identify variable and units of electrical charge The student will use electrical work and electrical % efficiency equations (S11.C.2.1.4) (S11.C.3.1.4)	• Teacher evaluation of class demonstrations, activities, written assessments and laboratory assessments on electrical charge and % electrical efficiency	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials 2E2 lab: Work done by a solenoid ECI lab manual (pages 2-51 – 2-59)

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 8 Mechanical Rate
MAJOR OBJECTIVE: Calculate speed, velocity and acceleration in linear and rotational systems.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Express rate (S11.C.3.1)	The student will define rate using the rate unifying equation (S11.C.3.1.3)	• Teacher evaluation of class demonstrations, activities, and written assessments on rate	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials
8.2 Differentiate between speed and velocity in linear and rotational systems (S11.C.3.1)	The student will review vector and scalar quantities The student will identify variables and units The student will define average speed, average velocity and acceleration The student will use the linear and rotational equations for speed, velocity and acceleration (S11.C.3.1.3)	• Teacher evaluation of class demonstrations, activities, written assessments and laboratory assessments on linear and rotational speed, velocity and acceleration	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials 3M1 lab: Measuring rates on conveyor belts ECI lab manual (pages 3-1 – 3-8) 3M2 lab: Measuring angular rate with a stroboscope ECI lab manual (pages 3-11 – 3-16)

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 9 Fluid Rate
MAJOR OBJECTIVE: Examine volume and mass flow rates

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Examine volume and mass flow rates (S11.C.3.1)	The student will identify variables and units The student will use the volume and mass flow rate equations (S11.C.3.1.2)	• Teacher evaluation of class demonstrations, activities, written assessments and laboratory assessments on volume and mass flow rates	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials 3F1 lab: Measuring liquid flow rate in a channel ECI lab manual (pages 3-19 – 3-27)

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 10 Electrical Rate
MAJOR OBJECTIVE: Identify current as rate in an electrical system. Use the oscilloscope to determine voltage, period and frequency.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Identify current as rate in an electrical system (S11.C.2.1.)	The student will identify the variables and units and use the electric current equation (S.11.C.2.1.4)	• Teacher evaluation of class demonstrations, activities, written assessments, and laboratory assessments on electrical current	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials
10.2 Use the oscilloscope to determine voltage, amplitude, period and frequency (S.11.A.2.2) (S.11.C.2.1)	The student will use the oscilloscope to determine the voltage, amplitude, period and frequency of an electrical wave Student will discuss applications of the oscilloscope The student will identify the variable and units for voltage, amplitude, period and frequency The student will review unit prefixes (S.11.A.2.2.1) (S.11.C.2.1.4)	• Teacher evaluation of class demonstrations, activities, written assessments, and laboratory assessments on the use of the oscilloscope to determine the voltage, period, and frequency of an electrical wave	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials 3 E 2 lab: Measuring frequency ECI lab manual (pages 3-47 – 3-55)

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 11 Thermal Rate
MAJOR OBJECTIVE: Describe heat flow rate as heat energy moved per unit time.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
11.1 Describe heat flow rate as heat energy moved per unit time (S.11.C.1.1)	The student will define and use appropriate terms The student will translate numbers into scientific notation The student will identify variables and units The student will use heat flow and heat energy equations (S.11C.1.1.6)	• Teacher evaluation of class demonstrations, activities, written assessments, and laboratory assessments on heat flow rate	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials 3T1 lab: Setting up steady state conditions (optional) ECI lab manual (pages 3-57 – 3-64) 3T2 lab: Measuring Heat flow rate (optional) ECI lab manual (pages 3-67 – 3-75)

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 12 Mechanical Resistance
MAJOR OBJECTIVE: Study and evaluate different types of friction

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
12.1 Describe resistance (S.11.C.3.1)	The student will apply the unifying resistance equation (S.11.C.3.1.4)	• Teacher evaluation of class demonstrations, activities, written assessments, and laboratory assessments on resistance	Textbook, classroom activities, media, demonstrations, and teacher generated materials

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 12 Mechanical Resistance
MAJOR OBJECTIVE: Study and evaluate different types of friction.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
12.2 Study and evaluate different types of friction (S.11.C.3.1)	The student will identify sources of resistance in mechanical systems Student will distinguish between static and kinetic friction Student will identify variables and units and use the frictional force equation Student will evaluate the pros and cons of friction Student will investigate friction Student will define drag and evaluate different shaped objects in a wind tunnel (blower assembly) Student will evaluate resistance using a graph (S.11.C.3.1.2)	• Teacher evaluation of class demonstrations, activities, written assessments, and laboratory assessments on frictional forces	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials 4M 1: Investigating friction ECI lab manual (pages 4-1 – 4-5) 4M2: Streamlining shapes to reduce air drag ECI lab manual (4-7 – 4-13) Teacher generated exercises and activities

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 13 Fluid Resistance
MAJOR OBJECTIVE: Examine streamline and turbulent flow. Identify the effects of resistance in a fluid moving through a pipe.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
13.1 Understand streamline and turbulent flow (S.11.C.3.1)	The student will distinguish between streamline and turbulent flow (S.11.C.3.1.2)	• Teacher evaluation of class demonstrations, activities, written assessments, and laboratory assessments on streamline and turbulent flow	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials
13.2 Identify the effects of resistance in a fluid moving through a pipe (S.11.C.3.1)	The student will identify variables and units The student will use the fluid resistance equation The student will evaluate resistance using graphs (S.11.C.3.1.2)	• Teacher evaluation of class demonstrations, activities, written assessments, and laboratory assessments on resistance through a pipe	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials 4F1 lab: Measuring fluid resistance in tubes ECI lab manual (pages 4-15- 4-20) 4F2 lab: Measuring resistance in air filters ECI lab manual (pages 4-23 – 4-29)

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 14 Electrical Resistance
MAJOR OBJECTIVE: Identify determining factors of resistance in a wire and determine resistance in a circuit.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
14.1 Identify determining factors of resistance in a wire (S.11.C.2.1)	The student will list the factors that affect resistance The student will use the electrical resistance equations (S.11.C.2.1.4)	• Teacher evaluation of class demonstrations, activities, written assessments, and laboratory assessments on resistance through a wire	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials
14.2 Determine resistance in a circuit (S.11.C.2.1)	The student will review series and parallel circuits The student will evaluate circuits using voltage, current and resistance for a series and parallel circuit (S.11.C.2.1.4)	• Teacher evaluation of class demonstrations, activities, written assessments, and laboratory assessments on electrical resistance through a circuit	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials 4E1 lab: Ohm's law and series circuits ECI lab manual (pages 4-33 – 4-41) 4E2 lab: Ohm's law and parallel circuits ECI lab manual (pages 4-43 – 4-50)

CONTENT: Principles of Technology – Year One
CORE CONCEPT: 15 Thermal Resistance
MAJOR OBJECTIVE: Explain the relationship between resistance, temperature difference and heat flow rate.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
15.1 Explain the relationship between resistance, temperature difference, and heat flow (S.11.C.2.1)	The student will define thermal resistance The student will explain the relationship between thermal resistivity and thermal conductivity The student will identify variables and units and use the thermal resistance equations (S.11.C.2.1.3)	• Teacher evaluation of class demonstrations, activities, written assessments, and laboratory assessments on thermal resistance, resistivity and conductivity	Textbook, classroom activities, lab equipment, media, demonstrations, and teacher generated materials 4T1 lab: Measuring resistance of thermal insulation (optional) ECI lab manual (pages 4-53 – 4-56) 4T2 lab: Effect of thermal insulation ECI lab manual (pages 4-61 – 59)

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Principles of Technology –Year One

A (90 – 100%)

B (80 – 89%)

C (70 – 79%)

D (60 – 69%)

F (59 and below)

B. Individual student grades will be determined at the conclusion of a nine-week
marking period based on:

1) Tests
2) Quizzes
3) Other assessment activities as outlined in this curriculum

V3 Academy Cyber Charter School

Principles of Technology – Year Two

PRINCIPLES OF TECHNOLOGY –YEAR TWO

I. PHILOSOPHY

Principles of Technology–year two is the second year of an applied physics course that is laboratory based. The second year concepts build upon the first year but are of much greater difficulty. To ensure the potential for success an above average grade in principles of technology year one is necessary.

The major concepts are gravitational energy, electrical power, waves, radiation, light, optics and optical systems. Each concept has an overview of the material the student will be learning. Most subunits consist of a video, note-taking activity, lecture, demonstrations, math labs and laboratory work. The laboratory work is much more involved and takes several class periods to complete. The laboratory work stresses the ability to read technical writing, follow diagrams (pictorial and schematic), follow directions and trouble shoot the lab.

This course was designed for those students who have an interest in a technical trade or wish to pursue college engineering technologies. This is an excellent course for engineering students, who in addition to physics and the successful completion of principles of technology year one, would like hands-on experience with many types of equipment.

II. CORE CONCEPTS

1. **Energy and Conservation**: Evaluate potential energy, kinetic energy and conservation of energy.

2. **Electrical Power**: Draw schematics diagrams and chart series, parallel and combination circuits to determine resistance, current, voltage and power.

3. **Wave Characteristics**: Examine wave properties. Introduce sine, cosine and tangent.

4. **Wave Applications**: Study interference and resonance.

5. **Electromagnetic Radiation:** Study the electromagnetic spectrum.

6. **Nuclear Radiation**: Describe and examine nuclear radiation and applications.

7. **Light**: Examine the wave properties of light.

8. **Optics**: Describe the behavior of light.

9. **Laser Light**: Describe laser light and applications.

10. **Optical Systems**: Study how optical systems work.

COURSE OF STUDY

A. Course Study: Principles of Technology – year 2

B. Grade Level: 12

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: Academic

E. Credits: 1.0

F. Prerequisites: 80% or better in Principles of Technology – year one

G. Course Description: Principles of Technology – year two is a second year of an applied physics course that is laboratory based. The major concepts are gravitational energy, electrical power, waves, radiation and optics. The laboratory work is much more involved and takes several class periods to complete.

CONTENT: Principles of Technology 2
CORE CONCEPT: 1 Energy and Conservation
MAJOR OBJECTIVE: Evaluate gravitational potential energy, kinetic energy, conservation of energy and velocity.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Generally describe the nature of energy relating to mechanical, fluid electrical and thermal systems. (S11.C.2.1)	Students will describe and identify potential and kinetic energy. (S11.C.2.1.3)	Teacher evaluation of class exercises on energy of mechanical, fluid, electrical and thermal systems. Teacher observation of lab activity on energy of mechanical, fluid, electrical and thermal systems.	Video – Unit 5 – Energy – Overview (8:38 min) Text - Ch 5 – Energy - Overview Teacher generated exercises and activities
1.2 Distinguish between elastic and gravitational potential energy. (S11.C.2.1)	Students will examine and measure gravitational and elastic potential energy. (S11.C.2.1.3)	Teacher evaluation of class exercises on elastic and gravitational potential energy. Teacher observation of lab activity on elastic and gravitational potential energy.	Video – Unit 5 – Energy Mechanical Fluid 1 (11:51 min) Text – Ch 5.2 – Energy in Mechanical and Fluid Systems II ECI lab manual: 5 MF 1 lab: Measuring the potential of a spring (pages 5-1 - 5-7) Teacher generated exercises and activities

CONTENT: Principles of Technology 2
CORE CONCEPT: 1 Energy and Conservation
MAJOR OBJECTIVE: Evaluate gravitational potential energy, kinetic energy, conservation of energy and velocity.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.3 Distinguish between linear and rotational kinetic energy. (S11.C.2.1)	Students will examine and measure linear and rotational energy. Students will illustrate conservation of energy of a falling object. (S11.C.2.1.3)	Teacher evaluation of class exercises on linear and rotational kinetic energy. Teacher observation of lab activity on energy of linear and rotational kinetic energy.	ECI lab manual 5 MF 3: Using Energy in compressed Air to Operate Air Motors (pages 5-17 - 5-22) Text – Ch 5.1 – Energy in Mechanical and Fluid Systems I Teacher generated exercises and activities
1.4 Describe potential energy in an electrical system. (S11.C.2.1)	Students will describe a capacitor and inductor. (S11.C.2.1.4)	Teacher evaluation of class exercises on the potential energy of an electrical system.	Video – Unit 5 – Energy – Electrical (8:10 min.) Text – Ch 5.2 – Energy in Mechanical and Fluid Systems II Teacher generated exercises and activities

CONTENT: Principles of Technology 2
CORE CONCEPT: 1. Energy and Conservation
MAJOR OBJECTIVE: Evaluate gravitational potential energy, kinetic energy and conservation of energy and velocity.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.5 Describe the behavior of thermal energy and conservation. (S11.C.1.1)	Students will convert mechanical units to thermal units. Students will differentiate between conduction, convection and radiation. Students will measure thermal energy of conservation. (S11.C.1.1.6)	Teacher evaluation of class exercises on thermal energy. Teacher observation of lab activity on thermal energy.	Video – Unit 5 – Energy – Thermal (8:43 min) Text – Ch 5.4 – Energy in Thermal Systems ECI lab manual: 5T1 Lab : Equilibrium Temperature of a Mixture (pages 5-55 - 5-59)- Teacher generated exercises and activities

CONTENT: Principles of Technology 2
CORE CONCEPT: 2. Electrical Power
MAJOR OBJECTIVE: Draw schematic diagrams and chart series ,parallel and combination circuits to determine resistance, current voltage and power.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Examine a circuit containing resistors in series and parallel and calculate missing variables of resistance, current, voltage and power. (S11.C.2.1)	Students will draw a schematic diagram for series, parallel and combination circuits. Students will chart resistance, current, voltage and power for series, parallel and combination circuits. (S11.C.2.1.4)	Teacher evaluation of class exercises on circuits for resistance, current voltage and power.	Teacher generated exercises and activities

CONTENT: Principles of Technology 2
CORE CONCEPT: 3. Wave Characteristics
MAJOR OBJECTIVE: Examine wave properties. Introduce sine, cosine and tangent.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Generally describe wave motion. (S11.C.2.1)	Students will distinguish between longitudinal and transverse waves. Students will list the characteristics of a wave. (S11.C.2.1.1)	Teacher evaluation of class exercises on types of waves and wave characteristics. Teacher observation of lab activity on types of waves and wave characteristics.	Video- Unit 9- Waves and Vibrations- Overview (9:33 min.) Text – Ch 8.1 – Properties of Waves Teacher generated exercises and activities
3.2 Interpret wave behavior using drawings and the oscilloscope. (S11.C.2.1)	Students will define, draw and label wave characteristics. Students will determine voltage, period frequency and phase difference. (S11.C.2.1.1)	Teacher evaluation of class exercises on wave behavior. Teacher observation of lab activity on wave behavior.	Video- Unit 9- Waves and Vibrations- Characteristics (11:17 min.) Text – Ch 8.1 - Properties of Waves ECI Lab Manual: 9*1 Lab: Natural Frequency of a Vibrating Body (pages 9-1 – 9-14) 9*2 Lab: Vibration Isolation (pages 9-17 – 9-23) Teacher generated exercises and activities

CONTENT: Principles of Technology 2
CORE CONCEPT: 3 Wave Characteristics
MAJOR OBJECTIVE: Examine wave properties. Introduce sine, cosine and tangent.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Calculate angles and sides of a right triangle using trigonometry. (S11.A.1.1)	Students will reference the terms and variables from the triangle to the equation. Students will calculate the missing variables of a right triangle using trigonometry. (S11.A.1.1.2)	Teacher evaluation of class exercises on using trigonometry and right triangles. Teacher observation of lab activity on using trigonometry and right triangles.	Teacher generated exercises and activities Text – Ch 8.1 - Properties of Waves

CONTENT: Principles of Technology 2
CORE CONCEPT: 4 Wave Applications
MAJOR OBJECTIVE: Study interference and resonance.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Explain examples of interference. (S11.C.2.1)	Students will distinguish between constructive and destructive interference. (S11.C.2.1.1)	Teacher evaluation of class exercises on interference.	Video- Unit 9- Waves and Vibrations- Applications (9:35 min.) Text – Ch 8.2 - Wave Interactions Teacher generated exercises and activities

CONTENT: Principles of Technology 2
CORE CONCEPT: 5 Electromagnetic Radiation
MAJOR OBJECTIVE: Study the electromagnetic spectrum.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Identify electromagnetic spectrum divisions. (S11.C.2.1)	Students will compare their ranges of wavelength, frequency and energy. Students will identify four characteristics: wavelength, speed, frequency and energy. Students will describe a photon. Students will solve problems using the equations for speed and energy of EM radiation. (S11.C.2.1.1)	Teacher evaluation of class exercises on the electromagnetic spectrum. Teacher observation of lab activity on the electromagnetic spectrum.	Video- Unit 12- Radiation – Electromagnetic Spectrum (8:08 min.) Text – Ch 9.1 - Electromagnetic Radiation ECI Lab Manual: 12*3 Lab: The Electromagnetic Spectrum (pages 12-1 – 12-9) Teacher generated exercises and activities

CONTENT: Principles of Technology 2
CORE CONCEPT: 6 Nuclear Radiation
MAJOR OBJECTIVE: Describe and examine nuclear radiation and applications.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Describe and evaluate nuclear radiation. (S11.C.2.1)	Students will illustrate the three types of nuclear radiation. Students will compare shielding for the three types of nuclear radiation. (S11.C.2.1.1)	Teacher evaluation of class exercises on nuclear radiation. Teacher observation of lab activity on nuclear radiation.	Video – Unit 12 - Nuclear Radiation (10:22 min) Text – Ch 9.2 – Radiation Radiation ECI Lab Manual: 12*3 Lab-Nuclear Radiation (pages 12-21 - 12-29) Teacher generated exercises and activities

CONTENT: Principles of Technology 2
CORE CONCEPT: 7 Light
MAJOR OBJECTIVE: Examine the wave properties of light.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Examine properties of light. (S11.C.2.1)	Students will investigate the Law of Reflection and the Law of Refraction. (S11.C.2.1.1)	Teacher evaluation of class exercises on the properties of light. Teacher observation of lab activity on the properties of light.	Video- Unit 13 – Overview (10:04 min.) Text- Ch 10.1 – Ray Optics: Reflection and Refraction of Light Video – Unit 13- Ray optics- Reflection and Refraction (8: 44 min.) Text- Unit 13 –Ray Optics – Reflection and Refraction (pages 9 – 24) ECI Lab Manual- 13*1/2 Lab _ Reflection of Light (13-1 - 13-14) ECI Lab Manual- 13*3 Lab _ Refraction of Light (13-17 - 13-24) Teacher generated exercises and activities

CONTENT: Principles of Technology 2
CORE CONCEPT: 8 Optics
MAJOR OBJECTIVE: Describe the behavior of light.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Describe the behavior of light. (S11.C.2.1)	Students will analyze optics diagrams. (S11.C.2.1.1)	Teacher evaluation of class exercises on the behavior of light. Teacher observation of lab activity on the behavior of light.	Video – Unit 13 – Optics - Interference and Diffraction (6:36 min.) Text – Ch 10.1 – Ray Optics: Reflection and Refraction of Light ECI Lab Manual - 13*4/5 Lab – Lens Experiments (13-27 – 13-40) ECI Lab Manual – 13*6 Lab – Prism (pages 13-41 – 13-53) Teacher generated exercises and activities

CONTENT: Principles of Technology 2
CORE CONCEPT: 9 Laser Light
MAJOR OBJECTIVE: Describe laser light and applications.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Describe laser light and applications. (S11.A.1.1)	Students will identify the three main parts of a laser. Students will list four ways to put energy into a laser. Students will list three main types of lasers. Students will list three important characteristics of laser light. Students will identify where lasers are used. (S11.A.1.1.4)	Teacher evaluation of class exercises on laser light. Teacher observation of lab activity on laser light.	Video – Unit 13- Optics – Lasers (10:01 min.) Text – Ch 10.3 – Laser Light ECI Lab Manual – 13*7 Lab – Polarization (pages 13-55 – 13 –66) Teacher generated exercises and activities

CONTENT: Optical Systems
CORE CONCEPT: 10 Optical Systems
MAJOR OBJECTIVE: Study how optical systems work.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Describe how a few optical systems work. (S11.A.1.1)	Students will describe how the human eye forms an image of light. Students will use light ray diagrams to show why an eye is near-sighted or far-sighted. Students will show how lenses can correct near-sightedness or far-sightedness. Students will describe how a camera forms an image on film. (S11.A.1.1.4)	Teacher evaluation of class exercises on optical systems. Teacher observation of lab activity on optical systems.	Video – Unit 13 – Optics – Optical Systems – (7:51 min.) Text – Ch 10.1 – Ray Optics: Reflection and REfraction ECI Lab Manual – 13*8 Lab – Fiber Optics Data Links(pages 13-69 – 13 -76) Teacher generated exercises and activities

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Principles of Technology –year one

A (90 – 100%)

B (80 – 89%)

C (70 – 79%)

D (60 – 69%)

F (59 and below)

B. Individual student grades will be determined at the conclusion of a nine-week marking period based on:

1) Tests
2) Quizzes
3) Other assessment activities as outlined in this curriculum

V3 Academy Cyber Charter School

Principles of Psychology and Sociology

Principles of Psychology and Sociology

I. PHILOSOPHY

What can be expected from a course in Psychology and Sociology? Hands-on learning. Stimulating discussion and lively debate. Critical analysis of theory. In-depth research. Such is the world of Psychology and Sociology. This course is designed to give the college-bound student an introduction to the aforementioned social sciences. Since their inception in the mid to late Nineteenth Century and during their growth as legitimate fields of study in the post-World War II era, Psychology and Sociology have won increasing acceptance in the scientific community for their insistence on the principles of the scientific method in drawing conclusions about human behavior, group dynamics and socio-cultural trends. As one indicator of the common application of these fields, American industry, at the corporate as well as the small business level, has made personnel and structuring decisions based upon empirical data collected by social scientists. Few professional communities, whether political organizations, religious institutions, civic organizations, labor unions, or sports teams, find themselves lacking a specialist whose primary function is to promote mental health in, or positive work climate among its members. Further, businesses and non-profit organizations alike realize the absolute necessity of knowing the culture of their community, both locally and internationally. Psychology and Sociology, therefore, are essential for all persons who will interact with other persons on a personal or professional level.

Students will play an active role analyzing human behavior, intelligence, learning and perception, personality, mental illness, group dynamics, mores, crime and punishment, and social stratification. A significant portion of the course will involve independent research, and students will regularly journal their findings as well as conduct surveys, interviews and other experiments, using various observation techniques and technologies. Numerous mental health professionals and guest speakers will present students with perspectives into career opportunities and realities.

Students who successfully complete this course will possess the advantage of entering a liberal arts post-secondary education with a strong foundation in Psychology and Sociology. They will have implemented the scientific method as it relates to human behavior. They will appreciate the irony that, while humans are unique individuals, they nonetheless behave in predictable ways. Perhaps most importantly, students will inevitably gain through reflection and discussion a deeper understanding of who they are as individuals and as group members.

II. CORE CONCEPTS

1. Contributions of pioneers in Psychology and Sociology: state the essential elements of early and recent theories in Psychology and Sociology.
2. Various theories of sensation, perception, learning, memory and intelligence: apply theories of cognitive functioning to human growth and development.
3. Conditioning and behavior modification: apply an informed viewpoint regarding the theories of conditioning and behavior.
4. Identification and evaluation of theories of motivation, emotion, and personality development: explain the concepts of motivation, emotion, and personality.
5. Human development and transitional challenges: analyze stages of physical and psychological development.
6. Anxiety, side effects, and coping strategies: examine the causes and effects of stress as well as effective methods of coping with anxiety.
7. Mental disorders and legal/cultural implications: identify, compare, and contrast psychosocial disorders as they relate to societal norms.
8. Recognition of social groups and group dynamics: recognize characteristics of groups and how their members interact.
9. Deviance and social stratification: examine deviant behavior on an individual and a group level, with particular attention to social movements and trends in American history.
10. Inequalities between races, genders, and generations: describe differences in treatment of non-normative groups in society.
11. Research methodology in Psychology and Sociology: understand how research into human behavior is conducted objectively.
12. Development of listening, reasoning, and communication skills: develop competence in skills related to articulation of well-constructed viewpoints.

III. COURSE OF STUDY

A. Course Study: Psychology/Sociology

B. Grade Level: Eleven or Twelve

C. Length of Course

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: Academic

E. Credits: : 1.0

F. Prerequisites: none

G. Course Description:

Principles of Psychology and Sociology is intended for the serious academic student who wishes to learn more about two social sciences in preparation for undergraduate studies or as a precursor to career employment in a related field. The candidate for this course should be aware that a significant amount of reading, research and independent investigation are vital components of the curriculum. This two-phase course is ideally designed for the college-bound student who is interested in facets of human behavior. The first twenty weeks will focus on psychology. The remaining sixteen weeks will focus on sociology.

CONTENT: Principles of Psychology and Sociology
CORE CONCEPT 1: Contributions of pioneers in Psychology and Sociology.
MAJOR OBJECTIVE: State the essential elements of early and recent theories in Psychology and Sociology.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Identify and evaluate major pioneers in the fields of Psychology and Sociology. Compare, contrast, and evaluate the contributions of various pioneers to their schools of thought.	Read biographies of early theorists. Define and interpret the interconnection of the id, ego, and superego, as well as Freud's Defense Mechanisms. Predict future developments in Psychology and Sociology. Write hypothetical dialogue between the pioneers in Psychology and Sociology.	Teacher evaluation of completion of teacher-created assignments regarding the pioneers of Psychology and Sociology. Teacher monitoring of student verbal responses to teacher-initiated questions regarding the origins of both fields of study. Teacher assessment of students' predictions of future trends. Teacher evaluation of tests and quizzes focusing on past origins and current trends in both social sciences. Teacher evaluation of written essays about founders of Psychology and Sociology.	Understanding Psychology, by Richard Kasschau (Chapters 1, 2). Sociology and You, by Jon Shepard and Robert Greene (Chapters 1–3). Sigmund Freud (from the I.U. #13 video library). Video: Standard Deviants' Psychology (from school library) Annual Editions, a yearly compilation of current articles in Psychology and Sociology.

1.2 Differentiate between the following major concentrations of applied psychology: forensic, educational, community, organizational, environmental, sports/health, experimental.	Summarize information presented by guest speakers. Highlight and react to published essays and printed histories. Write case histories for hypothetical clients. Write diagnoses for mental health clients, given a list of symptoms.	Teacher evaluation of journal entries which simulate the findings of a mental health professional, given actual case histories of mental health clients. Teacher evaluation of group discussion about the merits and challenges of various careers in the fields of Psychology and Sociology. Teacher evaluation of quizzes regarding the differences between vocations within the four fields of Psychology.	Understanding Psychology, by Richard Kasschau (Chapters 1, 2). Various overhead transparencies. Guest speakers to include: Northern Lebanon School District psychologist; Philhaven Hospital psychologists; Pennsylvania State Police psychologist. The Psychosocial Family Tree, by David Arnold.
1.3 Classify pioneers of Psychology and Sociology according to the school of study to which they gave contributions, whether behavioral, psychoanalytic, humanistic, cognitive, or eclectic.	Sort lists of pioneers in Psychology and Sociology into schools of concurring thought. Match the names of pioneers in the social sciences with their specific contributions, such as the psychoanalytic or the behaviorist school. Cite two identifying features of each school of thought.	Teacher monitoring of student verbal responses to teacher-driven questions distinguishing the various schools of Psychology. Teacher assessment of quizzes created to measure mastery of the schools of thought and pioneers within each school. Teacher evaluation of written essays about pioneers in each of the schools of Psychology.	Internet websites which assess comprehension of the Psychology schools of thought. Understanding Psychology, by Richard Kasschau (Chapters 1, 2).

CONTENT: Principles of Psychology and Sociology
CORE CONCEPT 2: Various theories of sensation, perception, learning, and memory.
MAJOR OBJECTIVE: Apply theories of cognitive functioning to human growth and development.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Understand the sequential biological, emotional, and intellectual development of humans.	Review current research on cognitive development. Observe and document characteristics of thought development in guests to class who range in age from pre-school through early adolescence. State the scientific evidence supporting various theories of cognitive development.	Teacher evaluation of student responses in identifying research trends and characteristics of thought development in guests. Teacher evaluation of tests and quizzes that measure mastery of the cognitive development of humans. Teacher assessment of student summaries of guest speakers' developmental levels	Understanding Psychology, by R. Kasschau (Chapters 4-10). Guest speakers of varying ages from the community. The Human Brain (from I.U. #13 video library). Annual Editions in Psychology (a yearly compilation of scholarly articles)
2.2 Apply the definitions of sensation, perception, learning and memory as they relate to human growth and development.	Read, repeat, and review definitions of sensation, perception, learning and memory. Specify personal approaches to memory enhancement which are effective for each individual. Write reflectively on personal human growth and memory development.	Teacher monitoring of student participation in a cognitive retrieval ("déjà vu") exercise. Teacher assessment of written quizzes which assess student mastery of the components of perception, memory enhancement, and recall abilities.	Understanding Psychology, by R. Kasschau (Chapters 4-10). Meaningfulness and Memory , by P.S. Fernald and L.D. Fernald. Performing a Déjà Vu Experience, by Appleby.

2.3 Develop personal memory storage and retrieval abilities.	Complete a memory assessment inventory periodically throughout the length of the course. Participate in experiments in class to measure perception, memory, and recall abilities. Apply the scientific theories of cognitive functioning to their results. Write lists of techniques which enhance personal memory storage and retrieval.	Teacher monitoring of student performance on in-class memory storage and recall activities. Teacher evaluation of quizzes or tests involving memory. Peer evaluation of journal entries which explain student conclusions and apply relevant principles.	Meaningfulness and Memory , by P.S. Fernald and L.D. Fernald. Understanding Psychology, by R. Kasschau (Chapter 3). Sensation and Perception (from I.U. #13 video library).

CONTENT: Principles of Psychology and Sociology
CORE CONCEPT 3: Conditioning and behavior modification.
MAJOR OBJECTIVE: Develop and apply an informed viewpoint regarding the theories of conditioning and behavior.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Understand the concepts of Classical and Operant Conditioning as they related to learning and memory.	Document sensations during straw and buzzer experiments. Participate in a series of maze races after constructing a paper and pencil maze. Retrieve and identify contemporary examples of operant versus classical conditioning. Write essays demonstrating the differences between Classical and Operant Conditioning.	Teacher evaluation of journal entries which document findings in conditioning experiments and summaries of applied conditioning in society. Teacher evaluation of experiment conclusions and student mastery of tests and quizzes regarding conditioning and learning. Teacher evaluation of written essays.	Understanding Psychology, by R. Kasschau (Chapters 2 - 4). The Human Brain (I.U. #13 video library).
3.2 Demonstrate the contrasting theories of Operant and Classical Conditioning.	Listen to an audio clip from the soundtrack to Jaws and document reactions. Define latent inhibition and identify three of its causes as it relates to Operant Conditioning. Participate in Smith, Bare, Sletten and Kemble's exercises.	Peer evaluation of journal entries which reflect student responses to activities. Teacher monitoring of class discussion, both summative and evaluative, regarding conditioning.	Understanding Psychology, by R. Kasschau (Chapters 2 - 4). JAWS: Demonstrating Classical Conditioning, by Randolph Smith. A Demonstration of Latent Inhibition, by Sletten & Kemble.

CONTENT: Principles of Psychology and Sociology
CORE CONCEPT 4: Identification and evaluation of theories of motivation, emotion, and personality.
MAJOR OBJECTIVE: Explain the concepts of motivation, emotion, and personality.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Develop a personal theory of the causes and manifestations of human emotions.	Compare and evaluate the James-Lange and the Schachter-Singer theories of emotion. Review and synthesize theories of emotion. Develop a working model of the continuum of emotions, in the form of a graphic organizer. Write journal entries summarizing personal emotional states and shifting mood patterns.	Teacher monitoring of small group discussion in which students identify common emotions as well as uniquely felt emotions. Teacher assessment of mastery of emotions theory by constructing a chart portraying a continuum of emotions. Teacher assessment of tests and quizzes assessing student ability to summarize theories of emotion.	Understanding Psychology, by R. Kasschau (Chapter 6). Test of Driving Etiquette, by Dr. Leon James. Various posters and pictorial collages which show humans emoting. Film: North By Northwest (from local public library)
4.2 Explain the essential elements of motivation theories.	Review and evaluate theories of motivation. Participate in McClelland's Thematic Apperception Test. Apply concepts from Maslow's Hierarchy of Needs to personal decision-making and communication with peers and family members. Write essays reflecting on and predicting personal successes and future goals (academic, etc.).	Teacher monitoring of student dialogue weighing the relative merits of various motivation theories. Teacher evaluation of journal entries which enable the student to debrief the exercises applying motivation concepts. Teacher assessment of tests and quizzes which measure student mastery of motivation theories.	Understanding Psychology, by R. Kasschau (Chapter 6). Brute Force in Problem Solving, by W.E. Scoville. Teaching the Distinction Between Negative Reinforcement and Punishment, by Robert Tauber. Robert Plutchik's Model of Simple and Complex Emotions.

4.3 Explain the similarities and differences of theories of personality development which stem from the four major schools of Psychology.	Read and discuss theories of personality development, from the psychodynamic (Freudian), behavioral (Skinnerian), humanist (Rogerian and Maslowian), and biological (Eysenckian) perspectives. Complete and score a personality inventory. Write journal entries which evaluate the merits of each personality theory, and form an eclectic personal theory of personality development.	Teacher monitoring of class participation through discussion and candid completion of a personality test. Teacher evaluation of journal entries which reflect thoughtful analysis of personality theories. Teacher evaluation of tests and quizzes involving the similarities and differences among personality theories.	Understanding Psychology, by R. Kasschau (Chapters 11). Theories of Personality (from I.U. #13 video library). Personality tests (such as the *Kiersey Temperament Sorter* and the Smalley Type Indicator) Rorshach's Projective Test of Personality. Sigmund Freud: An A & E Video Biography.
4.4 Understand and formulate comprehensive viewpoints concerning theorists' explanations of altered states of consciousness.	Read and discuss theories of sleeping and dreaming, hypnosis and hallucinations. Participate in a sensory deprivation simulation. Research and summarize short- and long-term effects of psychoactive drugs on human cognitive, emotional, and social functioning. Write essays explaining the causes of various altered states of consciousness.	Teacher evaluation of group multi-media presentations which highlight theories of sleep, dreams, hallucinations, and forms of meditation. Teacher analysis of essays about altered states of consciousness.	Understanding Psychology, by R. Kasschau (Chapter 7). Film: Oklahoma! (from local public library). Cardboard appliance box, headphones, and peripherals used to create a sensory deprivation chamber.

CONTENT: Principles of Psychology and Sociology
CORE CONCEPT 5: Human development and transitional challenges.
MAJOR OBJECTIVE: Analyze stages of physical and psychological development.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Understand the essential elements of each stage of development from infancy to adulthood.	Read and review various resources which highlight physical and psychological development of humans. Analyze examples of intelligence tests and create an authentic test. Discuss peers' observations regarding infant and child behavior. Write journal entries about personal memories of childhood.	Teacher-designed journal assignment involving analysis of physical stages of development. Self-assessment through intelligence test analysis. Teacher observation of student discussions of test development and human behavior. Teacher evaluation of quizzes and tests involving developmental changes among humans.	Understanding Psychology, by R. Kasschau (Chapters 8 - 10). Three Tasks of Adolescence: Cognitive, Moral, Social by Mary Moore Vandendorpe. Library resources to include encyclopedias, internet research, reference books. Children's games: Uncle Wiggly, Chutes and Ladders, etc.
5.2 Analyze normal and abnormal variances that are studied by psychologists and sociologists.	Observe and document descriptions of children's behavior patterns. Interview older adults about their joys, challenges and frustrations. Summarize current news articles which discuss variations at any transitional time in a human's lifespan. Write journal entries about behavioral variances among humans of all ages.	Teacher evaluation of written reports summarizing behavior variations among children, adolescents, and the elderly. Teacher evaluation of small group findings from interviews. Teacher evaluation of tests and quizzes concerning fluctuations from norms in human development. Teacher evaluation of written entries.	Understanding Psychology, by R. Kasschau (Chapters 8 - 10). Guest speakers from the community, ranging in age from pre-school through adolescence and early- and older-adulthood. Lost Children of Rockdale County (school library video). Depression & Mood Disorders (I.U. #13 video library). Current issues of Daily News and the Patriot News.

CONTENT: Principles of Psychology and Sociology
CORE CONCEPT : Anxiety, side effects, and coping strategies.
MAJOR OBJECTIVE: Examine the causes and effects of stress as well as effective methods of coping with anxiety.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Identify the causes of anxiety that affect an individual.	Research psychologists' lists of stress-inducing events. Analyze those factors which create variances in stress levels. List ten stressors in student's personal life story. Create a stress inventory with corresponding point values.	Teacher monitoring of journal entries which document research findings. Self-completion of Stress Inventory which includes directions and a scoring rubric. Teacher evaluation of text-base quiz measuring comprehension of the causes of stress.	Understanding Psychology, by R. Kasschau (Chapter 13). Various school library media including internet sites and reference materials. Stress and the Chicken (from I.U. #13 video library).
6.2 Examine and evaluate coping mechanisms, both healthy and unhealthy, in dealing with personal stress.	Reenact Dollinger's simulation of "The Aggression Machine." Conduct Watson's field experiment related to helping subjects exposed to stress. Write journal entries reflecting on personal stress coping mechanisms.	Teacher evaluation of journal entry that reflect student responses to Dollinger's anger model. Teacher evaluation of journal highlighting findings from "Helping" study.	Understanding Psychology, by R. Kasschau (Chapters 13 - 16). The Aggression Machine: A Simulation, by Stephen Dollinger. A Field Experiment in Helping, by David Watson.

CONTENT: Principles of Psychology and Sociology
CORE CONCEPT 7: Mental disorders and legal/cultural implications.
MAJOR OBJECTIVE: Identify, compare, and contrast psychosocial disorders as they relate to societal norms.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Define and give examples of anxiety disorders, dissociative & mood disorders, schizophrenic disorders, and personality disorders.	Define psychopathology, psychotherapy, and related professional terms. Interact with a licensed social worker. Predict challenges faced by individuals diagnosed with specific disorders. Write journal entries which predict difficulties faced by the mentally ill.	Teacher observation of group interaction and discussions. Self-assessment of teacher-created assignment sheets. Teacher monitoring of journal entries that predict the difficulties faced by the mentally ill. Teacher evaluation of tests and quizzes regarding psychological disorders.	Understanding Psychology, by R. Kasschau (Chapters 13 - 16). OCD and ADD tests, and "Opener Scale" Inventory. Guest speaker from Harrisburg Polyclinic Hospital. Film: The Three Faces of Eve Depression & Mood Disorders (I.U. #13 video library).
7.2 Investigate legal, corporate, and cultural trends in accommodating and/or excluding the mentally ill from participation or membership.	Read and review text information and current court cases. Role-play assigned positions in a hypothetical interaction within the topical framework of abnormal psychology. Write essays summarizing current events and trends concerning societal attitudes toward, and treatment of the mentally ill.	Teacher monitoring of classroom discussion of research findings. Teacher evaluation of role playing accuracy and creativity. Teacher assessment of tests and quizzes regarding legal and cultural trends in society.	Understanding Psychology, by R. Kasschau (Chapters 15, 16). Normal Probability Curve, by Peter Fernald. Paradigms on the Etiology and Treatment of Abnormal Behavior, by Janet Morahan-Martin. Understanding Abnormal Behavior, by Antonio Puente.

CONTENT: Psychology and Sociology as Science
CORE CONCEPT 8: Recognition of social groups and group dynamics.
MAJOR OBJECTIVE: Recognize characteristics of groups and how their members interact.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Examine the dynamics of social interaction and relationships within families, organizations, institutions, and religious groups in societies around the world.	Identify and describe accurately the five institutions of a society. Read and interpret historical documents and census data. Conduct topic-relevant surveys and experiments using the scientific method. Participate in group dynamics experiments which demonstrate concepts in social interaction and relationships.	Teacher observation of group interaction and discussions. Teacher evaluation of completion of teacher-created assignment sheets. Teacher evaluation of journal entries that summarize collected research. Teacher evaluation of survey conclusions for accuracy and adherence to the scientific method.	Understanding Psychology, by R. Kasschau (Chapters 9, 10). Sociology and You, by Jon Shepard and Robert Greene (Chapters 1, 6, 8, 11, 13). "Cats in the Cradle", by Harry Chapin. "Chuckles Bites the Dust" (Mary Tyler Moore Show episode).
8.2 Understand the social dynamics which guide activities and establish hierarchies during peer group interactions.	Research and simulate the Milgram Study on Obedience to Authority. Research and replicate the Asch Study of Conformity. Write journal entries summarizing simulation of the Darley and Latane Study on Diffusion of Responsibility. Investigate the mid-twentieth century surge of group studies.	Teacher evaluation of journal entries concluding and reacting to in-class experiments performed by Milgram, Asch, and Darley & Latane. Teacher assessment of experiment-driven quiz regarding the results of in-class lectures and reenactments.	Understanding Psychology, by R. Kasschau (Chapter 17). Sociology and You, by Jon Shepard and Robert Greene (Chapter 6). Milgram Study on Obedience to Authority, Asch Study of Conformity, and Darley & Latane Study on Diffusion of Responsibility. Film: The African Queen (from

			local public library).

8.3 Analyze the effects of an individual's actions on other people.	Examine the history of social protest movements and societal/governmental reactions to those events. Write essays which summarize theories as to how specific historic or recent events might have produced different results if certain behavioral variables had changed.	Teacher evaluation of journal entries that state and defend opinions about social movements and their successes/ failures.	Understanding Psychology, by R. Kasschau (Chapters 17, 18). Sociology and You, by Jon Shepard and Robert Greene (Chapters 5 - 7). Jonestown: The Life and Death of People's Temple (video from school holdings).

CONTENT: Principles of Psychology and Sociology
CORE CONCEPT 9: Deviance and social stratification.
MAJOR OBJECTIVE: Examine deviant behavior on an individual and a group level, as they predict future societal changes by identifying the cause-effect relationship of broad social movements to the changes they effected.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Identify the social, psychological and political/legal issues relevant to the problem of crime in society.	Analyze crime statistics, both locally and nationally. Synthesize information presented by various law enforcement officials. Create a hypothetical "ideal" law enforcement system for a fictional state. Write journal entries which hypothesize the causes of fluctuations in crime types and rates of crime.	Teacher observation of group interaction and discussions. Teacher evaluation of completion of teacher-created Crimes Manual, a history of Crime in Pennsylvania. Teacher evaluation of journal entries that summarize research findings.	Sociology and You, by Jon Shepard and Robert Greene (Chapter 7). Sourcebook of Criminal Justice Statistics. Pennsylvania Crimes Code. Guest speakers including Lebanon County and state law enforcement officials.
9.2 Demonstrate an understanding of prejudice as it relates to current issues facing communities in the United States and other nations.	Define and classify ideology, racism, prejudice, and discrimination. Investigate historic attempts to combat racial prejudice. Read and review current instances of racial tensions worldwide and the changes they are bringing to their respective countries. Write journal entries which predict future race relations.	Teacher evaluation of completion of teacher-created assignment sheets and quizzes or tests regarding facts about the history of racism. Teacher facilitation and evaluation of classroom discussion of racism and discrimination. Teacher evaluation of journal entries which predict future trends in race relations.	Sociology and You, by Jon Shepard and Robert Greene (Chapters 3 - 10). Various school library media including internet sites, reference materials, and newspapers such as The Patriot News, The Lebanon Daily News, and The New York Times.

9.3 Predict future trends in the criminal justice system and in the socio-economic demographics of American society.	Define and cite examples of upper-, middle-, and lower- class traits. Read and review text information, crime statistics, and census data. Identify and defend the selection of three societal trends which will continue, and three trends which will change during the next decade. Write journal entries hypothesizing future trends in American poverty and poverty reduction.	Teacher assessment of classroom discussion regarding the topics of crime and crime prevention. Teacher evaluation of student journals summarizing research and predicting future developments.	Understanding Psychology, by Richard Kasschau (Chapter 19). Sociology and You, by Jon Shepard and Robert Greene (Chapter 17). Understanding Abnormal Behavior, by Antonio Puente.

CONTENT: Principles of Psychology and Sociology
CORE CONCEPT 10: Inequalities between races, genders, and generations.
MAJOR OBJECTIVE: Describe differences in treatment of non-normative groups in society.

CURRICULUM STANDARD: no Pennsylvania standards available			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Analyze causes of unequal treatment imposed by society's institutions based upon age, race, and gender.	Read and review sociological studies of causes of race, gender, and age discrimination. Define social mobility and assemble factors that encourage upward/downward mobility. Role-play an assigned viewpoint in a hypothetical interaction. Write journal entries summarizing theories about inequalities of age, race, and gender.	Teacher observation of small group interaction and role-playing. Teacher evaluation of lecture-based assignments regarding facts about societal inequalities.	Sociology and You, by Jon Shepard and Robert Greene (Chapters 8, 9). Various school library media including internet sites and reference materials. Annual Editions in Sociology (a yearly compilation of scholarly articles)

10.2 Analyze the effects of gender, race, or age on human relationships.	Define and cite examples of ethnicity and culture. Distinguish between folkways, mores, norms and sanctions. Create and implement a written survey for respondents from another group. Read and review text information and census data.	Teacher monitoring of classroom discussion of topics related to racial, generational, and gender tensions. Teacher evaluation of lecture-based assignment sheets. Teacher evaluation of student oral reports about specific cultural traits of communities around the world.	Sociology and You, by Jon Shepard and Robert Greene (Chapters 8, 9). Understanding Abnormal Behavior, by Antonio Puente. What Would You Do If?, by W.E. Scoville.

CONTENT: Principles of Psychology and Sociology
CORE CONCEPT 11: Research methodology in Psychology and Sociology.
MAJOR OBJECTIVE: Understand how research into human behavior is conducted objectively.

CURRICULUM STANDARD: no Pennsylvania standards available			
Student Expectations	Specific Content	Assessments	Resources/Materials
11.1 Analyze and evaluate research methods used by social scientists.	Define universe, random sample, dependent, and independent variables. Examine samples of experimental design utilized by prominent psychologists and sociologists. Write journal entries summarizing personal methodology used during in-school experiments.	Teacher observation of student discussion of and replication of historic research studies. Teacher evaluation of student completion of teacher-created assignment sheets. Teacher evaluation of tests and quizzes designed to assess comprehension of research methods and designs.	Understanding Psychology, by Richard Kasschau (Chapter 20). Sociology and You, by Jon Shepard and Robert Greene (Chapters 1, 2). Experimental Design: Varying Heart Rate, by Cameron, Christiano, and Mausner.
11.2 Examine and practice established codes of ethics in human and animal research and clinical practice.	Contribute to small group discussion of treatment of animals in laboratory research. Assume and develop position statements on real-life issues related to ethics and experimentation. Engage in classroom experiments while applying codes of ethics such as full disclosure (debriefing).	Teacher monitoring of classroom discussion of topics related to ethics and scientific experimentation. Teacher evaluation of text-based and teacher-created assignment sheets about ethics in psychology and sociology. Teacher evaluation of student journal entries stating and defending an ethical viewpoint.	Ethics in Animal Research, by Martin. Three Exercises on the Ethics of Research on Humans, by Siever. Obedience and Ethics, by Erickson, Grover, and Davis. Psychological Code of Ethics, established by the American Psychiatric Association.

11.3 Apply systematic methods of inquiry to study and explain human and animal behavior in regard to neural, physiological, cognitive, and interpersonal contexts.	Create and implement written surveys, questionnaires, and interviews. Learn and synthesize the four approaches (schools) of psychology. Complete a cooperative learning activity discussing human and animal behavior.	Teacher observations of student interactions in cooperative learning activity. Teacher evaluation of student data collected and conclusions drawn in interviews and experiments. Teacher evaluation of text-based and lecture-based exams regarding the scientific method.	Understanding Psychology, by Richard Kasschau (Chapter 20). Sociology and You, by Jon Shepard and Robert Greene (Chapters 1, 2). The Personal Space Violation Demonstration, by Peter Burzynski.
11.4 Determine errors in human judgment in consideration of empirical evidence.	Participate in empirical evidence demonstration exercise. Review and collect current information relating to study and examples of human behavior. Review probability and variance. Define terms mean, median, and mode.	Teacher monitoring of student responses in classroom discussion about human error in experimentation. Teacher evaluation of teacher-designed assignment sheets and quizzes.	Understanding Psychology, by Richard Kasschau (relevant chapters). Human Judgement Versus Empirical Evidence, by Jane Jegerski. Probability and Chance Variation, by Jane Jegerski.

11.5 Investigate lectures, research synopses, and personal viewpoints from a variety of sources.	Participate actively in classroom discussion. Compile coherent information from printed and oral sources. Develop personal viewpoints related to issues in Psychology and Sociology. Write summaries of current events articles and scholarly journal articles.	Teacher observation of class discussions. Teacher assessment of teacher-created assignment sheets. Teacher monitoring of journal entries which document findings from various media sources. Teacher evaluation of lecture-based quiz regarding experimental method and design.	Sociology and You, by Jon Shepard and Robert Greene (Chapter 17). Will Class Participation "Kill" You? Refuting a Common Irrational Belief by Teaching Research Methods, by Carducci. Video: Standard Deviants' Psychology (from school library)
11.6 Utilize research statistics to develop questions and draw conclusions.	Record information from lectures and personal research. Identify and ask the same questions which are asked by social scientists. Create thoughtful, well-constructed questions to ask classmates and family members. Write well-developed opinions about current research findings in Psychology and Sociology.	Teacher evaluation of teacher-created assignments regarding ongoing research plans. Teacher evaluation of journal entries that pose unanswered questions regarding human and group behavior.	Sociology and You, by Jon Shepard and Robert Greene (Chapter 20). Various school library media including internet sites, reference materials, and newspapers such as The Patriot News, The Lebanon Daily News, and The New York Times.

CONTENT: Principles of Psychology and Sociology
CORE CONCEPT 12: Development of listening, reasoning, and communication skills.
MAJOR OBJECTIVE: Develop competence in skills related to articulation of well-constructed viewpoints.

CURRICULUM STANDARD: no Pennsylvania standards available			
Student Expectations	Specific Content	Assessments	Resources/Materials
12.1 Justify a position taken on a public issue related to Psychology or Sociology.	Construct and articulate well-formed viewpoints, both oral and written, regarding a specific stance taken on a social science-related issue. Consider opposing viewpoints and evaluate their merits and weaknesses.	Teacher evaluation (quarterly) of class debates for thoroughness and persuasiveness. Teacher monitoring of journal entries and research summaries that document findings from various media sources.	Sociology and You, by Jon Shepard and Robert Greene (Chapters 11 - 17). Use of Debates in Introductory Psychology, by Morahan-Martin. Debate Scoring Rubric.
12.2 Make decisions based on objective and accurate information.	Observe and listen accurately without interjecting during another's presentation. Analyze examples of behavior cautiously, with a "healthy skepticism". Write evaluations regarding the quality of psychological findings, looking for thoroughness and soundness.	Teacher observation of student ability to defer judgment. Teacher monitoring of class discussions regarding controversial or sensitive subject matter. Teacher assessment of journal entries related to healthy skepticism.	Understanding Psychology, by Richard Kasschau (entire text). Sociology and You, by Jon Shepard and Robert Greene (entire text).

V. EXPECTED LEVELS OF ACHIEVEMENT

Tests/Quizzes will be graded on the following scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below.

Debates will be held quarterly and will be evaluated on the basis of thoroughness of research as well as quality of presentation. Student peers will play a role in the competitive, comparative scoring of debate participants.

Journal Entries will be evaluated on the basis of their length-appropriate and topically relevant responses to the assigned questions. Attention will be given to mechanics and writing style, but the major emphasis will be placed upon thoroughness and integrity of content. Along with a notebook and textbook, the journal will be brought to class and maintained for the duration of the course.

Class participation will be expected in the form of active listening and consistent contribution to discussions throughout the school year.

Library research will be conducted both corporately and independently and will be evaluated on the basis of focus and productivity. Research periods are not optional study halls.

Major projects and essays will be chosen by the student with direction and guidance from the instructor, and will include extensive accumulation of information, documentation of sources, and creation of several drafts in accordance with current approaches to writing.

Textbooks will be distributed at the beginning of the Psychology course, and then again at the beginning of the Sociology course. It is expected that textbooks will be brought to class every day.

V3 Academy Cyber Charter School

Integrated Science 7

INTEGRATED SCIENCE 7

I. PHILOSOPHY

The seventh grade integrated science curriculum expands upon the concepts of science learned in the elementary school. The emphasis of this course is to utilize inquiry based learning to establish a foundation of science fundamentals in all areas of scientific study. This course will be required of all seventh grade students and is flexible enough to meet the needs of a wide range of ability and interest levels. Information in this course meets the Pennsylvania state and national standards.

Teachers of this course will utilize a variety of teaching modalities. These include lectures, demonstration, cooperative learning activities, and laboratory investigations. Instruction will be supplemented with audio-visual aids such as, scientific charts, subject specific films, and tutorial computer software. The students will be expected on occasion to do individual research using a variety of reference materials and tools.

A key component of this course is an integration of the different areas of science. Throughout the year students will be made aware of the relationships that exist between the biological, physical, and earth sciences. Many areas of science require a working knowledge of basic math skills. The course provides the opportunity to hone these skills while learning about the natural world. By utilizing an integrated science approach, students will have the opportunity to see scientific connections in their everyday life.

II. CORE CONCEPTS

1. Metric Measurement and Data Analysis (General Science) - Acquire and utilize measurement skills to record and analyze data.

2. Cells (Life Science) - Develop a basic understanding of cellular processes.

3. Heredity (Life Science) - Recognize the general principles involved in human heredity.

4. Forces and Motion (Physical Science) - Develop an understanding of forces and how they apply to motion.

5. Work and Energy (Physical Science) - Explore the concepts of work and energy transfer.

6. Simple Machines (Physical Science) - Apply knowledge of work and forces to the concept of simple machines.

7. Plate Tectonics (Earth Science) - Develop an understanding of the processes of plate tectonics and how they relate to seismic activity.

8. Geological Time (Earth Science) - Develop a basic understanding of the Earth's geological history.

9. Earth's Waters (Earth Science) - Explore the water cycle, water collection and drainage, and water as a resource.

10. Ocean Environments (Earth & Life Sciences) - Develop an understanding of sea-floor topography, salt water ecosystems and human impacts on ocean environments.

III. COURSE OF STUDY

Course Study: Integrated Science 7

Grade Level: 7

Length of Course:

Frequency: Every Day

Duration: 1 Hour

Length: 180 Days

Academic Level: On Grade Level

Credits: 1.0

Prerequisites: None

Course Description:

This course is a study of the natural laws of science. Its emphasis is on why things work the way they do. The course will include topics on metric measurement, cells, heredity, energy forces, simple machines, plate tectonics, geologic time, and Earth's waters. Thinking skills, such as predicting, comparing and contrasting, and finding relationships will be stressed. Science skills such as safety, measurement, hypothesizing, organizing and analyzing data, and identifying variables and constants will be developed throughout the curriculum. The class will consist of lectures, class discussion, cooperative activities, laboratory activities, and computer assisted learning.

IV. CONTENT: Integrated Science 7
CORE CONCEPT: 1 Metric Measurement and Data Analysis (General Science)
MAJOR OBJECTIVE: Acquire and utilize measurement skills to record and analyze data

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Students will successfully convert from one metric unit to another. **S8.A.2.1** **S8.A.2.2**	Students will move the decimal point in the correct direction to successfully convert a metric conversion problem. Students will recite the metric prefixes in the correct order, which include: kilo, hecto, and deka, deci, centi and milli. Students will identify the place value associated with each metric prefix.	• Teacher observation of students correctly converting from one unit to another. • Teacher evaluation of proper identification of metric prefixes. • Teacher observation of student responses of the correct place value when cued.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
1.2 Students will identify the three base units of the metric system for length, volume, and mass. **S8.A.2.2** **S8.A.3.1**	Students will state the base units associated with length, volume, and mass. Which are meters, liters, and grams.	• Teacher directed class discussion citing the three base units associated with length, volume, and mass.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 1 Metric Measurement and Data Analysis (General Science)
MAJOR OBJECTIVE: Acquire and utilize measurement skills to record and analyze data

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.3 Students will utilize measuring tools associated with the three base units. **S8.A.2.2**	Students will apply their knowledge of base units by correctly and safely using measuring tools. Students will measure length, mass, and volume using objects in the science room.	• Teacher observation of students correctly measuring objects in the science room.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
1.4 Students will demonstrate an understanding of data, variables, and controls. **S8.A.2.1** **S8.A.2.2**	Students will correctly identify data, variables, and controls while participating in a lab activity. Students will create their own experiment showing proper knowledge of variables, controls and data analysis.	• Teacher evaluation of student listed data, variables, and controls present in a lab activity. • Teacher evaluation of student writing including experimental hypothesis, procedures and data analysis.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
1.5 Students will distinguish between a scientific theory and law. **S8.A.2.1** **S8.A.2.2** **S8.A.3.2**	Students will correctly explain a theory and law. Students will identify real world examples of scientific theories and laws.	• Teacher evaluation of students labeling a given scenario as being a scientific theory or law. • Teacher evaluation of a student-generated graphic organizer illustrating real world examples of theories and laws.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 2 Cells
MAJOR OBJECTIVE: Develop an understanding of cellular processes

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Students will compare the size of atoms, molecules and cells.	Students will recognize that structures proceed in order from smallest to biggest as atom, molecule, cell.	• Teacher directed comparison of structure size using various models.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
2.2 Students will identify the organelles found in plant and animal cells. **S8.B.1.1**	Students will label cell organelles on plants and animals. Students will compare and contrast plant and animal cells.	• Teacher evaluation of students correctly labeling and identifying cell organelles. • Teacher evaluation of graphic organizer comparing plant and animal cells.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
2.3 Students will describe the function of the cell membrane as it relates to traffic in and out of a cell. **S8.B.1.1**	Students will identify the cell membrane in a cell and describe its function. Students will describe how materials move in and out of a cell through the cell membrane. Students will identify which objects are easily moved in and out of the cell membrane.	• Teacher directed discussion of the cell membrane. • Teacher evaluation of student participation in lab activities and written summary describing molecular movement in and out of a cell.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 2 Cells
MAJOR OBJECTIVE: Develop an understanding of cellular processes

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.4 Students will compare and contrast diffusion, osmosis, and active transport. **S8.B.1.1**	Students will describe the differences between diffusion, osmosis, and active transport and state their relationship. Students will participate in a lab activity to demonstrate an understanding of diffusion and osmosis.	• Teacher evaluation of student lab activity and written analysis demonstrating the differences and similarities of diffusion, osmosis, and active transport.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
2.5 Students will describe the process of respiration in terms of its products and reactants. **S8.B.1.1** **S8.C.1.1**	Students will relate respiration to humans and the breathing in of oxygen. Students will explain that respiration is needed for a plant or animal to have energy. Students will visually and creatively show the process of respiration.	• Teacher direction of written analysis citing the need for respiration in plants and animals to have energy. • Teacher evaluation of student written analysis of the process of cellular respiration. • Teacher evaluation of students participating in a visual representation of the respiration process.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 2 Cells
MAJOR OBJECTIVE: Develop an understanding of cellular processes

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.6 Students will correctly use a microscope to view specimens and locate cell parts. **S8.A.2.2**	Students will handle a microscope with proper care. Students will label the microscope parts on a diagram. Students will state the function of each microscope part and demonstrate the correct way to use each part. Students will properly create a microscope slide to view. Students will view prepared slides under the microscope.	• Teacher observation of proper student microscope handling techniques. • Teacher evaluation of student labeling of the parts of a microscope. • Teacher observation of students completing lab activities involving the function of a microscope. • Teacher evaluation of lab activities involving the creation of a microscope slide to view. • Teacher evaluation of lab activities involving view prepared slides.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 3 Heredity
MAJOR OBJECTIVE: Recognize the general principles involved in human heredity

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Student will describe how pedigrees are used to trace patterns of inheritance. **S8.B.2.2** **S8.A.3.2**	Student will participate in class discussion regarding patterns of inheritance such as, hair color, eye color, and skin color. Student will participate in class discussion regarding family pedigree. Students will create a family pedigree tracing three generations of their families' traits such as, eye color, hair color, and tongue rolling.	• Teacher observation of correctness of student response to questions about patterns of inheritance. • Teacher observation of correctness of student response to questions about family pedigree. • Teacher evaluation of the accuracy and completeness of a student generated family pedigree.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
3.2 Student will differentiate between dominant and recessive genes. **S8.B.2.2**	Student will participate in class discussion regarding dominant and recessive genes. Students will develop punnett squares to determine the genotype likelihood of offspring. Students will complete a lab investigation on genotype likelihood.	• Teacher observation of correctness of student response to questions about dominant and recessive genes. • Teacher evaluation of student generated punnett squares. • Teacher evaluation of identification of genotypes by completing lab investigation.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 3 Heredity
MAJOR OBJECTIVE: Recognize the general principles involved in human heredity

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Students will understand the basic process of cell division and the need for it as part of inheritance. **S8.B.2.1**	Students will illustrate the process of cell division (mitosis). Students will identify the need for cell division as part of heredity.	• Teacher evaluation of student participation in class activities and readings about cell division.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
3.4 Student will relate genes to the DNA model. **S8.A.3.3** **S8.B.2.1** **S8.B.2.2**	Student will define the word gene and tell where genes are located. Student will participate in class discussion regarding genes and the role they play in heredity. Student will participate in class discussion regarding genotypes and phenotypes. Student will participate in class discussion regarding DNA. Discussion will include the four base proteins of DNA.	• Teacher observation of correctness of student response to questions about genes. • Teacher observation of correctness of student response to questions about DNA. • Teacher evaluation of student identification of gene pairs on a DNA model.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 4 Forces and Motion
MAJOR OBJECTIVE: Develop an understanding of forces and how they apply to motion

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Students will differentiate between velocity and acceleration.	Students will use inquiry to determine the velocity of a moving object. Students will distinguish between the acceleration of different moving objects. Students will use the correct formula to calculate velocity, acceleration and force problems.	• Teacher critique of written student analysis of the necessary factors for determining velocity. • Teacher critique of written student analysis of the necessary factors for determining acceleration and how different objects accelerate differently.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
4.2 Students will relate inertia to mass. **S8.C.3.1**	Students will describe how the mass of an object will affect its movement and resistance to change. Students will identify objects that have a little mass and objects that have a lot of mass.	• Teacher direction of class discussion relating to how the mass of an object will affect its movement and resistance to change. • Teacher observation of student identification of objects with little and/or a lot of mass through lab activities.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 4 Forces and Motion
MAJOR OBJECTIVE: Develop an understanding of forces and how they apply to motion

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Students will describe the effect gravity has on objects. **S8.C.3.1**	Students will identify the rate at which all objects are pulled towards earth. Students explain that all objects accelerate at the same rate.	• Teacher assessment of class discussion and demonstration of falling objects. • Teacher evaluation of student understanding of gravity and rate of acceleration.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
4.4 Students will explain how friction affects the movement of objects. **S8.C.3.1**	Students will identify ways to reduce the amount of friction on a surface. Students will participate in activities to demonstrate how various surfaces affect the movement of objects. Students will explain that objects stop moving because of friction acting on the object. Students will explore the effect mass has on friction and the force required to pull an object.	• Teacher direction of class discussion identifying ways to reduce the amount of friction on a surface. • Teacher evaluation of student explanation of how friction stops moving objects. • Teacher critique of written student analysis of how mass, speed and surface type affect friction and the force required to pull an object.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 4 Forces and Motion
MAJOR OBJECTIVE: Develop an understanding of forces and how they apply to motion

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.5 Students will distinguish between Newton's three laws of motion. **S8.C.3.1**	Students will explain how balanced and unbalanced forces affect the motion of objects. Students will view objects in motion and at rest to determine which type of force is acting on the object. Students will be able to identify how a change in force or mass will affect the acceleration of an object. Students will demonstrate action/reaction forces by moving objects in the room. Students will demonstrate Newton's three laws by participating in lab activities illustrating these three laws. Students will relate Newton's laws to real-life experiences.	• Teacher evaluation of written student analysis of how Newton's first law affects the motion of objects. • Teacher evaluation of written student analysis of how Newton's second law affects the motion of objects. • Teacher evaluation of written student analysis of how Newton's third law affects the motion of objects. • Teacher direction of class discussion citing real-life applications of Newton's laws of motion.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 5 Work and Energy
MAJOR OBJECTIVE: Explore the concepts of work and energy transfer

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Students will describe work and calculate the amount of work done on an object. **S8.C.2.1**	Students will differentiate between scientific work and their meaning of work. Students will recognize work being performed on objects. Students will successfully calculate work when given force and distance.	• Teacher critique of student discussion of differentiation between the scientific definition of work and students' definition of work. • Teacher observation of student identification of work being done on an object. • Teacher evaluation of student calculation of work when given force and distance.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
5.2 Students will describe how work can produce kinetic energy, potential energy, and thermal energy. **S8.C.2.1**	Students will identify how kinetic, potential, and thermal energy is present in moving objects. Students will calculate potential and kinetic energy using the given formulas. Students will explain the energy transfer taking place in a moving pendulum.	• Teacher critique of student ability to identify how kinetic, potential, and thermal energy is present in moving objects. • Teacher evaluation of student calculation of potential and kinetic energy when given the formulas. • Teacher evaluation of student explanation of the transfer of energy that takes place in a moving pendulum.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 6 Simple Machines
MAJOR OBJECTIVE: Apply knowledge of work and forces to the concepts of simple machines

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Students will identify the six types of simple machines. **S8.C.3.1**	Students will describe the importance of each type of simple machine; lever, wheel and axle, pulley, inclined plane, screw, and wedge. Students will identify ways in which simple machines can make a job easier. Students will state an example of each type of simple machine.	• Teacher observation of lab activity using the different types of simple machines. • Teacher critique of students' ability to analyze simple machines and how they make a job easier. • Teacher evaluation of student identification of different types of simple machines.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
6.2 Students will compare and contrast first, second, and third class levers. **S8.C.3.1**	Students will describe first, second, and third class levers and site real life examples of each. Students will observe an activity and identify if a first, second, or third class lever is being used.	• Teacher evaluation of student examples of levers. • Teacher critique of students' ability to classify the type of lever being used in an activity.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 6 Simple Machines
MAJOR OBJECTIVE: Apply knowledge of work and forces to the concepts of simple machines

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Students will operationally describe mechanical advantage. **S8.C.3.1**	Students will describe the benefits of mechanical advantage. Students will calculate the mechanical advantage of an object when given resistance force and effort force.	• Teacher critique of students' ability to describe the benefits of mechanical advantage. • Teacher evaluation of student calculation of the mechanical advantage of an object when given resistance force and effort force.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
6.4 Students will recognize the simple machines that make up compound machines. **S8.C.3.1**	Students will identify simple machines by observing larger compound machines. Students will observe various objects that are compound machines composed of two or more simple machines.	• Teacher observation of student identification of compound machines.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 7 Plate Tectonics
MAJOR OBJECTIVE: Develop an understanding of the processes of plate tectonics and how they relate to seismic activity

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Students will explain how earthquakes result from plate tectonics. **S8.D.1.1**	Students will identify the causes of earthquakes.	• Teacher critique of student written evaluation of the causes of earthquakes.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
7.2 Students will describe the forces inside earth that result in faults. **S8.D.1.1**	Students will compare and contrast normal, reverse, and strike slip faults. Students will locate faults, the focus, and epicenter of an earthquake.	• Teacher evaluation of student created graphic organizer illustrating the types of faults. • Teacher observation of student identification of faults, focus, and epicenter on an earthquake map.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
7.3 Students will identify the different types of earthquake waves. **S8.D.1.1**	Students will compare and contrast primary, secondary, and surface waves of an earthquake.	• Teacher evaluation of student work showing the differences in the types of earthquake waves.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 7 Plate Tectonics
MAJOR OBJECTIVE: Develop an understanding of the processes of plate tectonics and how they relate to seismic activity

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.4 Students will identify the three types of volcanoes. **S8.D.1.1**	Students will contrast a shield, cinder cone and composite cone volcano. Students will identify types of volcanoes by viewing photographs of each.	• Teacher evaluation of student created graphic organizers showing the different types of volcanoes.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
7.5 Students will explain what causes volcanoes to erupt. **S8.D.1.1**	Students will describe the characteristics that contribute to the eruption of a volcano. Students will describe the difference between a quiet and an explosive eruption.	• Teacher critique of students' ability to describe the factors contributing to a volcanic eruption. • Teacher evaluation of student listing of the differences between quiet and explosive eruptions.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 8 Geologic Time
MAJOR OBJECTIVE: Develop a basic understanding of the Earth's geological history

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Student will explain the conditions necessary for fossils to form. **S8.A.3.2** **S8.D.1.1**	Student will participate in class discussion regarding fossil formation. Student will differentiate between mold, cast and replacement of minerals fossilization processes.	• Teacher critique of student response to questions about fossil formation. • Teacher evaluation of student research of fossil formation.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
8.2 Student will describe methods used to date rock layers relative to one another and understand the major differences in eras of geologic time. **S8.A.3.2** **S8.D.1.1**	Student will participate in class discussion regarding relative dating, the Principle of Superposition, and radiometric dating. Students will interpret the age of rock layers based on their position on a diagram. Students will understand the main differences between the four major eras of geologic time.	• Teacher critique of written student response to questions regarding Principle of Superposition. • Teacher evaluation of student ability to date rock layers. • Teacher analysis of written student summary of the major eras of geologic time.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 9 Earth's Waters
MAJOR OBJECTIVE: Explore the water cycle, water collection and drainage, and water as a resource

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Students will identify the 3 processes of the water cycle. **S8.A.3.1** **S8.A.3.2** **S8.A.3.3** **S8.C.3.1** **S8.D.1.3**	Students will identify properties that make water unique. Students will describe evaporation, condensation, and precipitation. Students will model how Earth's water cycles through the above processes. Students will relate the water cycle to sustaining life on Earth.	▪ Teacher evaluation of student identification of unique properties of water. ▪ Teacher evaluation of student generated model of the water cycle including evaporation, condensation and precipitation. ▪ Teacher critique of correctness of student response to questions about how the water cycle relates to sustenance of life.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
9.2 Students will identify how water flows and collects in and on the earth. **S8.A.3.1** **S8.C.3.1**	Students will identify the areas that liquid and solid water are found on Earth including drainage basins, lakes, ponds, aquifers. Students will relate the water cycle to the various collection areas where water is found.	▪ Teacher evaluation of student written analysis exploring water flow. ▪ Teacher evaluation of student written analysis exploring water permeability through the ground.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 9 Earth's Waters
MAJOR OBJECTIVE: Explore the water cycle, water collection and drainage, and water as a resource

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.3 Students will identify how humans use water as resource impact water quality. **S8.A.1.2** **S8.A.1.3** **S8.A.2.1** **S8.B.3.3** **S8.D.1.2** **S8.D.1.3**	Students will identify ways humans use water as a resource. Students will describe human activities that pollute Earth's waters.	▪ Teacher evaluation of student generated graphic organizer describing ways water is used as a resource.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 10 Ocean Environments
MAJOR OBJECTIVE: Develop an understanding of sea-floor topography and salt water ecosystems and human impacts on ocean environments

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Students will identify features of the ocean floor. **S8.A.3.2**	Students will describe and locate features of the ocean floor. Students will label a model of the ocean floor.	• Teacher critique of correctness of student response to questions about ocean floor features. • Teacher evaluation of student labeled model of the ocean floor.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials
10.2 Students will identify features of various ocean habitats including: intertidal zone, salt marshes, mangrove forests, and coral reefs. **S8.B.1.1** **S8.B.3.1**	Students will identify major abiotic factors present in marine ecosystems such as temperature, salinity and dissolved gases. Students will relate abiotic factors to types of life present in marine ecosystems.	• Teacher critique of correctness of student response to questions about abiotic factors in marine ecosystems. • Teacher critique of correctness of student response to questions about the relationship between abiotic and biotic factors in marine ecosystems.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

CONTENT: Integrated Science 7
CORE CONCEPT: 10 Ocean Environments
MAJOR OBJECTIVE: Develop an understanding of sea-floor topography and salt water ecosystems and human impacts on ocean environments

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.3 Students will relate how human activities pollute ocean environments. **S8.A.1.2** **S8.A.1.3** **S8.B.3.2** **S8.B.3.3** **S8.D.1.2** **S8.D.1.3**	Students will identify resources provided by marine environments. Students will describe how human activities affect ocean resources. Students will identify effects of ocean pollution on sea life.	▪ Teacher critique of correctness of student response to questions about resources provided by marine environments. ▪ Teacher critique of correctness of student response to questions about how human activities affect ocean resources. • Teacher critique of correctness of student response to questions about the effects of ocean pollution on sea life.	Textbook, science journal, library/AV resources, computer resources, lab equipment, and publisher's supplemental materials

EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Integrated Science 7

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

B. Individual student grades will be determined at the conclusion of a nine-week marking period based on:

1) Tests
2) Quizzes
3) Homework
4) Other assessment activities as outlined in this curriculum

V3 Academy Cyber Charter School

Integrated Science 8

Integrated Science 8

I. PHILOSOPHY

The eighth grade integrated science curriculum expands upon the concepts of science learned in elementary school. The emphasis of this course is to utilize inquiry based learning to establish a foundation of science fundamentals in all areas of scientific study. This course will be required of all eighth grade students and is flexible enough to meet the needs of a wide range of ability and interest levels. Information in this course meets the Pennsylvania state and national standards.

Teachers of this course will utilize a variety of teaching modalities. These include lectures, demonstration, cooperative learning activities, and laboratory investigations. Instruction will be supplemented with audio-visual aids such as, scientific charts, subject specific films, and tutorial computer software. The students will be expected on occasion to do individual research using a variety of reference materials and tools.

A key component of this course is an integration of the different areas of science. Throughout the year students will be made aware of the relationships that exist between biological, physical, and earth sciences. Many areas of science require a working knowledge of basic math skills. This course provides the opportunity to hone these skills while learning about the natural world. By utilizing an integrated science approach, students will have the opportunity to see scientific connectedness in their everyday life.

II. CORE CONCEPTS

1. Classification (Life Science) - Develop a basic understanding of the taxonomy of life.

2. Evolution (Life Science) - Investigate the different components to the theory of evolution.

3. Astronomy - Solar System – (Earth Science) - Examine the make up and possible formation of our solar system.

4. Stellar Astronomy (Earth Science) - Explore the processes involved in stellar formation and evolution.

5. Matter (Physical Science) - Explore the 3 main types of matter and describe the physical and chemical properties associated with each type.

6. Atomic Structure & the Periodic Table (Physical Science) - Utilize a working knowledge of the periodic table and relate it to the basic structure of the atom.

7. Chemical Compounds and Bonds (Physical Science) – Develop an understanding of how the properties of compounds depend on their atoms and chemical bonds.

8. Chemical Reactions (Physical Science) – Recognize how chemical reactions form new substances by breaking and making chemical bonds.

9. Magnetism (Physical Science) - Describe magnetic principles and relate them to atomic structure.

10. Electricity (Physical Science) - Explore electrical properties and their relationships to atomic structure.

III. COURSE OF STUDY

Course Study: Integrated Science 8

Grade Level: Eighth

Length of Course:

Frequency: Every Day

Duration: 1 Hour

Length: 180 Days

Academic Level: On Grade Level

Credits: 1.0

Prerequisites: None

Course Description:

This course is a study of the natural laws of science. Its emphasis is on why things work the way they do. The course will include topics on classification, natural selection, atomic structure, matter, chemical reactions, the solar system, stars, galaxies, electricity, and magnetism. Thinking skills such as predicting, comparing and contrasting, and finding relationships will be stressed. Laboratory skills such as safety, measurement, organizing data, and identifying variables and constants will be developed. The class will consist of lecture, class discussion, cooperative activities, laboratory activities, computer assisted learning, and home projects.

IV. CONTENT: Integrated Science 8
CORE CONCEPT: 1 Classification (Life Science)
MAJOR OBJECTIVE: Develop a basic understanding of the taxonomy of life

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Students will identify the six major kingdoms of classification of all living things. **S8.B.1.1** **S8.B.3.1**	Student will participate in class discussion regarding the six kingdoms (Plant, Animal, Fungi, Protist, Bacteria, and Archaea). Students will classify organisms into the six kingdoms of life.	• Teacher critique of the correctness of student response to questions about the six kingdoms • Teacher evaluation of student identification of the kingdoms to which organisms belong	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
1.2 Students will identify and characterize major life forms by the seven levels of classification. **S8.B.1.1** **S8.B.3.1**	Students will use a dichotomous key to identify plants and animals. (kingdom, phylum, class, order, family, genus, and species). Students will make diagrams to illustrate how classification from kingdoms to species goes from broad to specific.	• Teacher critique of student response to questions about the seven levels of classification • Teacher evaluation of student created diagrams	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 1 Classification (Life Science)
MAJOR OBJECTIVE: Develop a basic understanding of the taxonomy of life

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.3 Students will use a dichotomous key to identify plants and animals. **S8.B.1.1** **S8.B.3.1**	Student will participate in class discussion regarding dichotomous keys. Student participation in classroom activities identifying organism using a dichotomous keys. Students will create a dichotomous key to identify a group of objects.	• Teacher critique of correctness of student response to questions about dichotomous keys • Teacher evaluation of student generated dichotomous keys	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 2 Evolution (Life Science)
MAJOR OBJECTIVE: Investigate the different components to the theory of evolution

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Student will explain how variations occur in populations. **S8.B.1.1** **S8.B.2.1**	Student will participate in class discussion regarding how variations occur in populations.	• Teacher critique of correctness of student response to questions about how variations occur in populations • Teacher evaluation of data sheet describing how variations affect populations	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
2.2 Student will describe how natural selection brings about change in living things. **S8.B.1.1** **S8.B.2.1**	Student will participate in class discussion regarding natural selection. Student will complete a lab showing how a change in the environment can change animal population. Student will describe how the introduction of non-native species can influence the population of native species.	• Teacher critique of the correctness of student response to questions about natural selection. • Teacher observation of student performing the natural selection lab and evaluation of teacher generated questions about the lab	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 2 Evolution (Life Science)
MAJOR OBJECTIVE: Investigate the different components to the theory of evolution

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Student will analyze the four main components to Darwin's Theory of Natural Selection. **S8.B.1.1** **S8.B.2.1**	Student will participate in class discussion regarding the main components of Darwin's Theory of Natural Selection.	• Teacher critique of the correctness of student response to questions about the components of Darwin's Theory of Natural Selection • Teacher evaluation of data sheet describing the main components of evolution	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
2.4 Student will examine evidence used to support the theory of evolution. **S8.B.1.1** **S8.B.2.1**	Student will participate in class discussion associated with evolution or evidence used to support this theory.	• Teacher critique of the correctness of student response to questions about theory of evolution	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 3 Astronomy – Solar System (Earth Science)
MAJOR OBJECTIVE: Examine make-up and possible formation of our solar system

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Student will understand the processes involved in the formation of the solar system. **S8.D.3.1** **S8.A.3.2**	Student will participate in class discussion regarding the formation of the sun and planets according to modern theory.	• Teacher critique of the correctness of student response to questions about the solar system • Teacher evaluation of data sheet describing how the solar system formed	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
3.2 Student will compare and contrast the characteristics of the inner planets. **S8.D.3.1** **S8.A.3.2**	Student will participate in class discussion regarding characteristics of the inner planets. Students will identify the major differences and similarities between the inner planets.	• Teacher critique of the correctness of student response to questions about characteristics of the inner planets • Teacher evaluation of data sheet comparing and contrasting the inner planets • Teacher assigned research project on planets of the solar system	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 3 Astronomy – Solar System (Earth Science)
MAJOR OBJECTIVE: Examine make-up and possible formation of our solar system

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Student will compare and contrast the characteristics of the outer planets. **S8.D.3.1** **S8.A.3.2**	Student will participate in class discussion regarding characteristics of the outer planets such as, size and composition. Students will identify the major differences and similarities of the outer planets. Students will compare and contrast the inner and outer planets.	• Teacher critique of the correctness of student response to questions about characteristics of the outer planets • Teacher evaluation of data sheet describing comparing and contrasting the outer and inner planets	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
3.4 Student will be able to distinguish between other components that exist within the solar system. **S8.D.3.1** **S8.A.3.2**	Student will participate in class discussion regarding meteors, asteroids, comets, and planetary satellites.	• Teacher critique of the correctness of student response to questions about meteors, asteroids, comets, and planetary satellites	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 4 Stellar Astronomy (Earth Science)
MAJOR OBJECTIVE: Explore the processes involved in stellar formation and evolution

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Student will compare and contrast actual and apparent brightness of stars. **S8.D.3.1** **S8.A.3.2**	Student will participate in class discussion regarding actual and apparent brightness of stars.	• Teacher critique of the correctness of student response to questions about actual and apparent brightness of stars	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
4.2 Student will recognize the processes involved in the formation of a star. **S8.D.3.1** **S8.A.3.2**	Student will participate in class discussion regarding the processes involved in the formation of a star. Student will be able to correctly order a mixed list of star formation processes such as gravitational attraction of gasses, increasing core pressure and temperature, and the start of hydrogen fusion.	• Teacher critique of the correctness of student response to questions about the processes involved in the formation of a star • Teacher observation of student placing star formation processes in the correct order	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 4 Stellar Astronomy (Earth Science)
MAJOR OBJECTIVE: Explore the processes involved in stellar formation and evolution

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Student will be able to identify stellar composition by spectral analysis. **S8.D.3.1** **S8.A.3.2**	Student will participate in class discussion regarding stellar composition. Student will complete stellar composition activity which uses gas spectral charts to aid in identifying the gases in a star.	• Teacher critique of the correctness of student response to questions about stellar composition • Teacher observation of student correctly analyzing spectral charts and correctly identifying gases in a star	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
4.4 Students will label the layers of the sun. **S8.D.3.1** **S8.A.3.2** **S8.C.2.2**	Student will participate in class discussion regarding the layers of the sun.	• Teacher critique of the correctness of student response to questions about the layers of the sun	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
4.5 Student will compare and contrast surface features of the sun. **S8.D.3.1** **S8.A.3.2**	Student will participate in class discussion regarding the surface features of the sun such as sunspots, and solar prominences.	• Teacher critique of the correctness of student response to questions about the surface features of the sun. • Teacher will observe student comparing and contrasting surface features such as sunspots and solar prominences	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 4 Stellar Astronomy (Earth Science)
MAJOR OBJECTIVE: Explore the processes involved in stellar formation and evolution

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.6 Student will recognize the various types of galaxies within the universe. **S8.D.3.1** **S8.A.3.2**	Student will participate in class discussion regarding the various types of galaxies such as spiral, elliptical and irregular galaxies.	• Teacher critique of the correctness of student response to questions about the various types of galaxies such as spiral, elliptical and irregular galaxies	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 5 Matter (Physical Science)
MAJOR OBJECTIVE: Explore the three main types of matter and describe the physical and chemical properties associated with each

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Students will recognize that matter has both mass and volume and will be able to measure the mass and volume of samples of matter. **S8.C.1.1** **S8.A.3.2**	Students will participate in class discussion about matter. Students will measure the amount of mass and volume that various object have.	• Teacher critique of the correctness of student response to questions about matter • Teacher evaluation of correctness in measuring the mass and volume of objects	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
5.2 Students will be able to identify that matter is made of atoms and molecules that are constantly in motion. **S8.C.1.1** **S8.A.3.2**	Students will participate in class discussions regarding the motion of molecule and atoms that make up various states of matter.	• Teacher critique of the correctness of student response to questions about the states of matter	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
5.3 Students will be able to describe the arrangement and motion of the particles in each of the three common states of matter. **S8.C.1.1** **S8.A.3.2**	Students will identify diagrams of the states of matter based on the arrangements of particles. Students will describe the motion of the particles in each of the three major states of matter.	• Teacher observation of the correctness of student identification of diagrams of matter states • Teacher evaluation of student accuracy in identifying and describing the particle motion of the stats of matter	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 5 Matter (Physical Science)
MAJOR OBJECTIVE: Explore the three main types of matter and describe the physical and chemical properties associated with each

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.4 Students will be able to differentiate between chemical and physical properties. **S8.C.1.1** **S8.A.1.1**	Students will correctly identify the properties of a substance as physical or chemical. Students will compare and contrast physical and chemical properties of a substance.	• Teacher critique of the correctness of student response to questions about the properties of a substance • Teacher observation of correctness of property identification	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
5.5 Students will be able to use the properties of a substance to separate and identify substances. **S8.C.1.1** **S8.A.1.1**	Students will correctly identify common substance based on the chemical and physical properties. Students will implement a lab to separate some common substance using chemical and/or physical properties.	• Teacher observation of the correctness of student identification of different substances • Teacher observation of correctness of laboratory procedures	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 6 Atomic Structure & the Periodic Table (Physical Science)
MAJOR OBJECTIVE: Utilize a working knowledge of the periodic table and relate it to the basic structure of the atom

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Student will identify the major components of atomic structure. **S8.C.1.1** **S8.A.3.2** **S8.A.3.3** **S8.A.1.1**	Student will participate in class discussion regarding the components of atomic structure such as proton, electron, and neutron. Student will construct a paper model of the atom with all the components correctly displayed and labeled.	• Teacher critique of the correctness of student response to questions about atomic structure • Teacher evaluation of student paper models for accuracy and completeness • Teacher assigned research report on element properties	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
6.2 Student will differentiate between atoms and isotopes using atomic number and atomic mass number. **S8.C.1.1** **S8.A.3.2** **S8.A.3.3** **S8.A.1.1**	Student will participate in class discussion regarding atomic number and atomic mass number. Student will participate in class discussion regarding elements and isotopes. Student will be able to calculate the number of protons, electrons, and neutrons in an atom of an element when given the atomic number and atomic mass number of the element. Student will be able to differentiate between elements and isotopes.	• Teacher critique of the correctness of student response to questions about atomic number and atomic mass number • Teacher critique of the correctness of student response to questions about elements and isotopes • Teacher evaluation of student calculation of an atom's protons, neutrons, and electrons when given an element's atomic number and atomic mass number • Teacher evaluation of student differentiation between examples of elements and isotopes	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 6 Atomic Structure & the Periodic Table (Physical Science)
MAJOR OBJECTIVE: Utilize a working knowledge of the periodic table and relate it to the basic structure of the atom

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Student will differentiate between groups and periods on the periodic table. **S8.C.1.1** **S8.A.3.2** **S8.A.3.3**	Student will participate in class discussion regarding the groups of the periodic table, which include alkali metals, alkaline metals, halogens and noble gases. Student will identify the element's period based on electron configuration.	• Teacher critique of the correctness of student response to questions about element groups and periods • Teacher evaluation of proper student use of a periodic table to identify element groups and periods	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
6.4 Student will locate an elements position on the periodic table based on the elements symbol and atomic number. **S8.C.1.1** **S8.A.3.2** **S8.A.3.3**	Student will state the element name and identify the element by its atomic symbol. Student will correctly identify and locate in a periodic table an element when given the element's period and group.	• Teacher observation of the correctness of student response to questions about the location of an element based on it's symbol and atomic number • Teacher evaluation of proper student use of a periodic table to identify element groups and periods	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 6 Atomic Structure & the Periodic Table (Physical Science)
MAJOR OBJECTIVE: Utilize a working knowledge of the periodic table and relate it to the basic structure of the atom

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.5 Student will identify the main families of elements and their physical and chemical properties. **S8.C.1.1** **S8.A.3.2** **S8.A.3.3**	Student will identify the main groups of the periodic table which include alkali metals, alkaline metals, halogens and noble gases. Student will be able to list the physical and chemical properties of an element based on the element's group and period.	• Teacher observation of the correctness of student response to questions about the location of specific families on the periodic table • Teacher will evaluate proper student use of a periodic table to identify an element's physical and chemical properties	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
6.6 Students will differentiate between metals and nonmetals based on their position within a period. **S8.C.1.1** **S8.A.3.2** **S8.A.3.3**	Student will identify the metallic or non metallic property of an element based on its electron configuration and its period.	• Teacher will observe correctness of student response to questions about whether an element is a metal or nonmetal • Teacher will evaluate proper student use of a periodic table to identify an element as metal or nonmetal	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 6 Atomic Structure & the Periodic Table (Physical Science)
MAJOR OBJECTIVE: Utilize a working knowledge of the periodic table and relate it to the basic structure of the atom

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.7 Students will identify the degree of chemical activity of an element based on it's placement on the periodic table. **S8.C.1.1** **S8.A.3.1** **S8.A.3.2** **S8.A.3.3**	Student will be able to describe and element's reactivity based on its position in the periodic table. Student will be able to identify the most and least reactive elements in the periodic table.	• Teacher critique of the correctness of student response to questions about the chemical activity of an element based on it's position on the periodic table • Teacher will evaluate proper student use of a periodic table to identify an element's reactivity	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 7 Chemical Compounds and Bonds (Physical Science)
MAJOR OBJECTIVE: Develop an understanding of how the properties of compounds depend on their atoms and chemical bonds

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Students will be able to distinguish between elements and compounds. **S8.C.1.1** **S8.A.3.3**	Students will differentiate between element symbols and compound formulas. Students will identify the properties of different compounds.	• Teacher critique of the correctness of student identification of element symbols and compound formulas • Teacher evaluation of student identification of compound properties	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
7.2 Students will learn to write and name chemical compounds. **S8.C.1.1** **S8.A.3.3**	Students will use subscripts to write compounds formulas. Students will identify the number and types atoms in a compound formula. Students will describe how the same elements can make different compounds.	• Teacher observation of correctness of student formula writing • Teacher observation of correctness of student use of subscripts and coefficients	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 7 Chemical Compounds and Bonds (Physical Science)
MAJOR OBJECTIVE: Develop an understanding of how the properties of compounds depend on their atoms and chemical bonds

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.3 Students will distinguish between the different types of chemical bonds. **S8.C.1.1** **S8.A.3.3**	Students will participate in class discussions on how electrons are involved in chemical bonding. Students will compare and contrast the different types of chemical bonds.	• Teacher critique of correctness of student description of electron activity during chemical bonding • Teacher observation of correctness of student identification of different chemical bonds	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
7.4 Students will describe how chemical bonds give compounds certain properties. **S8.C.1.1** **S8.A.3.3**	Students will participate in class discussion regarding chemical bonds and the structure of materials.	• Teacher critique of correctness of student identification of different chemical bonds	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 8 Chemical Reactions (Physical Science)
MAJOR OBJECTIVE: Recognize how chemical reactions form new substances by breaking and making chemical bonds

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Students will learn how chemical reactions are identified and controlled. **S8.C.1.1** **S8.A.3.3**	Students will distinguish between physical and chemical changes. Students will identify the reactants and products in a chemical reaction. Students will list evidence of chemical reactions. Students will correctly distinguish between the different types of chemical reactions.	• Teacher critique of correctness of student response to questions physical and chemical changes • Teacher observation of proper student identification of reactants and products • Teacher observation of student recognition of indicators of chemical reactions	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
8.2 Students will recognize how chemical reactions show conservation of mass. **S8.C.1.1** **S8.A.3.3** **S8.A.2.1**	Students will participate in class discussion regarding the law of conservation of mass. Students will use chemical equations to describe chemical reactions. Students will write and balance chemical equations using subscripts and coefficients.	• Teacher critique of student response to questions about the law of conservation of mass • Teacher observation of student use of chemical equations to identify chemical reactions • Teacher observation of correctness of written chemical equations	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 8 Chemical Reactions (Physical Science)
MAJOR OBJECTIVE: Recognize how chemical reactions form new substances by breaking and making chemical bonds

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.3 Students will demonstrate an understanding of how energy is absorbed or released by chemical reactions. **S8.C.1.1** **S8.A.3.3** **S8.C.2.1**	Students will participate in class discussion regarding exothermic and endothermic reactions. Students will distinguish between an exothermic and exothermic reaction. Students will compare and contrast energy requirements of endothermic and exothermic reactions.	• Teacher critique of student response to questions about the endothermic and exothermic reactions • Teacher observation of student recognition of indicators of chemical reactions	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
8.4 Students will recognize some chemical reactions in everyday life. **S8.C.1.1** **S8.A.1.2** **S8.C.2.1**	Students will participate in class discussion regarding common chemical reactions. Students will compare the chemical reactions of photosynthesis and respiration. Students will list ways in which chemical reactions are used in industry.	• Teacher observation of student identification of common everyday chemical reactions • Teacher critique of student response to questions about the respiration and photosynthesis • Teacher critique of student list of chemical reactions used in industry.	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 9 Magnetism (Physical Science)
MAJOR OBJECTIVE: To describe magnetic principles and relate them to atomic structure

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Student will determine the north and south pole of a magnet. **S8.A.1.2** **S8.A.2.1** **S8.C.2.1** **S8.C.3.1**	Student will identify the north pole of a magnet by the directional orientation of a suspended magnet. Student will be able to use a newly identified magnet to determine the polarity of an unknown magnet.	• Teacher observation of the correctness of student response to questions about how a suspended magnet is labeled • Teacher observation of student correctly identifying the poles of a suspended magnet	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
9.2 Student will demonstrate an understanding of how magnetic fields interact. **S8.A.1.2** **S8.A.2.1** **S8.C.2.1** **S8.C.3.1**	Student will be able to identify the patterns of iron filings between a variety of orientations of multiple magnets.	• Teacher observation of the correctness of student response to questions about how magnetic fields can be detected with iron filings • Teacher critique of student correctly identifying polarity of multiple magnets from the patterns of iron filings between magnets	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 9 Magnetism (Physical Science)
MAJOR OBJECTIVE: To describe magnetic principles and relate them to atomic structure

CURRICULUM STANDARD			
9.3 Student will be able to use magnetic domain theory to describe how magnets are formed. **S8.A.1.2** **S8.A.2.1** **S8.C.2.1** **S8.C.3.1**	Student will demonstrate an understanding of magnet domains based on the strength of a magnet. Student will describe magnetic domain theory using the concept of electron configuration.	• Teacher critique of the correctness of student response to questions about magnetic domains • Teacher observation of student using electron configuration to describe magnetic domain theory	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
9.4 Student will demonstrate an understanding of the relationship between magnetism and electricity. **S8.A.1.2** **S8.A.2.1** **S8.C.2.1** **S8.C.3.1**	Student will demonstrate an understanding of the relationship between electricity and magnetism such ass turns of wire, and the number of batteries by constructing an electromagnet. Student will utilize the relationship between electricity and magnetism to construct an electric motor.	• Teacher observation of the student construction of an electromagnet • Teacher evaluation of student success at building the strongest electromagnet with given materials • Teacher evaluation of student success at building a working electric motor	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 10 Electricity (Physical Science)
MAJOR OBJECTIVE: Explore electrical properties and their relationship to atomic structure

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Student will describe the process by which objects become electrically charged. **S8.A.1.2** **S8.A.2.1** **S8.C.2.1** **S8.C.3.1**	Student will describe the process of electron transfer as it relates to electrostatic charges.	• Teacher observation of the correctness of student response to questions about electrostatic charges	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
10.2 Student will be able to describe the interaction between the two kinds of electrical charge. **S8.A.1.2** **S8.A.2.1** **S8.C.2.1** **S8.C.3.1**	Student will identify an interaction between two charges as attraction or repulsion to determine if the charges are the same or opposite.	• Teacher observation of the correctness of student response to questions about the interaction between the two kinds of electrical charge	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials
10.3 Student will compare and contrast static and current electricity. **S8.A.1.2** **S8.A.2.1** **S8.C.2.1** **S8.C.3.1**	Student will describe the role electrons have in determining static or current electricity. Student will demonstrate an understanding of the processes involved in the generation of current electricity such as electricity flow causes a magnetic field.	• Teacher observation of the correctness of student response to questions about static and current electricity • Teacher will evaluate correctness of student response to questions about the generation of current electricity	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

CONTENT: Integrated Science 8
CORE CONCEPT: 10 Electricity (Physical Science)
MAJOR OBJECTIVE: Explore electrical properties and their relationship to atomic structure

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.4 Student will be able to differentiate between parallel and series circuits. **S8.A.3.1** **S8.A.2.1** **S8.C.2.1** **S8.C.3.1**	Student will construct operational parallel and series circuits consisting of at least three bulbs and a switch.	• Teacher evaluation of student success at construction of a parallel and a series circuit using at least three bulbs, and a switch	Textbook Textbook resource materials Teacher generated lab investigation Teacher generated resources Video resources Computer/Web resources Assorted lab materials

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Integrated Science 8

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

B. Individual student grades will be determined at the conclusion of a nine-week marking period based on:

1) Tests
2) Quizzes
3) Homework
4) Other assessment activities as outlined in this curriculum.

V3 Academy Cyber Charter School

Spanish I

Spanish I

I. Philosophy - Foreign Language acquisition benefits one's sociocultural competence. In a global society one must understand and be sensitive to the specific verbal and cultural mannerisms that characterize a culture, and be able to apply these mannerisms to his/her own speech when interacting with members of the culture. (American Council on the Teaching of Foreign Languages)

II. Core Concepts

1. Listening
2. Speaking
3. Reading
4. Writing
5. Vocabulary
6. Grammar
7. Geography
8. History
9. Culture
10. Cultural tolerance

III. COURSE OF STUDY

A. Course Study: Spanish I

B. Grade Level: 9-12

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: Elective

E. Credits: 1.0

F. Prerequisites: 70% or better average in English

G. Course Description - The four language skills of listening, speaking, reading and writing are equally stressed in this course. Students will be expected to take tests and quizzes, perform oral activities, complete written assignments and participate in class.

CONTENT: Spanish I
CORE CONCEPT: Listening
MAJOR OBJECTIVE: Understand content-specific utterances

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Hear and understand short, learned utterances about thematic vocabulary: Greetings and Farewells Names, Ages and Numbers School vocabulary Sports and activities Family Places of origin House Time expressions Descriptions Transportation Shopping and Clothing Dining	The student will listen to and repeat thematic vocabulary, interact with teacher modeling of the thematic vocabulary, recognize thematic vocabulary as a class, complete corresponding CD and written exercises and dialogue with a partner and/or in a small group using thematic vocabulary in a communicative manner.	The teacher will assess the accuracy of student's imitation of the target language based on student's listening skills.	Buen Viaje – Chapters 1 to 7 Video - Textbook Chapters 1 to 7 CD – Textbook Chapters 1 to 7 Games Computer Maratón Mental Video Dictation
1.2 Comprehend common classroom commands related to learned vocabulary as indicated in 1.1	The student will comprehend classroom commands through Total Physical Response requiring kinesthetic involvement from student to teacher and from student to student.	The teacher will measure correct kinesthetic student response to teacher and/or student commands.	Text – Chapters 1 to 7 Teacher made materials

CONTENT: Spanish I
CORE CONCEPT: Speaking
MAJOR OBJECTIVE: Communicate minimally using proper pronunciation

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Verbalize isolated words and learned phrases to communicate using thematic vocabulary as indicated in 1.1	The student will mimic teacher produced words and phrases, respond to teacher prompts such as flash cards, close ended questions and limited response activities and identify thematic vocabulary according to various teacher made materials using isolated words and learned phrases.	The teacher will evaluate accuracy of student response through proper pronunciation and appropriateness of response to teacher generated prompts.	Text – Chapters 1 to 7 Workbook – Chapters 1 to 7 Worksheet – Teacher generated CD – Textbook Chapters 1 to 7 Teacher made materials – flash cards, overheads, and games.
2.2 Produce and react to questions using thematic vocabulary as indicated 1.1 in conjunction with appropriate grammar rules, syntax and inflection	The student will practice simple statements and questions, exchange questions and answers with peers and/or teacher, role play and respond orally to various prompts using thematic vocabulary with appropriate grammar rules, syntax and inflection.	The teacher will evaluate accuracy and appropriateness of student response in the various situations practiced.	Text – Chapters 1 to 7 Workbook – Chapters 1 to 7 Worksheet – Teacher generated CD – Textbook Chapters 1 to 7 Teacher made materials

CONTENT: Spanish II
CORE CONCEPT: Speaking
MAJOR OBJECTIVE: Communicate minimally using proper pronunciation

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Initiate and sustain basic communicative tasks with teacher and/or other students in a simulated immersed environment using thematic vocabulary combined with appropriate grammar rules	The student will participate in basic communicative tasks such as: teacher guided sustained dialogues, student created mini-conversations and role playing of various situations.	The teacher will assess both sustained dialogs and mini-conversations through teacher monitoring and/or a rubric.	Text – Chapters 1 to 7 Workbook – Chapters 1 to 7 Worksheet – Teacher generated CD – Textbook Chapters 1 to 7 Teacher made materials as indicated in 2.1

CONTENT: Spanish I
CORE CONCEPT: Reading
MAJOR OBJECTIVE: Understand main ideas from the simplest text

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Comprehend main ideas and some facts from simple text (dialogues and short paragraphs) based on thematic vocabulary as indicated in 1.1	The student will comprehend main ideas and some facts from simple text by translating individually or in groups, responding both in writing and orally to content questions, summarizing, responding to true and false questions, correcting false statements and completing sentences.	The teacher will assess the student's accuracy of comprehension through translation, response to content questions, summarization, appropriateness of response to true/false statements and sentence completion.	Text – Chapters 1 to 7 Workbook – Chapters 1 to 7 Worksheet – Teacher generated Video - Textbook Chapters 1 to 7 CD – Textbook Chapters 1 to 7 Teacher made materials as indicated in 2.1

CONTENT: Spanish I
CORE CONCEPT: Writing
MAJOR OBJECTIVE: Meet limited practical writing needs

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Produce simple sentences using thematic vocabulary as indicated in 1.1	The student will compose written descriptions, write factual statements and produce autobiographical materials using thematic vocabulary.	The teacher will appraise correctness of grammar and content of written descriptions, factual statements and autobiographical materials.	Text – Chapters 1 to 7 Workbook – Chapters 1 to 7 Worksheet – Teacher generated Video - Textbook Chapters 1 to 7 CD – Textbook Chapters 1 to 7 Teacher made materials as indicated in 2.1
4.2 Develop statements or questions within the scope of limited language experience using thematic vocabulary as indicated in 1.1	The student will manipulate teacher generated construction of question and answer exercises, restate provided models and paraphrase the previously provided written word using thematic vocabulary.	The teacher will determine the appropriateness and accuracy of question and answer exercises.	Text – Chapters 1 to 7 Workbook – Chapters 1 to 7 Worksheet – Teacher generated Video - Textbook Chapters 1 to 7 CD – Textbook Chapters 1 to 7 Teacher made materials as indicated in 2.1
4.3 Compose short messages such as post cards, dialogues and simple notes with accurate spelling and punctuation using thematic vocabulary as indicated in 1.1	The student will write short messages such as post cards, dialogues and simple notes using proper writing techniques and thematic vocabulary.	The teacher will analyze grammatical structure and evaluate content of simple communications.	Text – Chapters 1 to 7 Workbook – Chapters 1 to 7 Worksheet – Teacher generated Video - Textbook Chapters 1 to 7 CD – Textbook Chapters 1 to 7 Teacher made materials as indicated in 2.1

CONTENT: Spanish I
CORE CONCEPT: Vocabulary
MAJOR OBJECTIVE: Build knowledge of appropriate thematic vocabulary

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Recognize and use appropriate thematic vocabulary as indicated in 1.1 in various oral, aural and written situations	The student will determine the correct word usage in drills and exercises, reconstruct paragraphs using the correct word from a word bank and revise paragraphs using appropriate word changes.	The teacher will assess various vocabulary based exercises (fill in the blank, matching, synonym/antonym) looking for appropriateness of word choice.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Teacher made materials
5.2 Spell learned vocabulary correctly as indicated in 1.1	The student will practice spelling through various exercises and/or dictation.	The teacher will assess correctness of spelling of vocabulary words in each exercise.	Text – Chapters 1 to 7 Workbook – Chapters 1 to 7 Teacher generated worksheet Video - Text Chapters 1 to 7 CD – Textbook Chapters 1 to 7 Teacher made materials as indicated in 2.1

CONTENT: Spanish I
CORE CONCEPT: Grammar
MAJOR OBJECTIVE: Demonstrate partial command of basic grammatical structures

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Demonstrate partial command of basic grammatical structures: Conjugation of regular and irregular present tense verbs Definite and Indefinite articles Possessive Adjectives Pluralization Adjective Agreement Word Order Prepositions Contractions Formal and Informal "You" Interrogative Construction	The student will apply rules of basic grammatical structures through practice exercises incorporating items in 6.1.	The teacher will evaluate accurateness of grammatical structures of student response to various exercises incorporating items in 6.1.	Text – Chapters 1 to 7 Workbook – Chapters 1 to 7 Worksheet – Teacher generated Video - Textbook Chapters 1 to 7 CD – Textbook Chapters 1 to 7 Teacher made materials as indicated in 2.1

CONTENT: Spanish I
CORE CONCEPT: Geography
MAJOR OBJECTIVE: Identify and locate the major target language speaking areas

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Identify the major target language speaking areas which are Spain, the Antilles, Central America, South America and Mexico	The student will identify the major target language speaking areas and demonstrate basic geographical knowledge.	The teacher will determine correctness of student's ability to identify major target language speaking countries through geographical question/answer activities.	Text – Chapters 1 to 7 Workbook – Chapters 1 to 7 Worksheet – Teacher generated Video - Textbook Chapters 1 to 7 CD – Textbook Chapters 1 to 7 Teacher made materials as indicated in 2.1 Maps Computer

CONTENT: Spanish I
CORE CONCEPT: History
MAJOR OBJECTIVE: Build knowledge of basic historical information

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Recognize figures and events pertinent to target language from current and major historical events	The student will discuss various major figures and events and compare and contrast target culture with our culture.	The teacher will determine accuracy of student response about figures and events through cultural question/answer activities.	Text – Chapters 1 to 7 Workbook – Chapters 1 to 7 Worksheet – Teacher generated Video - Textbook Chapters 1 to 7 CD – Textbook Chapters 1 to 7 Teacher made materials as indicated in 2.1 Computer

CONTENT: Spanish I
CORE CONCEPT: Culture
MAJOR OBJECTIVE: Compare and contrast target and native cultures

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own, i.e. names, formal and informal greetings, currency, school systems, free time activities, transportation, postal and phone systems, time, travel, family and homes	The student will read various articles from textbook, internet or other media resources and tell in his/her own words the comparisons and contrasts of the cultures studied and his/her own culture.	The teacher will assess the student's reiteration of comparisons and contrasts of cultures studied and the student's own culture by answering teacher initiated questions.	Text – Chapters 1 to 7 Workbook – Chapters 1 to 7 Worksheet – Teacher generated Video - Textbook Chapters 1 to 7 CD – Textbook Chapters 1 to 7 Teacher made materials as indicated in 2.1 Computer

CONTENT: Spanish I
CORE CONCEPT: Cultural tolerance
MAJOR OBJECTIVE: Develop an awareness of cultural differences

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Recognize the distinctive viewpoints of the foreign language and its culture by using current social issues	The student will react to teacher initiated discussion of distinctive viewpoints of the foreign language and its culture by using current social issues.	The teacher will observe the student's receptiveness of distinctive viewpoints that are presented about the culture of the target language.	Text – Chapters 1 to 7 Workbook – Chapters 1 to 7 Worksheet – Teacher generated Video - Textbook Chapters 1 to 7 CD – Textbook Chapters 1 to 7 Teacher made materials as indicated in 2.1 Computer

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for all Level I target language classes:

90% - 100%

80% - 89%

70% - 79%

60% - 69%

Below 60%

B. Each student's grade will be determined at the conclusion of each of the four nine-week marking periods. Grades are based on an average of scores from:

1. Vocabulary
2. Quizzes
3. Homework
4. Tests
5. Compositions and dialogues
6. Listening Comprehension
7. Speaking Tests
8. Assigned Projects

C. Extra credit may be built into the course structure at the teacher's discretion.

D. As a prerequisite to continuing to level two, students must attain at least a 70% average in the target language.

V3 Academy Cyber Charter School

Spanish II

Spanish II

I. Philosophy

Foreign Language acquisition benefits one's sociocultural competence. In a global society one must understand and be sensitive to the specific verbal and cultural mannerisms that characterize a culture, and be able to apply these mannerisms to his/her own speech when interacting with members of the culture. (American Council on the Teaching of Foreign Languages)

II. CORE CONCEPTS

1. Listening
2. Speaking
3. Reading
4. Writing
5. Vocabulary
6. Grammar
7. Geography
8. History
9. Culture
10. Cultural Tolerance

III. COURSE OF STUDY

A. Course Study: Spanish II

B. Grade Level: 10-12

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 Days

D. Academic Level: Elective

E. Credits: 1.0

F. Prerequisites: 70% or better average in level one of the target language

G. Course Description - This course continues the skills of reading, writing, listening and speaking that were introduced in level one through the use of text, workbooks, videos, tapes, compact discs and teacher made materials.

IV. CONTENT: Spanish II
CORE CONCEPT: Listening
MAJOR OBJECTIVE: Understand connected discourse

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Hear and comprehend connected discourse about thematic vocabulary	The student will listen to and repeat the thematic vocabulary with the class and individually through teacher modeling, interaction with a partner and/or small groups and response to exercises from a CD including vocabulary about: health, summer/winter Sports, weather, cultural outings, travel and food.	The teacher will assess the accuracy of imitation of target language and monitor the appropriateness based on student's listening comprehension skills in various aural classroom activities.	Buen Viaje – Chapters 8 to 14 Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Games Computer Dictation
1.2 Listen and react to intermediate level statements and questions about thematic vocabulary	The student will listen and react to intermediate level statements and questions with another student and with the teacher through partner practice and individual responses using thematic vocabulary as indicated in 1.1.	The teacher will assess the accuracy of student's responses by listening to exchanges to intermediate level statements and questions on listening comprehension activities.	Buen Viaje – Chapters 8 to 14 Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Games Computer
1.3 Comprehend classroom commands related to learned vocabulary	The student will demonstrate comprehension of classroom commands through Total Physical Response requiring kinesthetic involvement from student to teacher and from student to student.	The teacher will measure correct kinesthetic student response to teacher and/or student commands in listening comprehension activities.	Buen Viaje – Chapters 8 to 14 Games

CONTENT: Spanish II
CORE CONCEPT: Speaking
MAJOR OBJECTIVE: Sustain communication using proper pronunciation

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Verbalize accumulated words and learned phrases in conjunction with newly acquired expressions using thematic vocabulary as indicated in 1.1	The student will mimic teacher produced words and phrases, respond to teacher prompts through flash cards and open-ended questions and identify thematic vocabulary using acquired expressions.	The teacher will evaluate student's pronunciation by listening to the response to teacher generated prompts using acquired thematic vocabulary and expressions.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Flash cards, posters, games, charts and overheads
2.2 Produce and react to questions using thematic vocabulary as indicated in 1.1 in conjunction with appropriate grammar rules, syntax and inflection	The student will respond to simple statements and questions, exchange questions with peers and/or teacher, and respond orally or in writing to various prompts incorporating grammar rules, syntax and inflection.	The teacher will evaluate the accuracy of response to teacher initiated drills and the correctness of student to student exchanges of simple statements and questions by listening for the incorporation of grammar, syntax and inflection.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Teacher made materials
2.3 Initiate and sustain basic communicative tasks	The student will participate in basic communicative tasks such as: teacher guided sustained dialogues, student created mini-conversations and role playing of various situations applying appropriate grammar rules.	The teacher will assess both sustained dialogues and mini-conversations through teacher monitoring and/or a rubric.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated CD – Chapters 8 to 14 Teacher made materials

CONTENT: Spanish II
CORE CONCEPT: Reading
MAJOR OBJECTIVE: Read consistently with increased understanding of simplest text

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Comprehend main ideas and facts from simple text (dialogues and short paragraphs) based on thematic vocabulary as indicated in 1.1	The student will comprehend main ideas and facts from simple text by translating individually or in groups, responding in writing and orally to content questions, summarizing, responding to true and false statements, correcting false statements and completing sentences.	The teacher will assess the accuracy of the translation, student response to content questions, student summarization, appropriateness of response to true/false statements and sentence completion as related to simple text in exercises from tests, quizzes and homework.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Teacher made materials

CONTENT: Spanish II
CORE CONCEPT: Writing
MAJOR OBJECTIVE: Meet a number of practical writing needs

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Produce intermediate sentences using thematic vocabulary as indicated in 1.1	The student will compose written descriptions, write factual statements and produce autobiographical materials on familiar topics using thematic vocabulary.	The teacher will appraise the correctness of grammar and content of written descriptions, factual statements and autobiographical materials in tests, compositions and written homework assignments.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Teacher made materials
4.2 Develop statements or questions within the scope of language experience using thematic vocabulary as indicated in 1.1	The student will develop answers to teacher questions, restate provided models and paraphrase the previously provided written word within the scope of the language experience.	The teacher will determine the appropriateness and accuracy of the answer to teacher questions, the restatement of provided models and the paraphrasing of the written word through responses on tests, quizzes and homework.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Teacher made materials
4.3 Compose short messages with accurate spelling and punctuation using thematic vocabulary as indicated in 1.1	The student will compose short messages, such as, post cards, notes and lists incorporating rules of punctuation and spelling.	The teacher will analyze usage of punctuation and correctness of spelling on written homework assignments, compositions and dialogues.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14
4.4 Construct intermediate level dialogues and/or paragraphs using thematic vocabulary as indicated in 1.1	The student will write exchanges of a guided dialogue and/or paragraphs within the scope of thematic vocabulary.	The teacher will measure the student's ability to communicate in written guided dialogues and/or paragraphs using a teacher-created rubric.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated

CONTENT: Spanish II
CORE CONCEPT: Vocabulary
MAJOR OBJECTIVE: Expand the number of familiar words and phrases

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Recognize and use appropriate thematic vocabulary as indicated in 1.1 in various oral, aural and written situations	The student will determine the correct word usage in drills and exercises, reconstruct paragraphs using the correct word from a word bank and revise paragraphs using appropriate word changes in oral, aural and written activities.	The teacher will assess various vocabulary based exercises checking for appropriateness of word choice on written homework, quizzes and tests.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Teacher made materials
5.2 Spell learned vocabulary correctly as indicated in 1.1	The student will practice spelling by filling in blank exercises and/or dictation.	The teacher will assess the correctness of spelling of vocabulary words in each exercise in written homework, quizzes, tests, compositions, projects and dialogues.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Teacher made materials

CONTENT: Spanish II
CORE CONCEPT: Grammar
MAJOR OBJECTIVE: Increase the command of basic grammatical structure

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Conjugate various irregular verbs in present and preterit tenses	The student will conjugate irregular verbs in the present and preterit tenses in practice exercises, by rewriting sentences in different persons, and in guided drills with teacher and partner.	The teacher will assess the accuracy of the conjugated verb in the present and preterit tenses by analyzing the noun-verb agreement in written exercises.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Teacher made materials – flash cards, posters, games, charts, overheads, internet web sites, quizzes and tests
6.2 Conjugate regular and irregular verbs in the present progressive tense	The student will conjugate regular and irregular verbs in the present progressive tense in practice exercises, by rewriting sentences in different persons, and in guided drills with teacher and partner.	The teacher will assess the accuracy of the conjugated irregular and regular verb in present progressive tense by analyzing the noun-verb agreement in written and oral exercises.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Teacher made materials – flash cards, posters, games, charts, overheads, internet web sites, quizzes and tests

CONTENT: Spanish II
CORE CONCEPT: Grammar
MAJOR OBJECTIVE: Increase the command of basic grammatical structure

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.3 Conjugate reflexive verbs in the present and preterit tenses	The student will conjugate reflexive verbs in the present and preterit tenses in practice exercises, rewriting sentences in different persons, and in guided practice with teacher and partner.	The teacher will assess the accuracy of the conjugation of the reflexive verb in the present and preterit tenses by analyzing the noun-verb agreement used in written and oral exercises.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Teacher made materials – flash cards, charts, overheads, internet web sites, quizzes and tests
6.4 Conjugate radical changing verbs in the present and preterit tenses	The student will conjugate radical changing verbs in the present and preterit tenses in practice exercises, rewriting sentences in different persons, and in guided practice with teacher and partner.	The teacher will measure the accuracy of the conjugation by analyzing the noun-verb agreement in written exercises from homework, tests, quizzes, compositions and dialogues.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook Chapters 8 to 14 CD – Chapters 8 to 14 Teacher made materials – flash cards, charts, overheads, internet web sites, quizzes and tests
6.5 Construct sentences replacing direct and indirect objects with indirect and direct object pronouns	The student will construct sentences by replacing direct and indirect objects with direct and indirect object pronouns demonstrating knowledge of word order.	The teacher will evaluate the correct usage and placement of direct and indirect object pronouns in the sentences reconstructed by students on written homework, tests and quizzes.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Teacher made materials – games, charts, overheads, tests and quizzes

CONTENT: Spanish II
CORE CONCEPT: Geography
MAJOR OBJECTIVE: Identify and locate major cities of target language

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Identify the major target language speaking cities in the Americas and Spain	The student will identify cities of the Spanish speaking world through question and answer practice of basic geographical knowledge.	The teacher will determine the student's ability to identify major Spanish speaking cities of the world through interactive map activities	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook 8 to 14 Teacher made materials as indicated in 2.1 Videos Maps Internet
7.2 Identify the capitals of Spain and the Americas	The student will identify the capitals of Spanish speaking countries through question and answer practice of basic geographical knowledge.	The teacher will determine the student's ability to identify the capital cities of the Spanish speaking countries by labeling capitals on maps.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook 8 to 14 Teacher made materials as indicated in 2.1 Videos Maps Internet

CONTENT: Spanish II
CORE CONCEPT: History
MAJOR OBJECTIVE: Increase knowledge of historical information

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Recognize figures, events and dates pertinent to target language from current and major historical events	The student will discuss various major figures, events and dates and compare and contrast the target culture with his/her culture.	The teacher will determine accuracy of student response about major figures, events and dates through cultural discussions, projects and written responses on tests.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook 8 to 14 Teacher made materials as indicated in 2.1 Videos Internet

CONTENT: Spanish II
CORE CONCEPT: Culture
MAJOR OBJECTIVE: Expand understanding of the target culture

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Demonstrate understanding of the concept of culture by comparing and contrasting target and native cultures	The student will read various articles from textbook, internet and other media resources and tell in his/her own words the similarities and differences of the target culture and his/her own culture, i.e. units of weight and measure, reading a menu, train schedule, movies, concerts, parties, dances, types of stores and store hours, giving of gifts for holidays, birthdays, dining, travel, currency and health.	The teacher will assess the student's reiteration of the similarities and differences of the target culture and student's culture by answering teacher initiated questions through oral discussions and written responses on tests.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook 8 to 14 Teacher made materials as indicated in 2.1 Videos Internet Cultural Holiday Activities

CONTENT: Spanish II
CORE CONCEPT: Cultural Tolerance
MAJOR OBJECTIVE: Develop an awareness of cultural differences

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Recognize the distinctive viewpoints of the foreign culture by using current social issues	The student will react to teacher initiated discussion of distinctive viewpoints of the foreign culture by using current social issues.	The teacher will observe the student's receptiveness of distinctive viewpoints that are presented about the culture of the target language.	Buen Viaje – Chapters 8 to 14 Workbook – Chapters 8 to 14 Worksheet – Teacher generated Video - Textbook 8 to 14 Teacher made materials as indicated in 2.1 Videos Internet Cultural Holiday Activities

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for all Level II target language classes:

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

B. Each student's grade will be determined at the conclusion of each of the four nine-week marking periods. Grades are based on an average of scores from:

1. Vocabulary
2. Quizzes
3. Homework
4. Tests
5. Compositions and dialogues
6. Listening Comprehension
7. Speaking Tests
8. Assigned Projects

C. Extra credit may be built into the course structure at the teacher's discretion.

D. As a prerequisite to continuing to level three, students must attain at least a 70% average in the level two target language.

V3 Academy Cyber Charter School

Traditional Algebra I

Traditional Algebra I

I. PHILOSOPHY

Algebra is an important subject in the growing technological world in which we live. More jobs require the use of advanced mathematical skills as we experience a shift of workers from blue-collar jobs to white-collar jobs. The skills acquired in Algebra 1 will help to equip students with the organizational, cooperative, and problem-solving skills needed to succeed. Whether the students go on to college, a technical school, or the job market after high school, studying algebra will allow them to make a smooth transition.

II. CORE CONCEPTS

1. Numbers and Operations

2. Measurement

3. Geometry

4. Algebraic Concepts

5. Data Analysis and Probability

III. COURSE OF STUDY

A. Course Study: Traditional Algebra I

B. Grade Level: 8th – 12th

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 days

D. Academic Level: Traditional Academic

E. Credits: 1.0

F. Prerequisites: Pre-Algebra with a 70% average

G. Course Description: This course is offered to provide students with a basic background in the topics traditionally included in a first year algebra course. It is a foundational course, meaning it is necessary to have a thorough understanding of the concepts in this course before attempting high level mathematics. Students learn to apply the use of variables to solve problems and work to understand the concepts of functions.

IV. CONTENT: Traditional Algebra I

CORE CONCEPT 1: Numbers and Operations

MAJOR OBJECTIVE: Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, exponents and scientific notation) **(M11.A.1.1)**	Find the square root of an integer to the nearest tenth using either a calculator or estimation **(M11.A.1.1.1)** Express numbers and/or simplify expressions using scientific notation (including numbers less than 1) **(M11.A.1.1.2)**	Notebook for copying terminology, examples, and other course related information and learning organizational skills Homework on finding the square root of an integer to the nearest tenth, and on using scientific notation to express numbers Quiz/Test on finding the square root of an integer to the nearest tenth, and on using scientific notation to express numbers	Textbook
1.2 Apply number theory concepts to show relationships between real numbers in problem solving settings **(M11.A.1.2)**	Find the Greatest Common Factor(GCF) and/or the Least Common Multiple (LCM) for sets of monomials **(M11.A.1.2.1)** Add, subtract, multiply, divide, and raise monomial algebraic expressions to whole number powers.	Notebook for copying terminology, examples, and other course related information and learning organizational skills Homework on finding the GCF and LCM for sets of monomials, and on the operations of monomial algebraic expressions to whole number powers Quiz/Test on finding the GCF for sets of monomials, and on raising monomial algebraic expressions to whole number powers	Textbook Skills review handbook for factors and multiples

CONTENT: Traditional Algebra I
CORE CONCEPT: Numbers and Operations
MAJOR OBJECTIVE: Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.3 Estimate the value of an irrational number **(M11.A.1.3)**	Locate/identify irrational numbers at the approximate point on a number line **(M11.A.1.3.1)**	Notebook for copying terminology, examples, and other course related information and learning organizational skills Homework on locating irrational numbers at the approximate point on a number line Quiz/Test on locating irrational numbers at the approximate point on a number line	Textbook

CONTENT: Traditional Algebra I
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Understand the meanings of operations, use operations and understand how they relate to each other.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.4 Apply ratio and/or proportion in problem-solving situations **(M11.A.2.1)**	Solve problems using operations with rational numbers including rates and percents (single and multi-step and multiple procedure operations) (e.g., distance, work and mixture problems, etc.) **(M11.A.2.1.1)** Use proportional relationships in problem solving settings	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Homework on solving word problems using single and multiple step operations with rational numbers and proportions Quiz/Test on solving word problems using single and multiple step operations with rational numbers and proportions	Textbook

CONTENT: Traditional Algebra I
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Understand the meanings of operations, use operations and understand how they relate to each other.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.5 Use exponents, roots, and/or absolute value to solve problems **(M11.A.2.2)**	Add, subtract, multiply, divide, and raise monomial algebraic expressions to whole number powers Simplify/evaluate expressions involving positive and negative exponents, roots and/or absolute value (may contain all types of real numbers – exponents should not exceed power of 10) **(M11.A.2.2.1)** Simplify/evaluate expressions involving multiplying with exponents (e.g. $x^6 * x^7 = x^{13}$), powers of powers (e.g., $(x^6)^7 = x^{42}$) and powers of products $(2x^2) = 8x^6$ (positive exponents only) **(M11.A.2.2.2)**	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Homework on simplifying and evaluating algebraic expressions through basic operations and multiplying with exponents Quiz/Test on simplifying and evaluating algebraic expressions through basic operations and multiplying with exponents	Textbook

CONTENT: Traditional Algebra I
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Compute accurately and fluently and make reasonable estimates.

CURRICULUM STANDARD: Numbers and Operations			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.6 Apply the order of operations in computation and in problem-solving situations **(M11.A.3.1)**	Simplify/evaluate expressions using the order of operations to solve problems (any rational numbers may be used) **(M11.A.3.1.1)**	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Homework on using order of operations to simplify algebraic expressions to solve problems Quiz/Test on using order of operations to simplify algebraic expressions to solve problems	Textbook Calculator
1.7 Use estimation strategies in problem-solving situations **(M11.A.3.2)**	Use estimation to solve problems. **(M11.A.3.2.1)**	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Quiz/Test on using estimating to solve to problems	Textbook

CONTENT: Traditional Algebra I
CORE CONCEPT 2: Measurement
MAJOR OBJECTIVE: Apply appropriate techniques, tools and formulas to determine measurements.

CURRICULUM STANDARD: Geometry			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Use and/or compare measurements of angles and segments	Set-up and solve algebraic equations based on the relationship of angle measures or segment lengths	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Homework on setting-up algebraic equations based on the relationship of angle measures or segment lengths Quiz/test on setting-up algebraic equations based on the relationship of angle measures or segment lengths	Textbook

CONTENT: Traditional Algebra I
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Locate points or describe relationships using the coordinate plane

CURRICULUM STANDARD: Geometry			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Use properties in geometry in an algebraic context	Students set-up equations using properties from geometry such as the sum of the angles in a triangle, complementary angles, and/or supplementary angles	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Homework on setting-up equations using geometric properties Quiz/Test on setting-up equations using geometric properties	Textbook
3.2 Solve problems using analytic geometry **(M11.C.3.1)**	Calculate the distance and/or midpoint between 2 points on a number line or a coordinate plane(formula provided on the reference sheet) **(M11.C.3.1.1)** Relate slope to perpendicularity and/or parallelism(limit to linear algebraic expressions; slope formula provided on the reference sheet) **(M11.C.3.1.2)**	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Homework on using the distance and midpoint formulas to calculate the distance and the midpoint between two points and relating slope to perpendicular and parallel lines Quiz/Test on using the distance and midpoint formulas to calculate the distance and the midpoint between two points and relating slope to perpendicular and parallel lines	Textbook Graph Paper Formula Sheet

CONTENT: Traditional Algebra I
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Demonstrate an understanding of patterns, relations, and functions

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Analyze and/or use patterns or relations **(M11.D.1.1)**	Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically. **(M11.D.1.1.1)** Determine if a relation is a function given a set of points or a graph **(M11.D.1.1.2)** Identify the domain, range, and inverse of a relation (may be presented as ordered pairs or a table) **(M11.D.1.1.3)**	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Homework on analyzing patterns and representing them using graphs Homework on identifying functions and relations from a given set of points or a graph and identifying their domain, range and inverse Quiz/Test on analyzing patterns and representing them using graphs Quiz/Test on identifying functions and relations from a given set of points and identifying their domain, range and inverse	Textbook

CONTENT: Traditional Algebra I
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.2 Write, solve and/or graph linear equations and inequalities using various method **(M11.D.2.1)**	Identify or graph functions, linear equations or linear inequalities on a coordinate plane. **(M11.D.2.1.2)** Write, solve and/or apply a linear equation (including problem solving situations). **(M11.D.2.1.3)** Write and/or solve systems of equations using graphing, substitution and/or elimination (limit systems to systems of two equations) **(M11.D.2.1.4)** Graph a linear equation using the x- and y-intercepts Graph a linear equation using the slope and y-intercept Graph a linear equation using a table	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Homework on writing and solving linear equations, inequalities, and systems of equations using single or multiple variables with the variable on both sides of the equal sign for all real numbers Quiz/Test on writing and solving linear equations, inequalities, and systems of equations using single or multiple variables with the variable on both sides of the equal sign for all real numbers Homework on graphing linear equations using their x- and y-intercepts, slope and y-intercept or tables Quiz/Test on graphing linear equations using their x- and y-intercepts, slope and y-intercept or tables	Textbook

CONTENT: Traditional Algebra I
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.2 Continued	Solve equations in one variable using a single operation, two operations, or more than two operations including using the distributive property and problems with the variable on both sides of the equal sign Solve equations that contain fractions and decimals Solve equations that have no solutions or the solution set is the set of all real numbers	Homework on solving equations that contain fractions and decimals Quiz/Test on solving equations that contain fractions and decimals Classwork on solving systems of equations using graphing, substitution and elimination Quiz/Test on solving systems of equations using graphing, substitution and elimination	
4.3 Simplify expressions involving polynomials **(M11.D.2.2)**	Add, subtract and/or multiply polynomial expressions (express answers in simplest form – nothing larger than a binomial multiplied by a trinomial) **(M11.D.2.2.1)** Factor algebraic expressions, including difference of squares and trinomials (trinomials limited to the form $ax^2 + bx + c$ where a is not equal to 0). **(M11.D.2.2.2)**	Notebook for copying terminology, examples, and other course-related information and learning organizational skills. Homework on expressing polynomial expressions in simplest form through basic operations and factoring Quiz/Test on expressing polynomial expressions in simplest form through basic operations and factoring	Textbook

CONTENT: Traditional Algebra I
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Analyze change in various contexts

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.4 Compute and/or use the slope of a line **(M11.D.3.2)**	Apply the formula for the slope of a line to solve problems (formula given on reference sheet) **(M11.D.3.2.1)** Given the graph of the line, 2 points on the line, or the slope and a point on a line, write or identify the linear equation in point-slope, standard and/or slope-intercept form. **(M11.D.3.2.2)**	Notebook for copying terminology, examples, and other course-related information and for learning organizational skills Homework on calculating the slope of a line to solve problems Quiz/Test on calculating the slope of a line to solve problems Homework on writing the equation of a line given its graph, 2 points on the line, or the slope and a point on the line Quiz/Test on writing the equation of a line given its graph, 2 points on the line, or the slope and a point on the line	Textbook

CONTENT: Traditional Algebra I
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Describe or use models to represent quantitative relationships

CURRICULUM STANDARD: Algebra and Functions			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.5 Interpret and/or use linear, quadratic and/or exponential functions and their equations, graphs or tables **(M11.D.4.1)**	Match the graph of a given function to its table or equation **(M11.D.4.1.1)**	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Homework on matching graph of a given function to its table or equation Quiz/Test on matching graph of a given function to its table or equation	Textbook Graph Paper

CONTENT: Traditional Algebra I
CORE CONCEPT 4: Data Analysis and Probability
MAJOR OBJECTIVE: Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data

CURRICULUM STANDARD: Data Analysis and Probability			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Appropriately display and/or use data in problem-solving settings **(M11.E.1.1)**	Create and/or use appropriate graphical representations of data, including box-and-whisker plots, stem-and-leaf plots or scatter plots **(M11.E.1.1.1)** Analyze data and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots or scatter plots) **(M11.E.1.1.2)**	Notebook for copying terminology, examples, and other course-related information and for learning organizational skills Homework on graphing data and using the graphs for data analysis and answering related questions Quiz/Test on graphing data and using the graphs for data analysis and answering related questions	Textbook

CONTENT: Traditional Algebra I
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Select and/or use appropriate statistical methods to analyze data.

CURRICULUM STANDARD: Data Analysis and Probability			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.2 Use measures of central tendency to describe a set of data **(M11.E.2.1)**	Calculate or select the appropriate measure of central tendency (mean, mode, or median) of a set of data given or represented on a table, line plot, or stem-and-leaf plot **(M11.E.2.1.1)** Calculate and/or interpret the range, quartiles and inter-quartile range of data **(M11.E.2.1.2)** Describe how outliers affect measures of central tendency **(M11.E.2.1.3)**	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Homework on calculating and using measures of central tendency to describe sets of data Quiz/Test on calculating and using measures of central tendency to describe sets of data Homework on calculating range, quartiles, and inter-quartile ranges of sets of data Quiz/Test on calculating range, quartiles, and inter-quartile ranges of sets of data Homework on writing descriptions about how outliers affect measures of central tendency Quiz/Test on writing descriptions about how outliers affect measures of central tendency	Textbook

CONTENT: Traditional Algebra I
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Understand and/or apply basic concepts of probability or outcomes.

CURRICULUM STANDARD: Data Analysis and Probability			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Apply probability and/or odds to practical situations **(M11.E.3.1)**	Find the probabilities for independent or dependent events and represent as a fraction, decimal or percent. *(Probabilities of compound events is covered in Algebra II)* **(M11.E.3.1.1)** Find, convert and/or compare the probability and/or odds of a simple event **(M11.E.3.1.2)**	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Homework on finding the probabilities and odds for independent or dependent events Quiz/Test on finding the probabilities and odds for independent or dependent events	Textbook
5.4 Apply counting techniques in problem-solving settings **(M11.E.3.2)**	Determine the number of permutations and/or combinations or apply the fundamental counting principle. (Formula provided on the reference sheet) **(M11.E.3.2.1)**	Notebook for copying terminology, examples, and other course-related information and for learning organizational skills Homework on determining the number of permutations and combinations of events Quiz/Test on determining the number of permutations and combinations of events PSSA open-ended questions with written response explaining how the Fundamental Counting Principle is used	Textbook Skills review handbook for counting methods

CONTENT: Traditional Algebra I
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.

CURRICULUM STANDARD: Data Analysis and Probability			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.5 Make predictions using data displays and probability **(M11.E.4.1)**	Estimate or calculate to make predictions based on a circle, line, bar graph or given situation **(M11.E.4.1.1)** Use probability to predict outcomes **(M11.E.4.1.2)**	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Homework on predicting outcomes using data displays and probability PSSA open-ended question with written response predicting outcomes from a data display Quiz/Test on predicting outcomes using data displays and probabilities	Textbook Skills review handbook for bar graphs, line graphs, circle graphs and problem solving strategies
5.6 Analyze and/or interpret data on a scatter plot and/or use a scatter plot to make predictions **(M11.E.4.2)**	Draw, find and/or write an equation for a line of best fit for a scatter plot. **(M11.E.4.2.1)** Plot a given set of data on the coordinate plane and choose a line that best fits the data and write the equation of the line using its slope and y-intercept or using two points on the line	Notebook for copying terminology, examples, and other course-related information and learning organizational skills Homework on writing an equation for a line of best fit using slope and y-intercept or two points Quiz/Test on writing an equation for a line of best fit using slope and y-intercept or two points	Textbook

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Traditional Algebra I

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
Below 60%	=	F

B. Each student will be graded on a point system in the following areas:

1. Homework
2. Class work
3. Class Participation
4. Open-ended Questions (PSSA)
5. Quizzes
6. Tests

V3 Academy Cyber Charter School

Traditional Algebra 2

Traditional Algebra 2

I. PHILOSOPHY

The Algebra 2 course is primarily concerned with developing the students' understanding of algebraic concepts and providing experience with strategies for solving equations and applications. Algebraic concepts will be explored and explained using a variety of strategies --- verbal explanation, numerical patterns, graphical displays and analytical reasoning. Technological applications using graphing calculators, the Smartboard, and internet websites provide multi-sensory explorations of algebraic concepts and strengthen the relationship between the numerical and analytical expression of algebra.

Algebra is an important subject in the growing technological world in which we live. More jobs require the use of advanced mathematical skills as we experience a shift of workers from blue-collar jobs to white-collar jobs. The skills acquired in Algebra 2 will help to equip students with the organizational, cooperative, and problem-solving skills needed to succeed. Whether the students go on to college, a technical school, or the job market after high school, studying algebra will allow them to make a smooth transition.

II. CORE CONCEPTS

1. **Numbers and Operations**
2. **Measurement**
3. **Geometry**
4. **Algebraic Concepts**
5. **Data Analysis and Probability**

III. COURSE OF STUDY

A. Course Title: Traditional Algebra 2

B. Grade Level: 10 – 12

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 school days

D. Academic Level: Traditional Academic

E. Credits: 1.0

F. Prerequisites: Algebra 1 and Geometry

G. Course Description: The concepts learned in this course include: linear equations, systems of linear equations, factoring, polynomials, quadratic equations, exponential functions, and logarithmic functions. This course is designed to prepare students for future high school and college math courses.

IV. CONTENT: Traditional Algebra 2
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

CURRICULUM STANDARD: Numbers and Operations			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, exponents and scientific notation). **(M11.A.1.1)**	Find the square root of an integer to the nearest tenth using either a calculator or estimation. **(M11.A.1.1.1)** Express numbers and simplify expressions using scientific notation, including numbers less than one. **(M11.A.1.1.2).** Simplify square roots. (e.g., √= 2√6) **(M11.A.1.1.3).** Evaluate roots with any index. Add, subtract, multiply and divide radical expressions. Add, subtract, multiply and divide complex numbers. Evaluate exponential functions. Evaluate common logarithms.	Class activity on simplifying radicals. Homework problems on simplifying roots, adding, subtracting, multiplying and dividing radical expressions and complex numbers. Quiz and test questions on simplifying roots, adding, subtracting, multiplying and dividing radical expressions and complex numbers. Homework on evaluating exponential and logarithmic functions. Quiz and test questions on evaluating exponential and logarithmic functions.	Textbook. Teacher resource materials to supplement textbook. SmartBoard. Scientific Calculator. PSSA Sample Problems. PSSA program Study Island.

CONTENT: Traditional Algebra 2
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

CURRICULUM STANDARD: Numbers and Operations			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.2 Apply number theory concepts to show relationships between real numbers in problem solving settings. **(M11.A.1.2)**	Find the Greatest Common Factor(GCF) and/or the Least Common Multiple (LCM) for sets of monomials. **(M11.A.1.2.1)**	Homework problems that include determining the LCM and/or GCF and applying to computational operations. Quiz and test questions on application of correct computational operations that include determining the LCM and GCF.	Textbook. SmartBoard. Scientific Calculator. PSSA Sample Problems. Teacher resource materials to supplement textbook.
1.3 Estimate the value of an irrational number. **(M11.A.1.3)**	Locate/identify irrational numbers at the approximate location on the number line. **(M11.A.1.3.1)** Compare and/or order any real numbers (rational and irrational may be mixed). **(M11.A.1.3.2)**	Class activity on comparing and/or ordering rational and irrational numbers.	Textbook. SmartBoard. PSSA program Study Island.

CONTENT: Traditional Algebra 2
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Understand the meanings of operations, use operations and understand how they relate to each other.

CURRICULUM STANDARD: Numbers and Operations			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.4 Apply ratio and/or proportion in problem-solving situations. **(M11.A.2.1)**	Solve problems using operations with rational numbers including rates and percents (single and multi-step and multiple procedure operations)(e.g., distance, work and mixture problems, etc.). **(M11.A.2.1.1)** Solve problems using direct and inverse proportions. **(M11.A.2.1.2)** Identify and/or use proportional relationships in problem solving settings. **(M11.A.2.1.3)**	Homework calculation and application of ratios and proportions. Quiz and/or test questions on calculation and application of ratios and proportions. PSSA open ended practice problem(s) with written response that applies the use of ratios and proportions.	Textbook. SmartBoard. Teacher resource materials to supplement textbook. Scientific Calculator.

CONTENT: Traditional Algebra 2
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Understand the meanings of operations, use operations and understand how they relate to each other.

CURRICULUM STANDARD: Numbers and Operations			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.5 Use exponents, roots and absolute value to solve problems. **(M11.A.2.2)**	Simplify/evaluate expressions involving positive and negative exponents, roots and/or absolute value (may contain all types of real numbers) (exponents should not exceed power of 10). **(M11.A.2.2.1)** Simplify/evaluate expressions involving multiplying with exponents (e.g., $x^6 * x^7 = x^{13}$), powers of powers (e.g., $(x^6)^7 = x^{42}$) and powers of products $(2x^2)^3 = 8x^6$ (positive exponents only). **(M11.A.2.2.2)**	Homework problems on evaluating exponents, roots and absolute value. Quiz and/or test questions on evaluating exponents, roots and absolute value.	Textbook. SmartBoard. Teacher resource materials to supplement textbook. Scientific Calculator.

CONTENT: Traditional Algebra 2
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Compute accurately and fluently and make reasonable estimates.

CURRICULUM STANDARD: Numbers and Operations			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.6 Apply the order of operations in computation and in problem solving situations. **(M11.A.3.1)**	Simplify/evaluate expressions using the order of operations to solve problems. (any rational numbers may be used) **(M11.A.3.1.1)**	Class work which requires order of operation procedures and calculation.	Textbook. SmartBoard. Scientific Calculator.
1.7 Use estimation strategies in problem-solving strategies. **(M11.A.3.2)**	Use estimation to solve problems. **(M11.A.3.2.1)**	Class work which requires application problem-solving using estimation. PSSA open ended practice problem(s) with written response using estimation in problem solving.	Textbook. Scientific Calculator. PSSA program Study Island.

CONTENT: Traditional Algebra 2
CORE CONCEPT 2: Measurement
MAJOR OBJECTIVE: Apply appropriate techniques, tools and formulas to determine measurements.

CURRICULUM STANDARD: **Measurement**			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Describe how a change in one dimension of a figure (2 or 3 dimensional) affects other measurements of that figure. **(M11.B.2.3)**	Describe how a change in the linear dimension of a figure affects its perimeter, circumference, area or volume. • How does changing the length of the radius of a circle affect the circumference of the circle? • How does changing the length of the edge of a cube affect the volume of the cube? • How does changing the length of the base of a triangle affect the area of the triangle? **(M11.B.2.3.1)**	Homework problems relating the affect of the change in one dimension to another dimension, perimeter, circumference, area, and volume . Quiz and/or test questions on the relationship of linear dimensions and the perimeter, circumference, area, and volume. PSSA open ended practice problem(s) with written response applying the affect of change of a dimension.	Textbook. SmartBoard. Scientific Calculator. Teacher resource book. PSSA Test Preparation Materials.

CONTENT: Traditional Algebra 2
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Locate points or describe relationships using the coordinate plane.

CURRICULUM STANDARD: Geometry			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Solve problems using analytic geometry. **(M11.C.3.1)**	Calculate the distance and/or midpoint between 2 points on a number line or on a coordinate plane (formula provided on the reference sheet). **(M11.C.3.1.1)** Relate slope to perpendicularity and/or parallelism (limit to linear algebraic expressions; slope formula provided on the reference sheet). **(M11.C.3.1.2)** Show how to graph two lines and find the point of intersection of two lines.	Class activity and homework problems on determining the point where 2 lines intersect by graphing. Quiz and/or test questions on determining the point of intersection graphically. Practice problems on calculating the distance between two points. Quiz and/or test questions on calculating the distance between two points. Class activity and homework problems on using slope to determine whether two lines are parallel or perpendicular. Homework problems on writing equations of lines that are parallel or perpendicular. Quiz and/or test questions on writing equations of lines that are parallel or perpendicular.	Textbook. Scientific Calculator. TI-82 Graphing Calculator. Teacher resource book. PSSA Test Preparation Materials.

CONTENT: Traditional Algebra 2
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Demonstrate an understanding of patterns, relations and functions.

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Analyze and/or use patterns or relations. **(M11.D.1.1)**	Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically. **(M11.D.1.1.1)** Determine if a relation is a function given a set of points or a graph. **(M11.D.1.1.2)** (Apply the definition of a function, mappings and Vertical Line Test) Identify the domain, range or inverse of a relation (may be presented as ordered pairs or a table). **(M11.D.1.1.3)** Identify functions from sets, tables and/or graphs and write functions as a set of ordered pairs, a mapping, a table or represent it in a graph. Evaluate functions. Write equations representing the patterns from tables.	Homework on differentiating relations and functions and identifying domain and range. Quiz and/or test questions on classifying relations and functions and on identifying domain and range. Class activity on finding patterns in data. Homework on finding patterns in data and on writing algebraic expressions from tables. Quiz and/or test questions on finding patterns in data and on writing algebraic expressions. Homework on evaluating functions. Quiz and/or test questions on evaluating functions.	Textbook. Scientific Calculator. TI-82 Graphing Calculator. PSSA program Study Island. Teacher resource book.

CONTENT: Traditional Algebra 2
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.2 Write, solve and/or graph linear equations and inequalities using various methods. **(M11.D.2.1)**	Solve compound inequalities and/or graph their solution sets on a number line (may include absolute value inequalities). **(M11.D.2.1.1)** Identify or graph functions, linear equations or linear inequalities on a coordinate plane. **(M11.D.2.1.2)** Use a table to make the connection between an equation and the graph of the equation. Write, solve and/or apply a linear equation (including problem situations). **(M11.D.2.1.3)**	Homework on solving and graphing compound inequalities on a number line. Quiz and/or test questions on solving and graphing compound inequalities. Homework on graphing linear inequalities and matching inequality graphs to the correct algebraic expression. Quiz and/or test questions on linear inequalities. Homework which requires students to apply solution strategies to word problems. Quiz and/or test questions which require students to apply solution strategies to word problems.	Textbook. Teacher Resource Materials. SmartBoard. Graph paper.

CONTENT: Traditional Algebra 2
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.2 (continued)	Write and/or solve systems of equations using graphing, substitution and/or elimination (limit systems to 2 equations). **(M11.D.2.1.4**) Identify whether systems of equations are consistent or inconsistent. Analyze/compare the advantages and disadvantages of graphing, substitution, elimination methods of solving a system of equations.	Problems which require students to solve systems of equations using graphing, substitution and elimination strategies. Quiz and/or test questions on solving systems of equations using graphing, substitution and elimination strategies and determine the most appropriate method. PSSA open ended practice problem(s) with written response on solving using systems of equations using graphing, substation or elimination.	Textbook. PSSA program Study Island. Teacher Resource Materials. SmartBoard

CONTENT: Traditional Algebra 2
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.2 (continued)	Solve quadratic equations graphically using graph paper and/or graphing calculators. Solve quadratic equations using factoring (integers only – not including completing the square or the quadratic formula). **(M11.D.2.1.5)**	Class activity to assess graphing lines and parabolas using graphing calculators. (Include projectile motion problems) Homework using graphs to determine the solutions to a quadratic equation. Class discussion relating the *x*-intercept to the solution of the quadratic equation. Quiz and/or test questions related to determining the solutions of a quadratic equation from a graph. Homework problems using factoring and the quadratic formula to solve quadratic equations. Quiz and/or test questions on using factoring and the quadratic formula to solve a quadratic equation.	Textbook. Teacher Resource Materials. Calculator. Graphs.

CONTENT: Traditional Algebra 2
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Simplify expressions involving polynomials. **(M11.D.2.2)**	Add, subtract and/or multiply polynomial expressions (express answers in simplest form – nothing larger than a trinomial multiplied by a trinomial). **(M11.D.2.2.1)** Factor algebraic expressions, including difference of squares and trinomials (trinomials limited to the form $ax^2 + bx + c$ where a is not equal to 0). **(M11.D.2.2.2)** Divide polynomial expressions (Long and Synthetic division---divisors no larger than a trinomial). Simplify algebraic fractions. **(M11.D.2.2.3)**	Homework problems on simplifying polynomial expressions. Quiz and/or test questions on simplifying polynomial expressions. Homework which requires students to factor trinomials. Quiz and/or test questions on factoring trinomials. Homework problems that apply polynomials to area problems. Homework on adding, subtracting, multiplying and dividing algebraic fractions. Quiz and/or test questions on adding, subtracting, multiplying and dividing algebraic fractions.	Textbook. Teacher Resource Materials. Algebra with Pizzazz.

CONTENT: Traditional Algebra 2
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Analyze change in various contexts.

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.4 Describe and/or determine change. **(M11.D.3.1)**	Identify, describe and/or use constant or varying rates of change. **(M11.D.3.1.1)** Determine how a change in one variable relates to a change in a second variable (e.g., y = 4/x, if x doubles, what happens to y?). **(M11.D.3.1.2)**	Homework problems to determine rates of increase or decrease. Quiz and/or test questions on rates of increase or decrease. Class activity and homework matching equations to description of real world situations. Quiz and/or test questions on matching equations to word problems.	Textbook. Teacher Resource Materials.

CONTENT: Traditional Algebra 2
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Analyze change in various contexts.

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.5 Compute and/or use the slope of a line. **(M11.D.3.2)**	Apply the formula for the slope of a line to solve problems (formula given on reference sheet). **(M11.D.3.2.1)** Given the graph of the line, 2 points on the line, or the slope and a point on a line, write or identify the linear equation in point-slope, standard and/or slope-intercept form. **(M11.D.3.2.2)** Compute the slope and/or y-intercept represented by a linear equation or graph. **(M11.D.3.2.3)** Compare slopes of parallel and perpendicular lines. Given the slope of a parallel or perpendicular line, write or identify an equation for the line.	Homework on writing an equation of a line that is graphed. Application problems that relate fixed costs plus variable costs. (i.e. car rentals) Homework on writing equations for lines where slope and a point are given or two points are given. Homework on matching equations of lines to graphs of lines and vice versa. Quiz and/or test questions on writing equations of line and matching equations to graphs. Homework problems to identify slopes of parallel and perpendicular lines and writing equations of parallel and/or perpendicular lines. Quiz and/or test questions on writing equations of parallel and/or perpendicular lines.	Textbook. Teacher Resource Materials. SmartBoard. Graph paper. PSSA program Study Island.

CONTENT: Traditional Algebra 2
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Describe or use models to represent quantitative relationships.

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.6 Interpret and/or use linear, quadratic and/or exponential functions and their equations, graphs, or tables. **(M11.D.4.1)**	Match the graph of a given function to its table or equation. **(M11.D.4.1.1)** Identify "families" of functions and the properties of the graph unique to linear, quadratic and exponential functions. Analyze and categorize linear, quadratic, and exponential functions by their characteristics. Interpret the results of linear programming to determine when the maximum or minimum values occur. Locate the vertex, zeros, and axis of symmetry of quadratic functions. Determine the maximum and minimum values of a quadratic function and where they occur.	Homework on identifying the equation of the graph of a line, parabola or an exponential equation. Homework on identifying the table of a graph of a line, parabola or an exponential equation. Homework on matching an equation to the graph of the equation through analysis of the written equation. Quiz and/or test questions on identifying the equations for a graph or a table. Homework on calculating the maximum or minimum value of a quadratic function. Quiz and/or test questions on calculating maximum or minimum values.	Textbook. Teacher generated worksheet on graphs of linear, quadratic and exponential functions. Teacher Resource Materials. Graphing Calculator. PSSA Test Preparation Materials.

CONTENT: Traditional Algebra 2
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data.

CURRICULUM STANDARD: Data Analysis and Probability			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Appropriately display and/or use data in problem-solving settings. **(M11.E.1.1)**	Create and or use appropriate graphical representations of data, including box-and-whisker plots, stem-and-leaf plots or scatter plots **(M11.E.1.1.1)** Analyze data and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots or scatter plots.). **(M11.E.1.1.2)**	Homework on interpreting graphs of data. Quiz and/or test questions on interpreting graphs of data. PSSA open ended practice problem(s) with written response that require interpretation and analysis of graph and/or plots.	Textbook. SmartBoard. Teacher Resource Materials.

CONTENT: Traditional Algebra 2
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Select and/or use appropriate statistical methods to analyze data.

CURRICULUM STANDARD: Statistics and Data Analysis			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.2 Use measures of central tendency to describe a set of data. **(M11.E.2.1)**	Calculate or select the appropriate measure of central tendency (mean, mode or median) of a set of data given or represented on a table, line plot, or stem-and-leaf plot. **(M11.E.2.1.1)** Calculate and/or interpret the range, quartiles and inter-quartile range of data. **(M11.E.2.1.2)** Describe how outliers affect measures of central tendency. **(M11.E.2.1.3)**	Practice problems on interpreting data represented in stem-and-leaf plots and box-and-whisker plots, including outliers. Quiz and/or test questions on interpreting data represented in stem-and-leaf plots and box-and-whisker plots, including outliers.	Textbook. Teacher Resource Materials.

CONTENT: Traditional Algebra 2
CORE CONCEPT: E. Data Analysis and Probability
MAJOR OBJECTIVE: Understand and/or apply basic concepts of probability or outcomes.

CURRICULUM STANDARD: Statistics and Data Analysis			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.3 Apply probability and/or odds to practical situations. **(M11.E.3.1)**	Find probabilities for independent, dependent or compound events and represent as a fraction, decimal or percent. **(M11.E.3.1.1)** Find, convert and/or compare the probability and/or odds of a simple event. **(M11.E.3.1.2)**	Homework calculating the probabilities of compound events. Quiz and test questions calculating the probabilities of compound events. Homework/Class work relating/comparing odds to probability. (including application problems) Quiz and test questions applying odds and probability.	Textbook. Teacher Resource Materials.
5.4 Apply counting techniques in problem-solving settings. **(M11.E.3.2)**	Determine the number of permutations and/or combinations or apply the fundamental counting principle. (Formula provided on the reference sheet). **(M11.E.3.2.1)**	Homework problems which determine the number of ways an event can occur using various methods. Quiz and/or test questions on determining the number of ways an event can occur.	Textbook. Teacher Resource Materials.

CONTENT: Traditional Algebra 2
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.

CURRICULUM STANDARD: Probability and Predictions			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.5 Make predictions using data displays and probability. **(M11.E.4.1)**	Estimate or calculate to make predictions based on a circle, line, or bar graph or given situation. **(M11.E.4.1.1)** Use probability to predict outcomes. **(M11.E.4.1.2)**	Homework on interpolating or extrapolating to predict probability from a graph. Quiz and/or test questions on interpolating or extrapolating to predict probability from a graph.	Textbook. PSSA Test Preparation Materials.
5.6 Analyze and/or interpret data on a scatter plot and/or use a scatter plot to make predictions. **(M11.ED.4.2)**	Draw, find and/or write an equation for a line of best fit for a scatter plot. **(M11.E.4.2.1)** Make predictions using the equations or graphs of best-fit lines of scatter plots. **(M11.E.4.2.2)** Graph data using scatter plots and draw a line of "best fit" for linear relationships. Write the prediction equation for the line.	Practice problems writing a prediction equation for a line of best-fit. Quiz and/or test questions on writing a prediction equation for a line of best-fit. Class activity to collect data and write the prediction equation.	Textbook. Teacher Resource Materials. Graph paper. TI-83 Graphing Calculator.

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Algebra 2:

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
Below 60%	=	F

B. Each student will be graded using a point system based on the following criteria:

1. Homework
2. Quizzes
3. Tests
4. Other activities where appropriate such as group projects, problem of the week, computer lab activities, etc.

V3 Academy Cyber Charter School

Traditional Geometry

TRADITIONAL GEOMETRY

I. PHILOSOPHY

In this course students will be exposed to basic properties of geometric figures and use these properties in conjunction with previously acquired mathematical skills to solve quantitative problems involving these figures. Students will also be introduced to the idea of a mathematical system, a set of terms and propositions logically deduced from and dependent upon a set of accepted propositions. This course is designed for the student interested in pursuing a two or four year college degree.

II. CORE CONCEPTS

A. **NUMBERS AND OPERATIONS**

B. **MEASUREMENT**

C. **GEOMETRY**

D. **ALGEBRAIC CONCEPTS**

E. **DATA ANALYSIS AND PROBABILITY**

III. COURSE OF STUDY

A. Course of Study: Traditional Geometry

B. Grade Level: 9, 10, or 11

C. Length of Course:

1. Frequency: Every Day

2. Duration: 1 Hour

3. Length: 180 days

D. Academic Level: Traditional Academic

E. Credits: 1.0

F. Prerequisites: Advanced Algebra I or 70% in Traditional Algebra 1 or 80% in Technical Algebra I

G. Course Description: This course is designed for a traditional academic student. The students will develop logical thinking and reasoning skills. Students will study the properties of geometric figures including parallel lines, angles, congruent triangles, right triangles, and circles. Students will also study trigonometry, areas of plane figures, and formal geometric proofs.

IV. CONTENT: Traditional Geometry

CORE CONCEPT 1: Numbers and Operations

MAJOR OBJECTIVE: Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, exponents and scientific notation) **(M11.A.1.1)**	Find the square root of an integer to the nearest tenth using either a calculator or estimation **(M11.A.1.1.1)** Simplify square roots (e.g.,$\sqrt{24} = 2\sqrt{6}$) **(M11.A.1.1.3)**	Homework or classwork using the calculator to represent numbers in equivalent forms Teacher generated quiz on estimating answers and using the calculator Open-ended PSSA type questions with written response on representing numbers in equivalent forms	Textbook Teacher-generated worksheets Calculator
1.2 Express a ratio in simplest form	Find the simplest form of a scale factor of similar figures	Homework or classwork to find the simplest form of a scale factor of similar figures Teacher generated quiz on reducing fractions and finding missing sides of figures	Textbook Teacher-generated worksheets Calculator
1.3 Apply properties of inequality to positive numbers, lengths of segments, and measures of angles	State and use the Exterior Angle Inequality Theorem	Homework or classwork using the Exterior Angle Inequality theorem to compare segments and angles Teacher generated quiz on using the Exterior Angle Inequality Theorem to compare segments and angles	Textbook Teacher-generated worksheets Textbook worksheets

CONTENT: Traditional Geometry
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Understand the meanings of operations, use operations and understand how they relate to each other

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.4 Apply ratio and proportion in problem-solving situations **(M11.A.2.1)**	Solve problems using direct and inverse proportions. **(M11.A.2.1.2)** Identify and use proportional relationships in problem solving settings **(M11.A.2.1.3)**	Homework on relationships to solve Proportional relationships in problem solving settings Teacher quizzes/tests on relationships to solve the missing side of similar figures Open-ended PSSA type questions with written response on using ratios and proportions to solve problems	Textbook Teacher-generated worksheets Calculator
1.5 Use exponents, roots and/or absolute value to solve problems. **(M11.A.2.2)**	Simplify/evaluate expressions involving positive and negative exponents, roots and/or absolute value (may contain all types of real numbers-exponents should not exceed power of 10). **(M11.A.2.2.1)**	Homework to simplify and evaluate expressions containing exponents, roots and absolute values. Teacher generated quizzes/tests using exponents, roots and absolute value to solve problems.	Textbook Teacher-generated worksheets Calculator
1.6 State and apply the inequality theorems for one triangle	Find the largest and smallest side or angle in the triangle	Homework to find the largest and smallest side or angle in a triangle Teacher generated quiz to find the largest and smallest side or angle in a triangle	Textbook Teacher-generated worksheets Worksheets-textbook

CONTENT: Traditional Geometry
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Understand the meanings of operations, use operations and understand how they relate to each other

CURRICULUM STANDARD			
1.7 State and apply the inequality theorem for two triangles	Find the relationship between the two triangles by the inequality theorem for two triangles	Homework to find the relationship between two triangles by the inequality theorem for two triangles Teacher generated quiz to find the relationship between the two triangles by the inequality theorem for two triangles	Textbook Teacher-generated worksheets
1.8 Solve for an unknown term in a given proportion.	Set up proportions and solve for unknowns	Homework to set up proportions and solve for unknowns Textbook quiz to set up proportions and solve for unknowns	Textbook Textbook worksheets

CONTENT: Traditional Geometry
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Compute accurately and fluently and make reasonable estimates

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.9 Apply order of operations in computation and in problem-solving situations **(M11.A.3.1)**	Simplify/evaluate expressions using the order of operations to solve problems (any rational numbers may be used) **(M11.A.3.1.1)**	Homework and classwork using order of operations to find the median of a trapezoid Teacher generated quizzes/test on equations using the order of operations	Textbook Teacher-generated worksheets Calculators
1.10 Use estimation strategies in problem-solving situations **(M11.A.3.2)**	Use estimation to solve problems **(M11.A.3.2.1)** Find lengths of sides of a triangle	Homework and classwork to find lengths of sides of a triangle Teacher generated quiz to estimate the lengths of sides of a triangle Publisher quiz/test to find lengths of sides of a triangle	Textbook Teacher- generated worksheet Calculators

CONTENT: Traditional Geometry
CORE CONCEPT 2: Measurement
MAJOR OBJECTIVE: Apply appropriate techniques, tools and formulas to determine measurements

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Use and/or compare measurements of angles **(M11.B.2.1)**	Measure and compare angles in degrees (up to 360◦)(protractor must be provided or drawn) **(M11.B.2.1.1)** Finding degrees of angles with parallel lines	Teacher observation of students' use of a protractor to measure angles Teacher-generated quizzes and test using a protractor in comparing angles Teacher-generated quiz to find the degrees of angles with parallel lines	Textbook Teacher-generated worksheets Protractor
2.2 Use and/or develop procedures to determine or describe measures of perimeter, circumference, area, surface area and volume (May require conversions within the same system.) **(M11.B.2.2)**	Calculate the surface area of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet **(M11.B.2.2.1)** Calculate the volume of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet **(M11.B.2.2.2)** Estimate area, perimeter or circumference of an irregular figure **(M11.B.2.2.3)** Find the measurement of a missing length given the perimeter, circumference, area or volume **(M11.B.2.2.4)**	Homework and classwork on surface area and volume Textbook quiz/test on surface area and volume Teacher-generated quiz on estimating area, perimeter and circumference of an irregular figure Teacher-generated quiz on finding the missing length given the perimeter, circumference, area or volume Open-ended PSSA type questions with written response on using perimeter, circumference, area, or volume	Textbook Teacher-generated worksheets Calculators

CONTENT: Traditional Geometry
CORE CONCEPT 2: Measurement
MAJOR OBJECTIVE: Apply appropriate techniques, tools and formulas to determine measurements

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.3 Describe how a change in one dimension of a figure (2 or 3 dimensional) affects other measurements of that figure **(M11.B.2.3)**	Describe how a change in the linear dimension of a figure affects its perimeter, circumference, area or volume • Perimeter • Circumference • Area • Volume **(M11.B.2.3.1)**	Homework and class work analyzing the affects of a change in linear dimension on perimeter, circumference, area and volume Test on linear dimension as it relates to perimeter, circumference, area and volume Open-ended PSSA type questions with written response on how linear change affects perimeter, circumference, area, or volume	Textbook Teacher-generated worksheets Calculators

CONTENT: Traditional Geometry
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Analyze characteristics and properties of two-and three-dimensional geometric shapes and demonstrate understanding of geometric relationships

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Identify and/or use parts of circles and segments associated with circles **(M11.C.1.1)**	Identify and/or use the properties of radius, diameter and/or tangent of a circle (given numbers should be whole.) **(M11.C.1.1.1)** Identify and/or use properties of arcs, semi-circles, inscribed angles and/or central angles **(M11.C.1.1.2)**	Homework and classwork to identify the properties of radius, diameter and tangent of a circle Teacher-generated quizzes/tests to identify the properties of radius, diameter and tangent of a circle. Open-ended PSSA type questions with written response regarding the circle and its parts.	Textbook Teacher-generated worksheets
3.2 Recognize and/or apply properties of angles, triangles and quadrilaterals **(M11.C.1.2)**	Identify and/or use properties of triangles (e.g. medians, altitudes, angle bisectors, side/angle relationships, Triangle Inequality Theorem) **(M11.C.1.2.1)** Identify and/or use properties of quadrilaterals (e.g., parallel sides, diagonals, bisectors, congruent sides/angles and supplementary angles) **(M11.C.1.2.2)** Identify and/or use properties of isosceles and equilateral triangles **(M11.C.1.2.3)**	Homework and classwork to identify properties of medians, altitudes, angle bisectors of a triangle, of quadrilaterals and types of triangles Teacher-generated quizzes/test to identify properties of medians, altitudes, angle bisectors of a triangle, of quadrilaterals and types of triangles	Textbook Teacher-generated worksheets

CONTENT: Traditional Geometry
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Analyze characteristics and properties of two-and three-dimensional geometric shapes and demonstrate

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.3 Use properties of congruence, correspondence and similarity in problem-solving settings involving two-and three-dimensional figures **(M11.C.1.3)**	Identify and/or use properties of congruent and similar polygons or solids **(M11.C.1.3.1)**	Homework using congruent and similar polygons or solids to solve problems Teacher quiz on congruent and similar polygons showing how their properties can be used to solve problems	Textbook Textbook worksheets
3.4 Solve problems involving right triangles using the Pythagorean Theorem **(M11.C.1.4)**	Find the measure of a side of a right triangle using the Pythagorean Theorem(Pythagorean Theorem included on the reference sheet) **(M11.C.1.4.1)** Memorize the triples; 3,4,5 and 5,12,13	Homework using the Pythagorean Theorem to solve problems Teacher quiz/test using the Pythagorean Theorem and identifying the triples of a right triangle Open-ended PSSA type questions with written response on the applications of the Pythagorean Theorem	Textbook Teacher-generated worksheets Calculator
3.5 Solve problems involving special right triangles	Find the measure of the two missing sides of a 30-60-90 and 45-45-90 using the ratios of the sides	Homework and classwork finding the missing sides of a 30-60-90 and 45-45-90 triangles Teacher quiz/test finding the missing sides of a l30-60-90 and 45-45-90 triangles using the ratios of the sides	Textbook Teacher-generated worksheets

CONTENT: Traditional Geometry
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Analyze characteristics and properties of two-and three-dimensional geometric shapes and demonstrate understanding of geometric relationships

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.6 Solve problems using sine, cosine, and tangent	Find the missing side or angle using the sine, cosine, and tangent	Homework and classwork to find the missing side or angle of a triangle using sine, cosine, and tangent Teacher quiz to find the missing side or angle of a triangle using sine, cosine, and tangent	Textbook Textbook worksheets
3.7 Apply the definitions and identify the special properties of a rectangle, a rhombus, and a square	Determine when a parallelogram is a rectangle, rhombus, or square	Homework and classwork to identify what special parallelogram the figure is Teacher quiz to identify what special parallelogram the figure is	Textbook Teacher-generated worksheets
3.8 Recognize and name convex polygons and regular polygons	Determine the name of a convex polygon and the number of degrees in each polygon	Homework and classwork to recognize and name convex polygons Teacher generated quiz to find the interior and exterior angles of a convex polygon	Textbook Textbook worksheets

CONTENT: Traditional Geometry
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Locate points or describe relationships using the coordinate plane

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.9 Solve problems using analytic geometry **(M11.C.3.1)**	Calculate the distance and midpoint between 2 points on a number line or a coordinate plane (formula provided on the reference sheet) **(M11.C.3.1.1)** Relate slope to perpendicularity and/or parallelism (limit to linear algebraic expressions; slope formula provided on the reference sheet). **(M11.C.3.1.2)**	Homework and class work to solve problems using analytic geometry Teacher quiz/test to calculate the distance between 2 points and the midpoint and to assess the relationship of slope to perpendicularity and parallelism Open-ended PSSA type questions with written response relating slope to perpendicularity and parallelism	Textbook Teacher-generated worksheets Calculator

CONTENT: Traditional Geometry
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Demonstrate an understanding of patterns, relations and functions

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Analyze and use patterns or relations **(M11.D.1.1)**	Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically **(M11.D.1.1.1)**	Homework to analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically Teacher quiz/test to analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically Open-ended PSSA type questions with written response on using data patterns to solve problems	Textbook Teacher-generated worksheets Calculator
4.2 Analyze conditionals and use deductive reasoning to form a logical argument	Write conditional statements in "if-then" form Write the converse, inverse, and contra positive of conditional statements and test their validity	Homework to write the converse, inverse, and contra positive of conditional statements and test their validity Teacher quiz/test to write the converse, inverse, and contra positive of conditional statements and test their validity	Textbook Teacher-generated worksheets

CONTENT: Traditional Geometry
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Solve algebraic equations	Use algebraic skills to solve equations in order to find missing angles/sides in plane figures	Homework to solve equations in order to find missing angles/sides in plane figures Teacher quiz/test to solve equations in order to find missing angles/sides in plane figures	Textbook Teacher-generated worksheets Calculator

CONTENT: Traditional Geometry
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Analyze change in various contexts

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.4 Compute and use the slope of a line. **(M11.D.3.2)**	Apply the formula for the slope of a line to solve problems (formula given on reference sheet) **(M11.D.3.2.1)**	Homework to find the slope of a line using the slope formula Teacher quiz/test to find the slope of a line using the slope formula	Textbook Formula list Calculator Teacher-generated worksheets

CONTENT: Traditional Geometry
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Understand and/or apply basic concepts of probability or outcomes

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Apply probability and/or odds to practical situations **(M11.E.3.1)**	Find, convert and/or compare the probability and/or odds of a simple event **(M11.E.3.1.2)**	Homework to make predictions using geometric probability Teacher quiz/test to make predictions using geometric probability	Textbook Teacher-generated worksheets

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Geometry

90%-100%	**=**	**A**
80%-89%	**=**	**B**
70%-79%	**=**	**C**
60%-69%	**=**	**D**
Below 60%	**=**	**F**

B. Each student will be graded using a point system on the following criteria:

1. **Homework**
2. **Classwork**
3. **Quizzes with and without notebooks**
4. **Tests**

V3 Academy Cyber Charter School

TRIGONOMETRY

TRIGONOMETRY

I. PHILOSOPHY

The Trigonometry course has been structured to introduce trigonometric terms and theories for problem solving and evaluating. The course will build on the knowledge gained in previous math classes (i.e. Algebra, Geometry). The course will also prepare the students for advancement to higher mathematics and school beyond high school. The course will provide the students with an opportunity to work together in groups in problem solving situations.

II. CORE CONCEPTS

A. Numbers & Operations

B. Measurement

C. Geometry

D. Algebraic Concepts

E. Data Analysis & Probability

III. COURSE OF STUDY

A. Course Study: Trigonometry

B. Grade Level: 11-12

C. Length of Course:

1. Frequency: Every Day
2. Duration: 1 Hour
3. Length: 180 school days

D. Academic Level: Academic

E. Credits: 1.0 Credit

F. Prerequisites: Traditional Algebra II or Enriched Algebra II or 80% in Technical Algebra II

G. Course Description:

This course begins with a review of functions and other concepts from Algebra II and then makes a transition into the trigonometric functions through the use of triangles. Trigonometric functions for all angles are presented, and applications for these problems involving surveying, navigation and engineering are covered. From there, the functions are related to circular motion using radian measure and solving velocity. In addition, students will learn how to graph trigonometric functions and prove identities. Other topics include complex numbers, sequences and series, and logarithms.

IV. CONTENT: Trigonometry
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

CURRICULUM STANDARD: Numbers and Operations			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, exponents and scientific notation). **(M11.A.1.1)**	Simplify square roots. (e.g., $\sqrt{24}=2\sqrt{6}$). **(M11.A.1.1.3)** Use properties of logarithms to find the values of logarithms. Add, subtract, multiply, divide complex numbers.	Homework/classwork on simplifying square roots. Quizzes/Tests on simplifying square roots. Homework/classwork on working with logarithms and adding, subtracting, multiplying, and dividing complex numbers. Quizzes/Tests on working with logarithms and adding, subtracting, multiplying, and dividing complex numbers.	Textbook Publisher Authors Copyright Notebook Scientific Calculator

CONTENT: Trigonometry
CORE CONCEPT 1: Numbers and Operations
MAJOR OBJECTIVE: Understand the meanings of operations, use operations and understand how they relate to each other.

CURRICULUM STANDARD: Numbers and Operations			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.2 Apply ratio and/or proportion in problem-solving situations. **(M11.A.2.1)**	Use trigonometric ratios and identities to prove other trigonometric identities. Prove trigonometric identities from other known theorems and trigonometric ratios. Express trigonometric functions in terms of specific functions.	Homework/classwork on proving trigonometric identities from other known identities, ratios and theorems. Quizzes/Tests on proving trigonometric identities from other known identities, ratios and theorems. Homework/classwork on expressing trigonometric functions in terms of specific functions. Quizzes/Tests on expressing trigonometric functions in terms of specific functions.	Textbook Notebook Scientific Calculator

CONTENT: Trigonometry
CORE CONCEPT 2: Measurement
MAJOR OBJECTIVE: Apply appropriate techniques, tools and formulas to determine measurements.

CURRICULUM STANDARD: Measurement			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Use and/or compare measurements of angles. **(M11.B.2.1)**	Convert units from degrees to radians and radians to degrees. Use radian units to graph equations with the trigonometric functions. Graph positive and negative angles. Sketch rotations in the coordinate plane using radians and degrees. Use radian measure of angles for problem solving.	Homework/classwork on converting degrees to radians and radians to degrees. Quizzes/Tests on converting degrees to radians and radians to degrees. Homework/classwork on using radians and degrees to graph the functions, sketch angles (positive and negative) and problem solve. Quizzes/Tests on using radians and degrees to graph the functions, sketch angles (positive and negative) and problem solve.	Textbook Notebook Scientific Calculator
2.2 Use and/or develop procedures to determine or describe measures of perimeter, circumference, area, surface area and/or volume. (May require conversions within the same system). **(M11.B.2.2)**	Find the area of triangles.	Homework/classwork on finding the area of a triangle. Quizzes/Tests on finding the area of a triangle.	Textbook Notebook Scientific Calculator

CONTENT: Trigonometry
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Analyze characteristics and properties of two and three dimensional geometric shapes and demonstrate understanding of geometric relationships.

CURRICULUM STANDARD : Geometry			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Identify and/or use parts of circles and segments associated with circles. **(M11.C.1.1)**	Identify and/or use the properties of arcs, semicircles, inscribed angles and/or central angles. **(M11.C.1.1.2)** Evaluate angular velocity using angle measurement in radians and time.	Homework/classwork on using properties of arcs, semicircles, central angles and evaluating angular velocity. Quizzes/Tests on using properties of arcs, semicircles, central angles and evaluating angular velocity.	Textbook Notebook Scientific Calculator
3.2 Recognize and/or apply properties of angles, triangles and quadrilaterals. **(M11.C.1.2)**	Use scientific calculators for computing values and working with trigonometric functions. Use the Law of Sines and Law of Cosines. Use trigonometric functions and their ratios to find lengths and angle measurements of a triangle.	Homework/classwork on using the Law of Sines and Cosines, trigonometric functions and ratios to solve triangles. Quizzes/Tests on using the Law of Sines and Cosines, trigonometric functions and ratios to solve triangles. PSSA Open-Ended Written Response on using the trigonometric ratios to solve triangles.	Textbook Notebook Scientific Calculator

CONTENT: Trigonometry
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Analyze characteristics and properties of two and three dimensional geometric shapes and demonstrate understanding of geometric relationships.

CURRICULUM STANDARD: Geometry			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.2 (cont.)	Use trigonometric ratios to solve right triangles (sides and angles). Use right triangles to solve angle of depression, angle of elevation, and the line of sight. Use ratio triangles (45:45:90; 30:60:90) to solve triangles by using the ratios of the trigonometric functions.	Homework/classwork on solving right triangles and finding the angles of elevation and depression and line of sight. Quizzes/Tests on solving right triangles and finding the angles of elevation and depression and line of sight.	
3.3 Solve problems involving right triangles using the Pythagorean Theorem. **(M11.C.1.4)**	Find the measure of a side of a right triangle using the Pythagorean Theorem (Pythagorean Theorem included on the reference sheet). **(M11.C.1.4.1)**	Homework/classwork on using the Pythagorean Theorem to solve triangles. Quizzes/Tests on using the Pythagorean Theorem to solve triangles. PSSA Open-Ended Written Response on finding sides of a right triangle using the Pythagorean Theorem.	Textbook Notebook Scientific Calculator

CONTENT: Trigonometry
CORE CONCEPT 3: Geometry
MAJOR OBJECTIVE: Locate points or describe relationships using the coordinate plane.

CURRICULUM STANDARD: Geometry			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.4 Solve problems using analytic geometry. **(M11.C.3.1)**	Use the Distance Formula to find lengths of sides of triangles and the magnitude of vectors.	Homework/classwork on using the Distance Formula to find lengths of sides of triangles and the magnitude of vectors. Quizzes/Tests on using the Distance Formula to find lengths of sides of triangles and the magnitude of vectors. PSSA Open-Ended Written Response on using the Distance Formula to find lengths of line segments.	Textbook Notebook Scientific Calculator

CONTENT: Trigonometry
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Demonstrate an understanding of patterns, relations and functions.

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Analyze and/or use patterns or relations. **(M11.D.1.1)**	Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically. **(M11.D.1.1.1)** Determine if a relation is a function given a set of points or a graph. **(M11.D.1.1.2)** Identify the domain, range or inverse of a relation (may be represented as ordered pairs or a table). **(M11.D.1.1.3)** Use data tables to graph the curves of trigonometric functions. Evaluate period, phase shift, and amplitude and show how changes in these affect the curve. Use graphing calculators to graph and display the trigonometric functions.	Homework/classwork on graphing trigonometric functions and working with relations and functions. Quizzes/Tests on graphing trigonometric functions and working with relations and functions. Homework/classwork on identifying the domain, range and inverse of a relation. Quizzes/Tests on identifying the domain, range and inverse of a relation. PSSA Open-Ended Written Response on graphing functions and relations on the Coordinate Plane. Homework/classwork on evaluating period, phase shift and amplitude of a trigonometric function.	Textbook Notebook Scientific Calculator Graphing Calculator Graph paper

CONTENT: Trigonometry
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Demonstrate an understanding of patterns, relations and functions.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 (cont.)	Graph the trigonometric functions and identify the maximums and minimums of the curves.	Quizzes/Tests on evaluating period, phase shift and amplitude of a trigonometric function. Homework/classwork on identifying the maximums and minimums of trigonometric curves. Quizzes/Tests on identifying the maximums and minimums of trigonometric curves.	

CONTENT: Trigonometry
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.2 Write, solve and/or graph linear equations and inequalities using various methods. **(M11.D.2.1)**	Use properties to solve equations.	Homework/classwork on using properties to solve equations. Quizzes/Tests on using properties to solve equations. PSSA Open-Ended Written Response on using solutions of equations to complete problems.	Textbook Notebook Scientific Calculator

CONTENT: Trigonometry
CORE CONCEPT 4: Algebraic Concepts
MAJOR OBJECTIVE: Describe or use models to represent quantitative relationships.

CURRICULUM STANDARD: Algebraic Concepts			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.3 Interpret and/or use linear, quadratic and/or exponential functions and their equations, graphs or tables. **(M11.D.4.1)**	Match the graph of a given function to its table or equation. **(M11.D.4.1.1)** Formulate an equation from a given curve of a trigonometric function by looking at the amplitude, period, and phase shift of the curve. Look at graphs of trigonometric functions and determine amplitude by looking at maximum/ minimum points and also by looking at the equation.	Homework/classwork on identifying graphs by using tables. Quizzes/Tests on identifying graphs by using tables. Homework/classwork on using period, phase shift and amplitude to find an equation of a curve. Quizzes/Tests on using period, phase shift and amplitude to find an equation of a curve. Homework/classwork on determining the amplitude by looking at maximum/ minimum points of the curve. Quizzes/Tests on determining the amplitude by looking at maximum/minimum points of the curve.	Textbook Notebook Scientific Calculator Graphing Calculator

CONTENT: Trigonometry
CORE CONCEPT 5: Data Analysis and Probability
MAJOR OBJECTIVE: Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Make predications using data displays and probability. **(M11.E.4.1)**	Estimate the value of an angle whose measurement lies between an increment of ten minutes by using trigonometric functions.	Homework/classwork on estimating an angle measurement that lies between an increment of ten minutes Quizzes/Tests on estimating an angle measurement that lies between an increment of ten minutes.	Textbook Notebook Scientific Calculator

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading system for Modern Trigonometry classes:

90%-100% = A
80%- 89% = B
70%- 79% = C
60%- 69% = D
0%- 59% = F

B. Students grades will be determined at the end of each of the four nine-week marking periods.

1. Homework/classwork
2. Test/quizzes
3. Final grade for marking period – number of points accumulated/ total number of points.

C. Class preparation, note taking, and assignment completion are essential elements of the course.

D. Tutoring is available after school for students who need extra explanation.

V3 Academy Cyber Charter School

Traditional World Cultures

I. PHILOSOPHY

Traditional World Cultures is a one-year social science course that studies the relationship of six social sciences used in the context of understanding the global community. The six social sciences used throughout the year are: sociology, history, anthropology, political science, economics, and geography. Skill building activities, such as research techniques, diagramming material to increase comprehension and oral presentations are part of the learning environment.

Traditional World Cultures is designed for those students planning on attending a four-year college or university. This course offers a broad base of world history and world cultures. The curriculum is based on the proposed Academic Standards of the Pennsylvania Department of Education within the areas of History, Economics, Geography and Civics and Government.

II. CORE CONCEPTS

1. **Culture**: Study the relationship between culture and society and the underlying concepts of learned shared behaviors which appear in all cultures.

2. **Diversity**: Examine and understand typical conflicts that occur between dominant and minority groups in the global community. Understand strategies that have been used in conflict resolution that have worked and failed and the reasons.

3. **River civilizations**: Interpret the interaction of cultural, economic, geographical, political and social relations from 4000 BC to 1000 BC.

4. **Origins and Belief systems**: From 3000 BC to 1600 AD identify the origins of philosophical and religious belief systems and analyze the differences and similarities and impact on cultures throughout the world.

5. **Early Empires**: Interpret the interaction of cultural, economic, geographical, political and social relations from 1000 BC to 1400 AD, with specific emphasis on the effects of the Roman and Muslim Empires.

6. **European Colonialism**: Identify and evaluate various forms and types of conflict and cooperation resulting from the colonization of the world and the resulting effects on individual cultures.

7. **Artifacts, Architecture, Historic places and the Arts**: Identify and analyze the importance of historical evidence.

8. **1945 –Present**: Interpret the interaction of cultural, economic, geographical, political and social relations from 1945 to present.

9. **Economic Development**: Production, distribution, and consumption; explain the effects of scarcity and change, markets and the influence of governments, and different economic systems.

10. **Geography:** Physical and human characteristics of places and regions; Recognize and match physical characteristics of climate and landforms to political areas and boundaries. Analyze the significance of human activity in shaping places and regions by their population, culture, and settlement characteristics.

III. COURSE OF STUDY

A. Course Study: Traditional World Cultures

B. Grade Level: Ten (10)

C. Length of Course:

1. Frequency: Every Day
2. Duration: 1 Hour
3. Length: 180 Days

D. Academic Level: Academic

E. Credits: 1.0

F. Prerequisites:

G. Course Description:

This course provides an overview of global cultures, which touches on the six (6) social sciences; sociology, history, anthropology, political science, economics and geography. An emphasis is placed on skills that will help students prepare for college.

CONTENT: Traditional World Cultures
CORE CONCEPT 1: Culture
MAJOR OBJECTIVE: Study the relationship between culture and society and the underlying concepts of learned shared behaviors which appear in all cultures.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
1.1 Describe the differences between culture and society of various ethnic groups.	Students will be able to describe and classify which characteristics are cultural and which characteristics are societal, given information about various ethnic groups. World map of ethnic groups within political boundaries will be developed.	Teacher evaluation of student responses to class and homework problems and examples involving a world map of ethnic groups and characteristics. Teacher evaluation of quiz and test problems involving ethnic groups.	Textbook, media demonstrations, projects, papers and teacher generated materials.
1.2 Explain and apply the cultural concepts used to describe community, region, and realm.	Students will be able to explain the features of cultural traits, focusing on the smallest unit of community to the largest unit; the realm of North America.	Teacher evaluation of student responses to class and homework problems involving Pennsylvania, for community and North America as example of realm. Teacher evaluation of quiz and test problems involving the variety of cultural concepts.	Textbook, media demonstrations, projects, papers and teacher generated materials. Materials will reflect examples of community, region and realm.
1.3 List and locate the early hearth regions of the world.	Students will use cluster webs to understand the relationships between the ten (10) hearth regions and the tripod of culture (written communication, tools and use of fire).	Teacher evaluation of student responses to class and homework problems and examples involving cluster webs and hearth region maps. Teacher evaluation of quiz and test problems involving the variety of cultural concepts.	Textbook, media demonstrations, projects, papers and teacher generated materials. Examples of world Hearth Region maps will be used for clustering technique.

1.4 Identify and describe the various family structures.	Students will identify the various family structures represented in different cultures. The variety includes; joint, extended, nuclear, single parent and blended.	Teacher evaluation of student responses to class and homework problems and examples involving basic needs met within different family structures. Teacher evaluation of quiz and test problems involving the variety of family structures and basic needs.	Textbook, media demonstrations, projects, papers and teacher generated materials. Examples of family structures from Africa, India, China, Japan, Middle East and Russia.

CONTENT: Traditional World Cultures
CORE CONCEPT 2: Diversity
MAJOR OBJECTIVE: Examine and understand typical conflicts that occur between dominant and minority groups in the global community. Understand strategies that have been used in conflict resolution that have worked and failed and the reasons.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
2.1 Understand the formulation of survey questions for diversity.	Students will learn and practice writing a survey on diversity and compare it to an established national survey.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of surveys and typical questions used for diversity.	Textbook, media demonstrations, projects, papers and teacher generated materials. Examples Of national surveys targeting diversity.
2.2 Trace and analyze the historical technique used by dominant groups upon minority groups throughout various cultures.	Students will apply the (five) 5 historical dominant –minority relationships of segregation, assimilation, expulsion, extermination and pluralism to personal and historic examples.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of the (five) 5 dominant minority relationships.	Textbook, media demonstrations, projects, papers and teacher generated materials. Examples of the (five) 5 relationships which are found in various cultures worldwide.
2.3 Analyze statements that represent stereotypes, and give possible reasons.	Students will use brainstorming to identify already known stereotypes and possible reasons. After given an article as an example of stereotyping, students will list stereotypes and possible reasons.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of Stereotyping.	Textbook, media demonstrations, projects, papers and teacher generated materials. Examples such as articles like; Asia Through the Glass Darkly.

2.4 Identify reasons for material that creates a xenophobic reaction.	Students will read an article in which familiar names and terms appear with reverse spelling. Students will then respond with first impressions and record responses before words are reversed. Students will then identify the reasons for xenophobic behavior.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of reverse word problems inserted into normal text.	Textbook, media demonstrations, projects, papers and teacher generated materials. Examples such as articles like The Nacirema, by Ralph Linton.
2.5 Identify and determine the differences between prejudice and discrimination.	Students will identify several different acts and beliefs of unequal treatment and determine which represent discrimination and which represent prejudice.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of prejudice and discrimination.	Textbook, media demonstrations, projects, papers and teacher generated materials. Examples can include forms of mild to severe prejudice and discrimination in various cultural references to court cases involving ethnic cleansing.

CONTENT: Traditional World Cultures
CORE CONCEPT 3: River Civilizations
MAJOR OBJECTIVE: Interpret the interaction of cultural, economic, geographical, political and social relations from 4000 BC to 1000 BC.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
3.1 Research and chart early human movement and migration of hunter-gatherers.	Students will research from a variety of sources, movements and migrations of early hunter-gatherers during the Neolithic period.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of human movement and migration	Textbook, media demonstrations, projects, papers and teacher generated materials concerning movement of the Neolithic people.
3.2 Identify individuals and groups impacting the rise and decline of early hearth regions of the river civilizations.	Students will identify individuals and groups from the (ten) 10 hearth regions; Mesa-America, Andean, W.African, China, S.E.Asian, Nile, Indus and the Mediterranean Basin area, and determine the impact on the rise or decline of the culture.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of early hearth regions of the river civilizations.	Textbook, media demonstrations, projects, papers and teacher generated materials of early hearth regions of the river civilizations.
3.3 Analyze inventions and artifacts of early civilizations.	Students will analyze how artifacts of early civilizations fall into 3 categories; artifacts, sociofacts, and mentifacts, and how they represent meaning to different cultures.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of artifacts, sociofacts, and mentifacts.	Textbook, media demonstrations, projects, papers and teacher generated materials of inventions and artifacts of early civilizations.

3.4 Identify and evaluate the importance of historical documents and primary sources.	Students will identify and evaluate documents such as Hammurabi's Code of Laws, The Book of the Dead, The Gilgamesh Epic and The Ramayana.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of historical documents and primary sources.	Textbook, media demonstrations, projects, papers and teacher generated materials of historical documents and primary sources.
3.5 Analyze continuity and change on societies and individuals.	Students will examine and evaluate continuity and change through the changing political organizations of the various river civilizations. Other areas students will examine will include the use of iron, bronze, and copper for tools and weapons, as well as the development from cave drawings to symbols to the development of alphabets.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of continuity and change on societies and individuals.	Textbook media demonstrations, projects, papers and teacher generated materials of settlement characteristics, political and social organizations.

CONTENT: Traditional World Cultures
CORE CONCEPT 4: Origins and Belief Systems
MAJOR OBJECTIVE: From 3000 BC to 1600 AD identify the origins of philosophical and religious belief systems and analyze the differences and similarities and impact on cultures throughout the world.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
4.1 Compare the development of religions and ethical belief systems in the early river civilizations.	Students will compare and contrast differing sets of ideas of religious and ethical belief systems by using information from various early civilizations. Students will examine how the ideas such as anthropomorphic, polytheistic and animistic were used to legitimize political and social order.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of religions and ethical belief systems in the early river civilizations.	Textbook, media demonstrations, projects, papers and teacher generated materials of religions and ethical belief systems.
4.2 Explain the fundamental teachings and practices of Judaism.	Students will explain the fundamental teachings and practice of Judaism by comparing and contrasting differing sets of ideas of Jewish monotheism and the polytheistic religions of S.W. Asia.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of teachings and practices of Judaism.	Textbook, media demonstrations, projects, papers and teacher generated materials that compare Jewish monotheism with polytheistic religions of Southwest Asia.
4.3 Analyze how Christianity and Buddhism won converts among culturally diverse peoples.	Students will analyze, within the context of change and crisis in the Roman and Han empire, the spread and conversion of culturally diverse people to Buddhism and Christianity.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of culturally diverse people 0f Buddhism and Christianity.	Textbook, media demonstrations, projects, papers and teacher generated materials of how Christianity and Buddhism won converts.

4.4 Assess the relationship between long distance trade of Indian and Malay peoples and the introduction of Hindu and Buddhist traditions in Southeast Asia.	Students will assess the relationship between long distance trade of Indian and Malay peoples and the introduction of Hindu and Buddhist traditions in Southeast Asia [Analyze cause and effect relationships].	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of Hindu and Buddhist traditions in Southeast Asia.	Textbook, media demonstrations, projects, papers and teacher generated materials of the introduction of Hindu and Buddhist traditions.
4.5 Describe the life of Mohammed and the basic teachings and practices of Islam.	Students will assemble information about the life of Mohammed, from historical as well as religious sources and trace the development of the early Muslim community, and the basic teachings and practices of Islam.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of Mohammed and the basic teachings and practices of Islam.	Textbook, media demonstrations, projects, papers and teacher generated materials of the life of Mohammed, the development of the early Muslim community.
4.6 Describe the life of Confucius and explain the effects on the East Asian cultures.	Students will describe the life of Confucius and explain and explain comparatively the fundamental teachings of Confucianism and Daoism. Evaluate the influence of yin and yang on all aspects of East Asian cultures.	Teacher evaluations of classroom discussion, homework problems, quizzes, and tests involving examples of the life of Confucius and the effects on the East Asian cultures.	Textbook, media demonstrations, projects, papers and teacher generated materials comparing the fundamental teachings of Confucianism and Daoism.

CONTENT: Traditional World Cultures
CORE CONCEPT 5: Early Empires
MAJOR OBJECTIVE: Interpret the interaction of cultural, economic, geographical, political and social relations from 1000 BC to 1400 AD, with specific emphasis on the effects of the Roman and Muslim Empires.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
5.1 Interpret the interaction of cultures of the early empires.	Students will identify individuals and groups that influenced interaction of growing empires and analyze reasons for their decline, such as the Babylonians, Egyptians, Greeks, Romans, Chinese Qin and Han, and Muslim empires.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of the interaction of cultures of the early empires.	Textbook, media demonstrations, projects, papers and teacher generated materials of individuals and groups impacting the rise and decline of civilizations.
5.2 Analyze the cause and effect nature of the contributions of early civilizations leading to the creations of empires.	Students will analyze the period of 1000 BC to 1000 AD and the connections between the cultural achievements of early civilizations and the development of state authority, aristocratic power, taxation systems, and institutions of coerced labor, including slavery.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of the contributions of early civilizations leading to the creations of empires.	Textbook, media demonstrations, projects, papers and teacher generated materials of the cultural achievements of early civilizations and the development of state authority.
5.3 Describe the political and social institutions of the Mediterranean empires.	Students will identify and describe the various aspects of the Greek, Hellenistic, and Roman political and social institutions that contributed to the rise of the Roman empire.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of the political and social institutions of the Mediterranean empires.	Textbook, media demonstrations, projects, papers and teacher generated materials of political and social institutions of the Greeks, Macedonians, and the Roman republic.

5.4 Analyze Arab Muslim success in founding an empire.	Students will analyze the Arab Muslim success in building an empire stretching from Western Europe to China. Describe the diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of Arab Muslim success in founding an empire.	Textbook, media demonstrations, projects, papers and teacher generated materials of Arab Muslim success in founding an empire.
5.5 Describe the founding and political character of Mongol rule.	Students will describe the founding and character of Mongol rule by listing, charting, and mapping their empire and movement and explain how the unified empire split into four (4) successor kingdoms. Reconstruct patterns of historic succession and duration.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of the founding and political character of Mongol rule.	Textbook, media demonstrations, projects, papers and teacher generated materials of the founding and political character of Mongol rule in China, Central Asia, Southwest Asia and Russia.
5.6 Analyze the factors contributing to growth of the empires of Ghana, Mali and Songhai.	Students will analyze the importance of agriculture, gold production, and the trans-Saharan caravan trade in the growth of the Mali and Songhai empires as well as explaining how Ghana became West Africa's first large scale empire.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of growth of the empires of Ghana, Mali and Songhai.	Textbook, media demonstrations, projects, papers and teacher generated materials of the trans-Saharan caravan trade in the growth of the Mali and Songhai empires as well as Ghana.

CONTENT: Traditional World Cultures
CORE CONCEPT 6: European Colonialism
MAJOR OBJECTIVE; Identify and evaluate various forms and types of conflict and cooperation resulting from the colonization of the world and the resulting effects on individual cultures.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
6.1 Analyze the major social, economic, political, and cultural features of European society.	Students will analyze, by identifying issues and problems of the past, the major social, economic, political and cultural features of European conquest and exploration overseas affecting a developing world, in particular Spain and Portugal.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of the major social, economic, political, and cultural features of European society.	Textbook, media demonstrations, projects, papers and teacher generated materials of features of European society and in particular Spain and Portugal that stimulated exploration and conquest overseas.
6.2 Understand the encounters between Europeans and peoples of Asia in the late 15th and 16th century.	Students will compare certain cultures that resisted European penetration to cultures that couldn't resist and compare the success of the Ottoman, Indian, Chinese, Japanese, Vietnamese, and Siamese powers in restricting European commercial military and political penetration.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of the encounters between Europeans and peoples of Asia in the late 15th and 16th century.	Textbook, media demonstrations, projects, papers and teacher generated materials of restricting European commercial military and political penetration.

6.3 Compare and contrast continuity and change of developing cultures in contact with colonial European powers.	Students will compare and contrast continuity and change by researching, charting, and mapping European contact with developing cultures, noting characteristics of military conflict, innovation, culture and population.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of developing cultures in contact with colonial European powers.	Textbook, media demonstrations, projects, papers and teacher generated materials of continuity and change of developing cultures in contact with colonial European powers.
6.4 Assess the role of indigenous elites under colonial regimes.	Students will compare and contrast differing values, behaviors, and institutions of the British conquests of India to the Dutch penetration of Indonesia and assess the role of indigenous elites under the colonial regimes.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of the role of indigenous elites under colonial regimes.	Textbook, media demonstrations, projects, papers and teacher generated materials of Compare the British conquest of India with the Dutch penetration of Indonesia.

CONTENT: Traditional World Cultures
CORE CONCEPT 7: Artifacts, Architecture, Historic places and the Arts
MAJOR OBJECTIVE: Identify and analyze the importance of historical evidence.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
7.1 Identify and analyze artifacts from 4000 BC to 1500 AD.	Students will identify and analyze artifacts from 4000 BC t0 1500 AD that reflect individual cultures, needs, resources and beliefs , focusing on ceremonial and funeral objects ,irrigation systems and water-gathering tools, weapons and farming tools .	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of artifacts from 4000 BC to 1500 AD.	Textbook media demonstrations, projects, papers and teacher generated materials of artifacts from 4000 BC to 1500 AD.
7.2 Identify and analyze artifacts from 1500 AD to present.	Students will identify and analyze artifacts from 1500 AD to present that reflect individual cultures, needs, resources and beliefs: focusing on types and changes in water transportation, different types of communication technology and various political and social symbols.	. Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of artifacts from 1500 AD to present.	Textbook, media demonstrations, projects, papers and teacher generated materials of artifacts from 1500 AD to present.
7.3 Research and analyze architecture from 4000 BC to 1500 AD.	Students will research and analyze architecture from 4000 BC to 1500 AD that reflect individual cultures, needs, resources and beliefs, focusing on religious temples, shrines and cathedrals, planned fortified cities, and defense structures.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of architecture from 4000 BC to 1500 AD.	Textbook, media demonstrations, projects, papers and teacher generated materials of architecture from 4000 BC to 1500 AD.

7.4 Research and analyze architecture from 1500 AD to the present.	Students will research and analyze architecture from 1500AD to the present focusing on religious edifices, factories, department stores, hotels, and public monuments that reflect individual cultures, needs, resources, and beliefs.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of architecture from 1500 AD to the present.	Textbook, media demonstrations, projects, papers and teacher generated materials of architecture from 1500 AD to the present.
7.5 Identify and analyze the importance of historical evidence through historic sites.	Students will identify and analyze the importance of historical evidence through historic sites that reflect religious, political and social evidence of cultural differences and similarities.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of historical evidence through historic sites.	Textbook, media demonstrations, projects, papers and teacher generated materials of historic sites that reflect religious, political and social evidence of cultural differences and similarities.
7.6 Identify and analyze the importance of historical evidence through the arts and culture.	Students will identify and analyze the importance of historical evidence through the arts and cultures of various countries and regions, including pottery, sculpture, paintings, mosaics, icons, drawings and music.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of historical evidence through the arts and culture.	Textbook, media demonstrations, projects, papers and teacher generated materials of historical evidence through the arts and culture including pottery.

CONTENT: Traditional World Cultures
CORE CONCEPT 8: 1945-Present
MAJOR OBJECTIVE: Interpret the interaction of cultural, economic, geographical, political and social relations from 1945 to present.

CURRICULUM STANDARD			
Student Expectations	Specific Content	Assessments	Resources/Materials
8.1 Analyze how relations between the US and the USSR affected development in countries around the world.	Students will analyze how political, diplomatic , economic conflict and competition of the Cold War affected development around the world. Students will use a cause and effect strategy.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of relations between the US and the USSR.	Textbook, media demonstrations, projects, papers and teacher generated materials of diplomatic and economic conflict and competition between the US and the USSR.
8.2 Assess the impact of Indian nationalism on other movements in Africa and Asia.	Students will assess the impact of Indian nationalism in other movements and analyze why the subcontinent was partitioned. Students will compare and contrast different ideas, values, and institutions.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of Indian nationalism on other movements in Africa and Asia.	Textbook, media demonstrations, projects, papers and teacher generated materials of impact of Indian nationalism on other movements in Africa and Asia.
8.3 Assess the progress of human and civil rights around the world since 1948.	Students will assess the progress of human and rights around the world since the 1948 UN Declaration of Human rights and formulate a position or cause of action on an issue.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of human and civil rights around the world since 1948.	Textbook, media demonstrations, projects, papers and teacher generated materials of progress of human and civil rights around the world since 1948 US Declaration of Human Rights.

8.4 Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world.	Students will analyze how feminist movements and social conditions have affected the lives of women in different parts of the world and progress for equality. Students will draw comparisons across the regions and compare women's progress toward social equality, economic opportunity and political rights in various countries.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of feminist movements and social conditions.	Textbook, media demonstrations, projects, papers and teacher generated materials of how feminist movements and social conditions have affected the lives of women.
8.5 Analyze the impact of terrorist movements.	Students will analyze why terrorist movements have proliferated and the extent of their impact on politics and society in various countries by evaluating the implementation of a decision to commit a terrorist act.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of the impact of terrorist movements.	Textbook, media demonstrations, projects, papers and teacher generated materials of terrorist movements have proliferated and the extent of their impact on politics and society.
8.6 Describe the influence of electronic communication.	Students will describe the influence of television, the internet and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide. Students will then formulate historic questions.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of the influence of electronic communication.	Textbook, media demonstrations, projects, papers and teacher generated materials of the influence of television, the internet and other forms of electronic communication.

CONTENT: Traditional World Cultures
CORE CONCEPT 9: Economic Development
MAJOR OBJECTIVE: Production, distribution, and consumption; explain the effects of scarcity and change, markets and the influence of governments, and different economic systems.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
9.1 Analyze the circular flow of goods and services.	Students will analyze through charts, diagrams, and graphs, the circular flow of goods and services by explaining the laws of supply and demand and the relationship of price and quantity sold, in various cultures.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of the circular flow of goods and services.	Textbook, media demonstrations, projects, papers and teacher generated materials of circular flow of goods and services.
9.2 Evaluate how the location of resources has affected international economic patterns.	Students will evaluate how the location of resources, transportation and communication networks and technology has affected international economic patterns.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of the location of resources, transportation and communication networks.	Textbook, media demonstrations, projects, papers and teacher generated materials of location of resources, transportation and communication networks.
9.3 Identify the major characteristics of the industrial revolution.	Students will analyze, compare and contrast differing institutions of industrial economies with other forms of economic organization and identify the major characteristics of the industrial revolution.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of characteristics of the industrial revolution.	Textbook, media demonstrations, projects, papers and teacher generated materials of the major characteristics of the industrial revolution.

9.4. Examine the influence of ideas of capitalism in Europe and Afro-Asia.	Students will “define” capitalism” and analyze the extent to which capitalistic institutions and productive methods were emerging in Europe and other parts of Afro-Eurasia.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of capitalism in Europe and Afro-Asia.	Textbook, media demonstrations, projects, papers and teacher generated materials of capitalistic institutions and productive methods.
9.5 Analyze economic actions taken as a result of scarcity issues.	Students will gather information concerning scarcity and analyze actions taken in regional, national, and international economies and the effects positively or negatively on various economies.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of economic actions taken as a result of scarcity issues.	Textbook, media demonstrations, projects, papers and teacher generated materials of scarcity issues in the regional, national and international economies.
9.6 Compare systems of economic management in communist and capitalist countries.	Students will compare and contrast the differing institutions of communist and capitalist countries and analyze the global economic impact of multinational corporations.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of economic management in communist and capitalist countries.	Textbook, media demonstrations, projects, papers and teacher generated materials of economic management in communist and capitalist countries.
9.7 Analyze the economic disparities between industrialized and developing countries.	Students will analyze the economic disparities between industrialized and developing countries that have persisted or increased and how both neo-colonialism and authoritarianism have affected development in African and Asian countries.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of the economic disparities between industrialized and developing countries.	Textbook, media demonstrations, projects, papers and teacher generated materials of the economic disparities between industrialized and developing countries.

CONTENT: Traditional World Cultures
CORE CONCEPT 10: Geography
MAJOR OBJECTIVE: Physical and human characteristics of places and regions; Recognize and match physical characteristics of climate and landforms to political areas and boundaries. Analyze the significance of human activity in shaping places and regions by their population, culture, and settlement characteristics.

CURRICULUM STANDARD:			
Student Expectations	Specific Content	Assessments	Resources/Materials
10.1 Analyze how location, place, human-environment interactions, movement and regions define an individual culture.	Students will research, gather information, and analyze information about location, place, human-environment interactions, movement and regions and draw hypothesis based on the information about cultural identity.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of location, place, human-environment interactions, movement and regions.	Textbook, media demonstrations, projects, papers and teacher generated materials of regions define an individual culture.
10.2 Analyze the significance of human activities in shaping places and regions by their settlement characteristics.	Students will analyze reasons for past settlement characteristics and reasons to re-shape these characteristics and determine the significance of the human activities.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of past settlement characteristics and reasons.	Textbook, media demonstrations, projects, papers and teacher generated materials of significance of human activities in shaping places and regions.
10.3 Describe the ways in which people modify ways of life to accommodate different environmental contexts.	Students will describe the ways in which people modify ways of life to accommodate different environmental contexts using a variety of different cultures.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of different environmental contexts using a variety of different cultures.	Textbook, media demonstrations, projects, papers and teacher generated materials of the ways in which people modify ways of life to accommodate different environmental contexts.

10.4 Evaluate and analyze geographic patterns of economic activities.	Students will evaluate and analyze geographic patterns of economic activities such as primary (farming) secondary (materials processing) and tertiary (services) and determine reasons for cultural divergence.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of geographic patterns of economic activities.	Textbook, media demonstrations, projects, papers and teacher generated materials of geographic patterns of economic activities.
10.5 Analyze how societal changes have contributed to environmental alterations.	Students will analyze the cause and effects of how population growth, urbanization, industrialization, warfare and the global market economy have contributed to environmental alterations.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of population growth, urbanization, industrialization, warfare and the global market economy.	Textbook, media demonstrations, projects, papers and teacher generated materials of the global market economy have contributed to environmental alterations.
10.6 Assess the effectiveness of environmental protection efforts.	Students will assess, by obtaining historical data, the effectiveness of efforts by governments and citizens movements to protect the global natural environment.	Teacher evaluation of classroom discussion, homework problems, quizzes, and tests involving examples of effectiveness of environmental protection efforts.	Textbook, media demonstrations, projects, papers and teacher generated materials of governments and citizens movements to protect the global natural environment.

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Grading System for Traditional World Cultures

90% to 100%	A
80% to 89%	B
70% to 79%	C
69% to 69%	D
Below 60%	F

B. Individual student grades will be determined at the end of each nine-week marking period, based on a simple percentage of points earned on ;

1. Exams
2. Quizzes
3. Projects
4. Homework
5. Oral presentations
6. Research folder

Appendix Y

Calendar and Hours

V3 CYBER CHARTER SCHOOL 2013-2014 CALENDAR

LEGEND

KEY

- New Teacher Induction Day
- In-Service Day/Act 80/No School
- First Student Day

9/19-9/23: New Teacher Induction Days

9/26: First Student Day

9/2 : Labor Day Holiday-No School

10/14: Columbus Day-No School

11/28– 12/2 : Thanksgiving Break-No School

12/23-1/1: Christmas Break-No School

1/20: Martin Luther King Jr. Day-No School
Teacher In-service Day

2/17: President's Day-No School

4/18-4/21: Easter Break-No School

5/26: Memorial Day -No School

JULY 2013

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

SEPTEMBER 2013

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

OCTOBER 2013

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

NOVEMBER 2013

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

DECEMBER 2013

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

JANUARY 2014

S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2014

S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2014

S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2014

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

MAY 2014

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

JUNE 2014

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

Appendix Z

Letter to Sending Districts

October 1, 2012

Dear Superintendent:

In October of 2012, the V3 Cyber Charter School applied to the Pennsylvania Department of Education to become a state approved cyber charter school. We are excited about the opportunities this provides the students of your district.

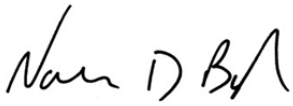
While many cyber charter schools are in direct competition with local school districts, the V3 Academy Cyber Charter School would like to partner with your school district to provide affordable online opportunities for your students. It is our belief that all students should have the opportunity to learn online without being a burden to the local taxpayer.

By partnering with the V3 Academy Cyber Charter School, your school district will be able to reinvest resources into your local district and will not need to invest in your own online school. Your students will have access to excellent online learning classes taught by highly qualified professionals.

If one of your students enrolls within our school, we will provide you written notification within 15 days. If at any time you would like a copy of the V3 Academy Cyber Charter School application, please let us know and we will make available a copy.

If you have interest in partnering with the V3 Academy Cyber Charter School, please do not hesitate to contact us. Together we can provide all children the opportunity to learn in an online environment.

Sincerely,



Nathan Byler
V3 Academy Cyber Charter School
Founding Member

Appendix AA

Founding Letters

October 1, 2010

Thomas E. Gluck, Acting Secretary
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Dear Secretary Gluck:

For the past ten years, I have devoted my professional career to the development of programs that enhance the learning experience for students. Specifically, for the past three years, I developed from scratch the cyber school program for the Northern Lebanon School District.

I am a firm believer that ALL children should have the opportunity to learn in a modality that fits their individual learning style. For many, that includes an education in an online environment. While teaching students to learn in an online environment can prove challenging at times, once taught, students excel in this one-to-one environment.

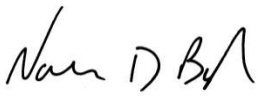
While online learning does present new challenges, I believe it has two major advantages. First, students have a more individualized education. While some activities may take place in a group setting, most interactions with the professional staff are one-on-one. This makes the student feel more comfortable and allows the teacher to meet the needs of the individual student.

Secondly, online learning places the parent back into the student's school life. Inadvertently, traditional schooling often puts up barriers (physical and proverbial), that prohibit parents from being involved. In online schooling, the parent is an integral part, and is no longer a bystander, but rather an active participant. Parents join teachers in co-piloting a learning vessel that is best for each individual student.

The V3 Academy Cyber Charter School is an opportunity for the students of Pennsylvania to experience online schooling that puts "Kids First." It is my vision to not only provide students with online experiences, but to also blend traditional learning where geographically possible. Students should have the ability to choose the modality of learning that is best for them. Up until this point, students have been forced to choose online or traditional. In order to meet all needs, it is essential to give students and parents the flexibility to choose.

I would like to thank the State of Pennsylvania for recognizing that online learning gives students another way to learn and to be productive citizens. In addition, I would like to thank the Pennsylvania Department of Education for its consideration of this application. In closing, the V3 Academy Cyber Charter School will provide ALL students with the opportunity to learn using innovative techniques that always put "Kids First."

Sincerely,



Nathan Byler
Founding Member
V3 Academy Cyber Charter School

NORTHERN LEBANON SCHOOL DISTRICT

Fredericksburg, PA 17026 • Ph. (717) 865-2117 • Fax (717) 865-0606

September 29, 2010

Pennsylvania Department of Education
Thomas E. Gluck, Acting Secretary of Education
333 Market Street, 5th Floor
Harrisburg, PA 17126

Dear Sir:

Advanced placement, International Baccalaureate programs, college in the high school, online and virtual schooling, and dual enrollment programs have become new landscapes within the public school system of today. The new challenge is to decide how to advance student knowledge and expand educational access to help meet the needs of high schools, post-secondary institutions, and the workforce environment at the same time.

In the past, I had read about the effectiveness of student performance in virtual schools across the country and still remained cautiously optimistic about their success. While I supported the virtual school concept, even as a public school Superintendent, it was with a slow, deliberate pace that I progressed with placing it into our school district. My concerns about putting virtual courses into our district were centered upon several key factors; union reaction, parental disbelief, board fear and student perceptions. I can assure you that none of these concerns turned out to be stumbling blocks; in fact, they solidified a place for virtual schooling in the Northern Lebanon School District for decades to come.

Several years ago our district recognized that the students within our boundaries were in need of additional educational courses that were both efficient and effective which could also fit within our annual budget. We initially asked ourselves how could we create advanced academic courses students could benefit from, while they still attended our school? We now realize that was a very short-sighted question which limited our thinking about anywhere, anyplace, anytime education.

Our initial implementation of virtual education was done to make V3 courses fit into our high school gifted program. As students and staff began to better understand the virtual schooling concept, more and more students, staff and parents supported the program. It then became time to expand the program to include our alternative education students.

The district will not discriminate on the basis of age, race, color, sex, religion, national origin, or disability. District contact person is the superintendent of schools.

"Building on time-honored traditions, our mission is to instruct, inspire and challenge."

Where Tradition Meets the Future

The virtual alternative education program was put in place as a third strand of placement opportunities for disruptive students. We created after school classroom instruction time coupled with the blendedschools virtual programming. The program was deemed a success for our board and administrators alike. We have seen some students successfully re-enter into our regular day program, while others have actually graduated from our blendedschools program known as the V3 Academy. We also heard staff telling us that the regular education classrooms were more manageable and less disruptive.

Next we began to expand our V3 Academy component to include more non-gifted students. We even decided to offer students with overloaded schedules the opportunity to take some of the courses which we already offered during the regular day. This is when the teachers union scheduled the first and only meeting with me. They were convinced that the district was looking to decrease the instructional staff and teach students virtually. After we hired an additional virtual academy teacher to our staff, that fear subsided. We now have gifted, regular and alternative education students involved in the V3 Academy. This has significantly decreased discipline problems in our high school, allowed our gifted students to receive additional course instruction, actually helped to decrease class size, and even brought back several students from the over priced cyber charter school programs. In the end, these benefits saved our district thousands of taxpayer dollars.

Just last year we took the fourth step in redefining our virtual program to include a collegiate level associate's degree program. As the high school and post-secondary school entities go through the annual rituals of developing academically challenging courses and helping prepare students for future life, the need for increased cooperation among high schools and colleges has expanded greatly. The desire to have college-level courses taught in local high schools is of significant value to students and parents alike.

Students taking advantage of the associates degree program can expect to save up to two years of collegiate time, be better equipped to successfully work through online courses, and experience significant tuition savings after graduation.

In summary, we define student success as helping all students enter the world of work or post secondary school. In either case we can ensure success by giving students the ability to expand their educational opportunities both traditionally and now virtually as well as increasing their knowledge base, instead of narrowing their educational focus. We are convinced that the V3 Academy has not only greatly expanded our educational opportunities, added significant value to our high school diploma, but most importantly has made a difference in the lives of our children.

It is my firm belief that it is time for all students within the Commonwealth to have an equal opportunity to join in our V3 Academy educational success story.

Sincerely,

Dr. Don Bell
Superintendent of Schools

September 27, 2010

Thomas E. Gluck, Acting Secretary
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Dear Secretary Gluck:

There are many initiatives that a high school principal wants to take on that are going to impact student achievement on a yearly basis. Some of the initiatives flourish from the beginning and have immediate impact. Some initiatives struggle during the inception stage but persevere to greatly impact student achievement. Unfortunately, some programs simply fail, but good principals understand when to cut their losses and learn from their mistakes to build something better in the future. In my time as high school principal I have seen programs go through all the stages, and online or virtual learning is not any different but has been very successful at Northern Lebanon.

Our V3 (Viking Vessel Virtual) Academy was created in a systemic fashion starting with a smaller school population to a much broader range. First, we piloted our V3 Academy with gifted students to provide them with more opportunities to earn credits and take advanced courses which were not offered at Northern Lebanon. We found this learning opportunity to be very successful because the students were achieving at high levels. The students were excited about learning because of the student-centered approach that online learning provides, as students can use their individual learning style to enhance their understanding of the content.

Next, we expanded the program to our alternative education students. The "canned" programs that we were using in alternative education were not effective because there was not a clear connection to the Northern Lebanon curriculum. When we made the switch to the V3 Academy, we started to see students succeeding at levels we had not seen before, and we also had requests by their parents for students to stay in the program even after they met all the requirements. The students' parents saw their children succeeding at levels not observed before and they wanted to keep their children involved in virtual learning through the alternative education program.

Finally, we were ready to roll V3 out to the student body as an option when students were making course selections. Again, we wanted to gradually increase enrollment and continue to improve our program. The idea of anytime and anywhere education really appealed to students and their parents. We saw many students sign up for a variety of courses. The students who have done well in live classes continued to perform admirably in virtual courses. However, we did see many students, like in our alternative education program, who really showed gains in student achievement. Virtual learning is not for everyone, but when students who struggle in live classroom settings get the chance to perform in another educational environment, you often see more participation and gains from those students than in their past performances, which is exciting.

As we continue further into the 21st century learning environment, we believe it is time to expand our program beyond the walls of Northern Lebanon and create a virtual opportunity for other students in Pennsylvania. Our program has continued to grow, excel, and become a model for other schools with similar virtual environments. We are all about giving the students an opportunity to expand their learning across a number of disciplines so that they can be successful in the global market. As you observe learning in the 21st century, it is amazing to see how many higher education institutions are turning to online courses to meet the needs of the students. Students enjoy working with technology and learn differently than students did ten years ago, and if we don't continue to change, we are depriving the students of further development. We are excited about the possibility of giving high school students more choices to learn in an environment that best meets their individual academic needs.

Sincerely,

Richard S. Hornberger
Founding Member
V3 Academy Cyber Charter

Riverside School District

Administrative Offices
300 Davis Street
Taylor, PA 18517

David A. Woods
Superintendent

Phone (570) 562-2121
FAX (570) 562-3205

September 10, 2010

Mr. Thomas E. Gluck
Acting Secretary of Education
PA Department of Education
c/o Dr. Don Bell
Northern Lebanon School District
345 School Drive
Fredericksburg, PA 17026

Dear Dr. Bell:

Riverside School District is a small district located in Lackawanna County. We support the approval of the V3 Academy (Viking Vessel Virtual Academy) and its blended teaching style.

As a public school administrator, knowledgeable in the efforts and vision of V3, I would welcome the opportunity to add the V3 program to our box of tools to facilitate learning in all students.

It has been my experience that public school centered cyber charter programs provide the dedication and caring environment to achieve greater results for a local population when compared to the existing set of cyber charter schools.

I have a great degree of confidence that V3 will provide a superior education to all students at a responsible cost to districts. I equally believe that the founding members possess a common vision to place the V3 academy in standing one step behind the needs of the children of each school district, due in part to our common goal of placing Kids First.

Sincerely,

David A. Woods
Superintendent of Schools
Riverside School District

DAW/rd

My View on V3

Brian A. Wolfe, NL Board President

Having been a public school student, a father of public and private school students, plus having forty one years experience as a professional in the electronics industry and finally with 18 years of public school board experience behind me, I have some strong opinions about virtual education!

It is coming

Writing as a taxpayer there is no argument that we need some outside of the box thinking in terms of reducing the cost of delivering public education to upcoming generations. Unless the legislature eliminates property taxes, which looks very unlikely to happen, the cost of public education and the burden on property owners will continue to spiral upward to a breaking point. The plain facts are that virtual education meets students outside of the brick and mortal setting which naturally reduces class sizes and hence numbers of required staff. To a person on limited income or a farmer with acres of land the reduced tax burden is a blessing.

It is needed

All kinds of different students can benefit from the options provided by virtual education. Those with discipline issues, health issues, higher academic needs and more, fit into the virtual setting and in fact they excel! Also, students needing options such as advanced placement courses, specialty languages, values based instruction or even on line physical education are within the target audience.

It is cross-cultural

No matter the cultural or religious background, virtual education can benefit all students. Our area contains families with a wide range of views and beliefs. For some, this often leads them to avoid public education sometimes for factual concerns and sometimes based just on an anti-public school mindset! The virtual school is like an olive branch offered to these families which if taken may open up a whole new positive world for their children. They will see, through interaction with our caring and ethical staff, that the V3 Academy will support their educational goals and their values at the same time. Their students will have an opportunity as an enrolled student to then take advantage of some of the brick and mortar benefits by participating in sports and other co-curricular opportunities not available in smaller educational settings.

It is Affordable

With the main costs being underwritten by the taxpayers of the district, the V3 courses will be offered at a very affordable rate. Some of the operating funds will come from tuition of outside of the district students and some from students returning to NL from other inferior online schools which is capitalism at its best! Some students may even earn an associate's degree by their senior year saving thousands of dollars for their family.

I am happy and enthused to be part of a forward thinking professional educational team that broke through the stereotypical block walls and pioneered this incredible virtual public school, the Northern Lebanon V3 Academy, which will be a benefit and a blessing to all PA students!

SENATE PO BOX 203048
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610-693-3200
FAX: 610-693-3212

MIKE FOLMER

COMMITTEES

COMMUNICATIONS & TECHNOLOGY, CHAIR
STATE GOVERNMENT, VICE CHAIRMAN
EDUCATION
LABOR & INDUSTRY
URBAN AFFAIRS & HOUSING

SENATE POLICY COMMITTEE
SENATE FAMILY CAUCUS
SENATE FIREFIGHTERS &
EMERGENCY SERVICES CAUCUS
SENATE BIO-TECH CAUCUS

PA EHEALTH INITIATIVE BOARD
PA HEALTH INFORMATION EXCHANGE (PHIX)
ADVISORY COUNCIL

E-MAIL: mfolmer@pasen.gov
WEB SITE: www.senatorfolmer.com

Senate of Pennsylvania
48TH SENATORIAL DISTRICT

September 9, 2010

Thomas E. Gluck, Acting Secretary
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Dear Secretary Gluck:

I wanted you to know of my support for the V3 Academy cyber charter application of the Northern Lebanon School District.

I believe cyber charter schools offer an efficient, effective, comprehensive, and accountable education experience for both students and their parents. In the Northern Lebanon School District, the cyber school has successfully been used to deal with disruptive students, which also helped to decrease class size for other students and reduce district costs.

Recently, the District also began to offer collegiate level associate's degrees, which allows students to save up to two years of collegiate time while saving money on college tuition. This helps to give students the ability to expand their educational opportunities both virtually and through traditional educational paths.

I hope you will agree and give careful consideration to the V3 Academy application.

Sincerely,

MIKE FOLMER

MF:fs:nb

ROSEMARIE SWANGER
MEMBER
102ND LEGISLATIVE DISTRICT

HARRISBURG OFFICE:
PO BOX 202102
HARRISBURG, PA 17120-2102
(717) 787-2686
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2232 LEBANON VALLEY MALL
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RSWANGER@PAHOUSEGOP.COM

House of Representatives
COMMONWEALTH OF PENNSYLVANIA
HARRISBURG

COMMITTEES

VETERANS AFFAIRS AND EMERGENCY PREPAREDNESS
MINORITY SECRETARY

AGING AND OLDER ADULT SERVICES

GAMING OVERSIGHT

CAUCUSES

PRO-LIFE
PEOPLE WITH INTELLECTUAL DISABILITIES
MILITARY BASE DEVELOPMENT
HOUSE REPUBLICAN ENERGY TASK FORCE

September 10, 2010

The Honorable Thomas Gluck
Secretary of Education
10th Floor, Harristown 2
Harrisburg, PA 17126-0333

Dear Secretary Gluck:

I would like to take this opportunity to endorse and support the Viking Virtual Vessel (V3) Academy Cyber Charter application for the Northern Lebanon School District (NLSD) in my legislative district.

NLSD's V3 Academy offers virtual schooling not only to gifted students, as was the original intent, but now has regular and alternative students successfully involved in the blendedschools program. This has significantly decreased problems among the disruptive students and also allowed gifted and regular students to receive additional course instruction. The Academy now includes collegiate level associate's degree programs which will save students up to two years of collegiate time.

There are many additional benefits connected to the V3 Academy that are having a positive effect on students, teachers, administration and ultimately a decrease in taxpayer dollars. The blendedschools has greatly expanded educational opportunities for students, added value to a NLSD diploma and has made a positive difference in the lives of the children.

Thank you for your consideration of this application and its worthy content. If you have any questions, please do not hesitate to contact me directly.

Sincerely,

Rose Marie

RoseMarie Swanger
STATE REPRESENTATIVE
102nd Legislative District

CC: Dr. Don Bell, NLSD Superintendent

RMS/lh

MAUREE A. GINGRICH, MEMBER
101ST LEGISLATIVE DISTRICT

LEGISLATIVE OFFICE
430 IRVIS OFFICE BUILDING
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CLEONA SQUARE
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MGINGRIC@PAHOUSEGOP.COM

House of Representatives
COMMONWEALTH OF PENNSYLVANIA
HARRISBURG

COMMITTEES

AGING & OLDER ADULT SERVICES
HEALTH AND HUMAN SERVICES
LOCAL GOVERNMENT
Minority Chairman - Subcommittee on Boroughs
STATE GOVERNMENT

LOCAL GOVERNMENT COMMISSION

September 2010

Thomas Gluck, Secretary
Pennsylvania Department of Education
333 Market St.
Harrisburg, PA 17126

Dear Secretary Gluck:

I write to you in support of V3 Academy Cyber Charter's grant application to become one of Pennsylvania's first cyber charter schools. If the Academy's application is granted, we have the opportunity to add a very high quality choice to parents and students who choose to school at home or other suitable settings.

As I understand it, V3 Academy offers a rigorous print curriculum, sophisticated assessment and learning management systems, experienced teachers and personalized learning for every child. The school is under the umbrella of the Sylvan ventures (part of Sylvan Learning Systems), one of this country's leading education companies. Overall, it seems built to perform very effectively under the new requirements for cyber charters.

I know that many of my constituents as well as parents throughout Pennsylvania desire a "schooling at home" option for their children. V3 Academy offers parents that option. I fully support V3 Academy's grant application.

Thank you for your consideration of this grant application. If you have any questions, please do not hesitate to contact me directly.

Sincerely,

Maureen A. Gingrich

Mauree A. Gingrich
PA House of Representatives
101st Legislative District

NORTHERN LEBANON HIGH SCHOOL

P.O. Box 100 ◆ Fredericksburg, PA 17026 ◆ Ph. 717.865.2117 ◆ Fax 717.865.7818 ◆ www.norleb.k12.pa.us

September 9, 2010

To Whom It May Concern:

As an educator who has worked within the Northern Lebanon School District's V3 Academy, I can say that it is very apparent that the online learning environment provided through the V3 Academy has had an impact on the education in our school. At all levels of learning, the V3 Academy allows students to prosper beyond the limits placed upon them in the traditional classroom environment.

The program allows high achieving gifted students to take rigorous courses that would otherwise not be available to them. As a middle and high school gifted education teacher, I have seen our gifted students excel at accelerated and Advance Placement courses made possible by the V3 Academy. At the same time, it gives lower achieving students an opportunity to learn in an atmosphere with a much lower student/teacher ratio than what exists in the traditional classroom.

For our ambitious students who wish to complete their schedules with arts and electives, the V3 Academy allows a high level of schedule flexibility. Instead of being limited to a set number of periods in the day, students can take greater advantage of their schooling. In a time where there are increasing amounts of stress and focus placed on a narrow band of core subjects, the online learning environment has allowed our students to broaden their knowledge.

The V3 Academy has continued to shift and grow in order to accommodate the needs of our students. Too often, it takes an extended period of time to make significant changes in the classroom. However, the framework that the V3 Academy has been built upon and the teachers that staff the program allow the V3 Academy to quickly evolve to meet the challenges that are faced in the education system. Furthermore, because of the close relationships between teachers and students, student feedback is quickly and accurately utilized to create a learning environment that constantly changes to meet the students' academic and social needs.

Without hesitation, I believe that this method of education has increased the learning potential of our students. While it reinforces the high expectations that our district holds for our students, the V3 academy continues to open new doors and push forward against the limitations of the traditional setting. The future can only hold brighter opportunities for those students who have the chance to learn in an online environment.

Sincerely,

Jason Getz
Gifted Education Teacher
V3 Academy Social Studies Teacher
Northern Lebanon Middle / High School

The district will not discriminate on the basis of age, race, color, sex, religion, national origin, or disability. District contact person is the superintendent of schools.

Appendix AB

Student Handbook

V3 Academy Cyber Charter School

Student Handbook
2011-2012

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The purpose of this student handbook is to acquaint you with the procedures, policies and activities of the V3 Academy.

V3 AGREEMENT FORM
STUDENTS & PARENTS

The V3 Academy Student Handbook will answer many of the questions you may have about rules and activities. We hope that this will be helpful to you throughout the year.

Please read this handbook together with your child. You will be required to submit a signed form during your orientation session. Your signature verifies the receipt of a handbook and acknowledgement of your understanding of our policies and procedures as outlined within the handbook.

PLEASE DO NOT REMOVE THIS PAGE FROM YOUR HANDBOOK

I acknowledge that I have received and read this student handbook and that I will abide by the rules and regulations contained within.

I also understand and agree to comply with the V3 Academy's Internet Use Guidelines outlined in this handbook.

I further understand that any infringement of these regulations is unethical and a direct violation of school rules and policies that could result in disciplinary action or criminal proceedings.

_____ _____

PLEASE PRINT Student's Name Grade/Homeroom

_____ _____

Student's Signature (**in ink**) Date

_____ _____

Parent's Signature (**in ink**) Date

CODE OF ETHICS

COMPASSION: Feeling and responding covertly or overtly to the suffering of others; sympathetic to the physical or emotional pain of others. Compassion shows that we not only understand the suffering of others but also feel bad when others suffer.

COURAGE: The state of mind or spirit which enables us to face danger, humiliation, disgrace or teasing when we do the right thing. Moral courage gives us the fortitude to act on behalf of others.

COURTESY: Polite behavior; observing the manners accepted by a group. Common courtesy has its basis in respect for other people.

FAIRNESS: Acting or behaving in a manner in which people are treated the same; not showing favoritism to someone when it hurts others or is at their expense. Treating other people the way we would like to be treated. (We do not have to like someone to be fair to him/her.)

HONESTY: Not lying, cheating, stealing; being truthful, sincere or genuine. (We can know what is honest but not have the courage to do the right thing.)

KINDNESS: Being friendly, helpful, humane, considerate of others; giving or thoughtful.

LOYALTY: Steadfastness in allegiance to a country, government, organization, ideal, custom, religion or person.

PERSEVERANCE: Maintaining a course of action, belief or purpose without giving in; strength or patience in dealing with something that is difficult; striving for a goal and not quitting. It does matter that a task is completed once begun.

RESPECT: To show consideration for someone; to treat others with dignity; to show regard for the worth of someone or something. There are many kinds of respect such as respect for life, people, animals, authority, and property of others, the flag and the environment. We should respect others and ourselves. (We don't have to like someone to respect him/her.) If we respect someone, we will not try to hurt him.

RESPONSIBILITY: Being answerable for one's behavior; being accountable or liable for what we say or do; having the sense of duty to willingly fulfill the tasks we have accepted or have been assigned; conscientiously performing all work; being held accountable for our behavior.

GRADING SYSTEM

All grades will be reported on a numerical scale. The minimum standard to earn credit for any course will be a 60. At any time a numerical rating cannot be given, an "X" will be the designated symbol that should be used. The "X" will allow extra time for the numerical grade to be computed. "CA" will be used to indicate a course audit.

GRADING INFORMATION

90-100	-	Superior Achievement
80-89	-	Above Average
70-79	-	Average
60-69	-	Below Average
0-59	-	Failure

ASSESSMENTS

An assessment will be utilized at the midpoint and end of <u>all full year</u> courses in the V3 Academy. The mid-term exam will count as no more than ten percent in the second marking period for any given subject.

The final exam will count as 20% of your final grade. In subject areas where Keystone Exams are given, the Keystone Exam will be given as the final. All Keystone exams will be given and proctored at the administrative office of the V3 or another announced location.

Semester courses will assess students at the conclusion of the semester course.

HONOR ROLL

To be considered for honor roll status a student must be enrolled in a minimum of five classroom credits earned in at least four different courses. Honor roll selections are based on average percentage. The average percentage is computed by dividing the sum of the class grades by the total number of credits in which a student is enrolled. The honor roll criteria have been established as follows:

<u>Superior Honor Roll</u> - a marking period average percentage at least a 93.0 with no grade less than an 80.

<u>Honor Roll</u> - a marking period average percentage of 80.0 and no grade less than an 80.

GRADUATION HONORS

Graduating seniors with a cumulative grade point average of 3.7 on a 4.0 scale will be awarded a Cum Laude status. Those graduating with an average of 3.8 will be awarded Magna Cum Laude status. Those students with a cumulative 3.9 will be awarded Summa Cum Laude status.

ADEQUATE GRADUATION PROGRESS

Students will be promoted to the next grade level if they maintain the yearly credit requirements. It is important to remember that achieving graduation from the V3 Academy is completely dependent on meeting the criteria listed in his handbook under "REGULATIONS FOR GRADUATION". It is the responsibility of each student, with the assistance of his/her school counselor, to maintain adequate yearly progress toward the credit minimum. It is recommended that students earn at least one quarter of the total credits needed each school year but the requirements for promotion are listed below. All questions regarding a student's current graduation progress should be directed to his/her school counselor.

- Grade 9 to 10: 5 credits earned
- Grade 10 to 11: 10 credits earned
- Grade 11 to 12: 16 credits earned
- Graduation 24 credits earned

REQUIREMENTS FOR GRADUATION

To graduate from the V3 Academy a student must have satisfactorily completed 24 credits of study.

Required credits to be attained during grades nine, ten, eleven and twelve are as follows:

a. 4 credits of Language Arts
b. 4 credits of Social Science
c. 3 credits of Mathematics
d. 3 credits of Natural Science
e. .5 credit of Health Education
f. 1.5 credits of Physical Education
g. 2 credits of Humanities
h. 1 credit of Computer Applications
i. 5 credits of elective subjects

GRADUATION REQUIREMENTS

State law, specifically Title 22, states: Each school district shall specify requirements for graduation in the strategic plan. Requirements shall include course completion and passing grades, completion of a culminating project, and acceptable results of local assessments aligned with the academic standards. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.

GRADUATION PROJECT

The graduation project is a requirement for all students. Upon entering ninth grade students will receive a project manual and be assigned a project advisor who will guide them through the process of completing the project.

ADDITIONAL REQUIREMENTS FOR SENIORS:

Seniors must report to school on designated days and times for instructions and rehearsals for commencement activities unless previously excused. Students must report according to the schedule in order to participate in the commencement ceremony.
To participate in commencement, a senior must satisfy all monetary obligations to the school district.

Students participating in the Vocational Work Study Program must satisfactorily complete the work study program to obtain credit toward graduation.

The information contained in this handbook was accurate at the time of printing. Policies and procedures are subject to periodic review and change. The current versions of all school policies are maintained in the high school office. Policies are available for review upon request.

The V3 Academy is an equal opportunity educational institution and will not discriminate on the basis of age, race, color, sex, national origin, religion or disability in its activities, programs, or employment practices as required by Title VI, Title IX, and Section 504. District contact person is the Chief Operating Officer.

ATTENDANCE

(Complete policy available in the administrative office)

Regular daily attendance is an integral part of an effective educational environment. There is a positive correlation between regular attendance and success in both school and the world of work.

State law requires that students be in attendance at school except for the following reasons:

- Personal illness
- Death in the immediate family
- Required court appearance
- Religious holiday
- Quarantine
- Emergency as determined by the principal
- Educational trip with prior approval by the principal

Absence from school will be classified in one of two general categories:

1. **Illness** - Depending upon the circumstances, illness will be coded as excused or unexcused.
2. **Elective absence**: Any absences in excess of five require approval by principal. Examples include: vacations, hunting, fishing, Farm Show, Sportsmen's Outdoor Show, etc. Pre-approved absences may be classified as unexcused with make-up privileges. Without pre-approval, any absences in this category will be unexcused or unlawful. Since the pre-approval process requires several days to complete, students must speak to the administration well in advance of any anticipated absence. In all cases, prior unexcused absences, disciplinary history, and current academic standing will be considered before granting approval.

ATTENDANCE PROCEDURES

All excuse notes must be turned in to the attendance person within three school days of the student's return or the absence will be considered unexcused/unlawful on the fourth day of the student's return to school.

A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days will require an excuse from a physician. If a student is placed on "doctor's note status" then any absences not verified by a doctor's excuse will be unexcused or unlawful absences.

In order to be acceptable, a doctor's excuse must state that the student was under the doctor's care and was unable to attend school on the date of the absence(s). The note must also clearly state when the student should return to school.

UNLAWFUL ABCENSES

(16 years of age or younger)

When a note is not returned to school within the three-day period, the absence will be recorded as unexcused or unlawful, and the student will be assigned an appropriate consequence. A student will have the opportunity to make up work he/she misses; credit may be denied for unlawful/unexcused absences at the administrations discretion.

Procedures: After three unlawful absences, a "First Offense Letter" will be sent to the parent or guardian indicating the days of unlawful absence. For any absences thereafter that are unlawful, the parent or legal guardians may be assessed a fine issued by the home school district and processed through the District Justice's Office.

ACADEMIC REGULATIONS RELATED TO ATTENDANCE
EXCUSED ABSENCES

Students are required to make up work as soon as possible after an excused absence. The time allowed to make up the work will be determined by the classroom teacher. When an extended absence is anticipated, the parents may contact the guidance office to arrange for work to be sent home. A student who is absent from school is prohibited from attending any school activities on the day(s) of absence or participating in any school activities. Work study students who are absent from school are prohibited from attending work on the day(s) of school absence. Students must be present at least one half of day to participate in After School Activities, unless student has prior permission due to a special circumstance. Violations of these restrictions may cause the absence to be considered unexcused and may lead to loss of academic credit and assignment to detention or in-school suspension.

PA SCHOOL CODE

Every parent/guardian of any child of compulsory school age is subject to penalties if compulsory school-age attendance requirements are not met. Possible sentences for parents found to be in violation of compulsory attendance law:

- Paying a fine up to $300.00 for each offense and court costs, or
- Completing a parenting education program, and

- In cases where the party convicted fails to pay the fine or complete the parenting education program, a subsequent sentencing to the county jail for no more than five days.
- Completing in lieu of, or in addition to the previous penalties, community service within the school district for a period of no more than six months.

Possible dispositions for children found in violation of compulsory attendance law:

- Subject to a fine of no more that $300.00 for each offense, or
- Assigned to an adjudication alternative program.

For children convicted of violation of compulsory attendance requirements by the magisterial district judge, the court, including a court not of record, must send a certified record of the conviction or other disposition to the Department of Transportation.

- Upon first conviction, the child's operating privilege for operating an automobile will be suspended for 90 days.
- Upon the second or subsequent conviction, the child's operating privileges will be suspended for six months.
- Children who do not yet have a driver's license will be ineligible to apply for a license for the time periods of 90 days for the first conviction and six months for the second and any subsequent conviction.

CREDIT DENIAL

Students who accumulate twenty or more unexcused absences in a school year risk losing academic credit for the courses in which they are enrolled. Upon the recommendation of the administration, such students will not be promoted to the next grade, or graduated from the school.

When ten consecutive days of unexcused absence accrue for students seventeen years of age or older, the student may be dropped from the rolls upon notification by a letter from the administration.

DISCIPLINE PROCEDURES

Introduction

It is the responsibility of the total school community to create and maintain an atmosphere that is conducive to teaching, learning and living. Everyone in the educational process has the right to expect that the environment will be safe, pleasant and well-organized. The climate should produce security and consistency through established rules and guidelines. The emphasis should be placed on courtesy, cooperation and fulfillment of necessary obligations at all times. An orderly school environment requires a code of discipline that clearly defines individual responsibilities, categorizes unacceptable behaviors, and provides for appropriate disciplinary options and responses. To be effective, such a code must:

- Be preventive in nature.
- Promote self-discipline.
- Concern itself with the welfare of the individual as well as that of the school community as a whole.

- Promote a close working relationship between the parents and the staff.
- Discriminate between minor and serious offenses as well as between first time and repeated offenses.
- Provide disciplinary responses that are appropriate for the misbehavior.
- Be administered in a way that is fair.
- Comply with the provisions of federal, state and local law as well as with the guidelines and directives of the Pennsylvania Department of Education.

Student Responsibilities

Student responsibilities include regular school attendance, conscientious effort in classroom work, and the ability to conform to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and others who are involved in the educational process.

Students must express their ideas and opinions in a respectful manner.

The students' responsibilities are to:

- Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
- Volunteer information and cooperate with school staff should they have knowledge of importance in disciplinary cases.
- Dress and groom themselves to meet fair standards of safety, health and common decency, and in a manner that will not cause disruption to the educational process. This applies during testing days and any other time students are on campus.
- Assist the school staff in operating a safe school for all its occupants.
- Comply with Commonwealth and local laws.
- Attend school daily, except when excused.
- Complete all make-up work when absent from school.
- Pursue and attempt to complete the course of study prescribed by state and local school authorities.
- Refrain from using inappropriate, disrespectful, indecent or obscene gestures or language.

Parent/Guardian Responsibilities

Parent/Guardians are urged to:

- Exemplify an enthusiastic and supportive attitude toward school and education.
- Build a good working relationship between themselves and school personnel.
- Teach their child self respect, respect for the law, and respect for others as well as public and private property.
- Insist on regular attendance.

- Insist that the child promptly communicate all communications from school.
- Cooperate with the school in jointly resolving any school related problems.
- Provide a place conducive for study and completion of assignments.
- Parents should be aware that they are responsible for any financial obligations incurred by their child in school, including lost books, damage to property, etc.

School Rules

The following general rules apply to all students at all times:

- Students will be in attendance, be courteous, and be prepared for learning.
- Students will listen and appropriately respond to all who work at the V3 Academy
- Students will respect school property and the property of others.
- Students will not be disrespectful, disobedient, and defiant or use vulgar language.
- Students will follow all school rules.

Out-of-school Suspension

In the most serious cases students will be assigned out-of-school suspension (OSS) as a consequence. NOTE: All out-of-school suspensions require a hearing with the student, parent, and the administration. The purpose of the hearing is to review the incident, verify that the consequence is warranted, and set conditions for the return of the student to the school environment. Since suspension is a legal absence, the student has the right to make up all work missed.

Computers

Access to the Internet is permitted only with parental approval. Students and parents will be required to sign the Internet access agreement yearly. Students who violate the Internet access agreement, improperly access data, attempt to disable the filter software, commit computer security violations or tamper with data will be referred to the administration.

Sexual Harassment

When a person is subjected to unwelcome behavior that is sexual in nature, it is sexual harassment and is inappropriate, harmful, and against the law. Sexual harassment includes conduct and communication involving adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

If a person feels uncomfortable, pressured, threatened, or in danger as a result of sexually related activity, then it is unwelcome and can constitute harassment. Specific behaviors that could constitute sexual harassment include, but are not limited to: verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually oriented "kidding," "teasing," double-entendres, jokes, and any harassing conduct to which a student would not be subjected but for such student's sex.

STUDENT SERVICES

Guidance Services

The primary aim of the guidance services of the V3 Academy is to assist the student in solving problems. By helping students get along with others, overcome fears, select appropriate courses, colleges or careers, avoid school failure, etc., the counselors strive to help students learn to help themselves. Recognizing each student as an individual with unique abilities, interests and aptitudes, the counselors enable all students to explore their potential.

- Individual counseling service is available to all students. Any personal, educational, or vocational problem may be freely discussed with a counselor.
- Students should visit their counselor during a study hall unless the student has a very significant problem which would cause him/her to miss an academic class.
- Solutions to educational problems may be facilitated through the counselor's analysis of the student's records which are maintained in the guidance office.
- The guidance office maintains a substantial file of educational and vocational information, providing a valuable resource to students investigating employment or educational opportunities.
- Parents are encouraged to confer with their child's guidance counselor.

Health Services

- Required tests

  All students are required to have an annual vision test. Height and weight information is recorded annually. Hearing tests are given to all students in grades 7 and 11. Dental examinations and scoliosis screenings are required in grade 7 and physical examinations are required in grade 11. The V3 Academy will work with your local physician to meet these requirements.
- School insurance claims information

  Students who purchase insurance through the school district and desire to file a claim must secure the necessary forms from the administrative office. Questions about claims must be directed to the insurance carrier.

Appendix AC

Safety Letter

October 1, 2012

Ronald J. Tomalis
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Dear Secretary Tomalis:

Upon the approval of the V3 Academy Cyber Charter School, I certify that the V3 Academy Cyber Charter School will:

1. Be inspected by a local building inspector.
2. Be inspected by a local fire department.
3. Gain approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.
4. Be in compliance with all other federal, state, and local health and safety laws and regulations.
5. Apply for all certificates, licenses, etc. that are part of the planning process and required by local, state, and federal entities.

Sincerely,

Nathan Byler
Founding Member
V3 Academy Cyber Charter School

Appendix AD

PDE 2028

PDE-2028 - PRELIMINARY GENERAL FUND BUDGET

General Fund Budget Approval

Date of Adoption of the General Fund Budget:

President of the Board - Original Signature Required | **Date**

Secretary of the Board - Original Signature Required | **Date**

Chief School Administrator - Original Signature Required | **Date**

Nathan Byler
Contact Person

(717) 304-6808
Telephone **Extension**

ndbyler@gmail.com
E-mail Address

Return to: **Pennsylvania Department of Education**
Bureau of Budget and Fiscal Management
Division of Subsidy Data and Administration
333 Market Street
Harrisburg, PA 17126-0333

	ITEM	AMOUNTS	
	Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year		
1	Estimated Reserve for Encumbrances - Start of Year	0	
2	Estimated Unreserved Fund Balance - Start of Year	0	
3		0	
4		0	
5		0	
6		0	
	Total Estimated Beginning Unreserved Fund Balance Available for Appropriation and Reserves Scheduled For Liquidation During The Fiscal Year		**0**
	Estimated Revenues And Other Financing Sources		
6000	Revenue from Local Sources	1,000,000	
7000	Revenue from State Sources	0	
8000	Revenue from Federal Sources	50,000	
9000	Other Financing Sources	0	
	Total Estimated Revenues And Other Financing Sources		**1,050,000**
	Total Estimated Fund Balance, Revenues, and Other Financing Sources Available for Appropriation		**1,050,500**

FUNCTION	DESCRIPTION	Amounts	
REVENUE FROM LOCAL SOURCES			
6111	Current Real Estate Taxes	0	
6112	Interim Real Estate Taxes	0	
6113	Public Utility Realty Tax	0	
6114	Payments in Lieu of Current Taxes - State / Local Reimbursement	0	
6115	Payments in Lieu of Current Taxes - Federal Reimbursement	0	
6120	Per Capita Taxes, Section 679	0	
6130	Taxpayer Relief Taxes - Proportional Assessments	0	
6140	Current Act 511 Taxes - Flat Rate Assessments	0	
6150	Current Act 511 Taxes - Proportional Assessments	0	
6400	Delinquencies on Taxes Levied / Assessed by LEA	0	
6500	Earnings on Investments	0	
6700	Revenues from District Activities	0	
6800	Revenue from Intermediary Sources / Pass-Through Funds	0	
6910	Rentals	0	
6920	Contributions and Donations From Private Sources / Capital Contributions	0	
6940	Tuition from Patrons	1,000,000	
6960	Services Provided Other Local Governmental Units / LEAs	0	
6970	Services Provided Other Funds	0	
6980	Revenue From Community Service Activities	0	
6990	Refunds and Other Miscellaneous Revenue	0	
	REVENUE FROM LOCAL SOURCES		**1,000,000**

FUNCTION	DESCRIPTION	Amounts	
REVENUE FROM STATE SOURCES			
7110	Basic Education Funding (Gross)	0	
7140	Charter Schools	0	
7160	Tuition for Orphans and Children Placed in Private Homes	0	
7170	School Improvement Grants	0	
7180	Staff and Program Development	0	
7220	Vocational Education	0	
7230	Alternative Education	0	
7240	Driver Education - Student	0	
7250	Migratory Children	0	
7260	Workforce Investment Act	0	
7271	Special Education Funding for School Aged Pupils	0	
7272	Early Intervention	0	
7280	Adult Literacy	0	
7291	Educational Assistance Program (Tutoring)	0	
7292	Pre-K Counts	0	
7299	Other Program Subsidies Not Listed in 7200 Series	0	
7310	Transportation (Regular and Additional)	0	
7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	0	
7330	Health Services (Medical, Dental, Nurse, Act 25)	0	
7340	State Property Tax Reduction Allocation	0	
7350	Sewage Treatment Operations / Environmental Subsidies	0	
7360	Safe Schools	0	
7400	Vocational Training of the Unemployed	0	
7501	PA Accountability Grants	0	
7502	Dual Enrollment Grants	0	
7503	Project 720 / High School Reform	0	
7599	Other State Revenue Not Listed in the 7500 Series	0	
7810	State Share of Social Security and Medicare Taxes	0	
7820	State Share of Retirement Contributions	0	
7900	Revenue for Technology	0	
	REVENUE FROM STATE SOURCES		**0**

FUNCTION	DESCRIPTION	Amounts	
REVENUE FROM FEDERAL SOURCES			
8110	Payments for Federally Impacted Areas - P.L. 81-874	0	
8190	Other Unrestricted Grants-in-Aid Direct from Federal Government	0	
8200	Unrestricted Grants-in-Aid from Federal Gov't Through Commonwealth	50,000	
8310	Payments for Federally Impacted Areas - P.L. 81-815	0	
8320	Energy Conservation Grants - TA and ECM	0	
8390	Other Restricted Grants-in-Aid Directly from Federal Government	0	
8511	Grants for IDEA and NCLB Programs not Specified in 8510 series	0	
8512	IDEA, Part B	0	
8513	IDEA, Section 619	0	
8514	NCLB, Title I - Improving the Acad. Achvmnt. of the Disadvantaged	0	
8515	NCLB, Title II - Prep., Train. & Recruit. High Qual. Teachers & Principals	0	
8516	NCLB, Title III - Language Instr. for LEP and Immgrant Students	0	
8517	NCLB, Title IV - 21st Century Schools	0	
8518	NCLB, Title V – Promotg. Informed Parental Choice & Innov. Programs	0	
8519	NCLB, Title VI - Flexibility and Accountability	0	
8521	Vocational Education - Operating Expenditures	0	
8522	Vocational Education - Capital Outlay	0	
8540	Nutrition Education and Training	0	
8560	Federal Block Grants	0	
8580	Child Care and Development Block Grants	0	
8610	Homeless Assistance Act	0	
8620	Adult Basic Education	0	
8640	Headstart	0	
8660	Workforce Investment Act	0	
8690	Other Restricted Federal Grants-in-Aid Through the Commonwealth	0	
8701	ARRA - IDEA, Part B	0	
8702	ARRA - IDEA, Section 619	0	
8703	ARRA - Title I, Part A & D	0	
8704	ARRA - Title I, School Improvement	0	
8705	ARRA - Title II, Part D Education Technology	0	
8706	ARRA - McKinney-Vento Homeless	0	
8707	ARRA - National School Lunch Program Equipment	0	
8708	ARRA - State Fiscal Stabilization Fund	0	
8721	ARRA - Head Start	0	
8731	ARRA - Build America Bonds	0	
8799	ARRA - Miscellaneous	0	
8810	School-Based Access Medicaid Reimbursement Program (SBAP) (ACCESS)	0	
8820	Medical Assistance Reimbursement For Administrative Claiming (Quarterly)	0	
	REVENUE FROM FEDERAL SOURCES		**50,000**

FUNCTION	DESCRIPTION	Amounts	
OTHER FINANCING SOURCES			
9100	Sale of Bonds	0	
9200	Proceeds From Extended Term Financing	0	
9320	Special Revenue Fund Transfers	0	
9330	Capital Projects Fund Transfers	0	
9340	Debt Service Fund Transfers	0	
9350	Enterprise Fund Transfers	0	
9360	Internal Service Fund Transfers	0	
9370	Trust and Agency Fund Transfers	0	
9380	Activity Fund Transfers	0	
9400	Sale or Compensation for Loss of Fixed Assets	0	
9710	Transfers from Component Units	0	
9900	Other Financing Sources Not Listed in the 9000 Series	0	
	OTHER FINANCING SOURCES		**0**
TOTAL ESTIMATED REVENUES AND OTHER SOURCES			**1,050,000**

	ITEM		AMOUNTS			
1000	Instruction					
	1100	Regular Programs - Elementary/Secondary	500,000			
	1200	Special Programs - Elementary/Secondary	50,000			
	1300	Vocational Education	0			
	1400	Other Instructional Programs - Elementary/Secondary	0			
	1500	Nonpublic School Programs	0			
	1600	Adult Education Programs	0			
	1700	Higher Education Programs	0			
	1800	Pre-Kindergarten	0			
	Total 1000 Instruction		**550,000**			
2000	Support Services					
	2100	Support Services - Pupil Personnel	0			
	2200	Support Services - Instructional Staff	100,000			
	2300	Support Services - Administration	150,000			
	2400	Support Services - Pupil Health	0			
	2500	Support Services - Business	10,000			
	2600	Operation & Maintenance of Plant Services	0			
	2700	Student Transportation Services	0			
	2800	Support Services - Central	0			
	2900	Other Support Services	0			
	Total 2000 Support Services		**260,000**			
3000	Operation of Non-instructional Services					
	3100	Food Services	0			
	3200	Student Activities	0			
	3300	Community Services	0			
	3400	Scholarships and Awards	0			
	Total 3000 Operation of Non-instructional Services		**0**			
4000	Facilities Acquisition, Construction and Improvement Services					
	4000	Facilities Acquisition, Construction and Improvement Services	50,000			
	Total 4000 Facilities Acquisition, Construction and Improvement		**50,000**			
	Total Estimated Expenditures			**860,000**		
5000	Other Expenditures and Financing Uses					
	5100	Debt Service	50,000			
	5200	Interfund Transfers - Out	0			
	5300	Transfers Involving Component Units	0			
	5900	Budgetary Reserve	0			
	Total Other Financing Uses			**50,000**		
	Total Estimated Expenditures and Other Financing Uses				**910,000**	
	Appropriation of Prior Year Encumbrances				**0**	
	Total Appropriations 1					**910,000**
	Ending Unreserved Fund Balance					**140,000**

ITEM	AMOUNTS
Total Appropriations and Ending Fund Balances	**1,050,000**

Function-Object	Description	Amounts
1000	**INSTRUCTION**	
1100	Regular Programs - Elementary/Secondary	
100	Personnel Services-Salaries	150,000
200	Personnel Services-Employee Benefits	50,000
300	Purchased Professional & Technical Services	0
400	Purchased Property Services	0
500	Other Purchased Services	0
600	Supplies	300,000
700	Property	0
800	Other Objects	0
	Total Regular Programs - Elementary/Secondary	500,000
1200	Special Programs - Elementary/Secondary	
100	Personnel Services-Salaries	40,000
200	Personnel Services-Employee Benefits	10,000
300	Purchased Professional & Technical Services	0
400	Purchased Property Services	0
500	Other Purchased Services	0
600	Supplies	0
700	Property	0
800	Other Objects	0
	Total Special Programs - Elementary/Secondary	50,000
1300	Vocational Education	
100	Personnel Services-Salaries	0
200	Personnel Services-Employee Benefits	0
300	Purchased Professional & Technical Services	0
400	Purchased Property Services	0
500	Other Purchased Services	0
600	Supplies	0
700	Property	0
800	Other Objects	0
	Total Vocational Education	0
1400	Other Instructional Programs - Elementary/Secondary	
100	Personnel Services-Salaries	0
200	Personnel Services-Employee Benefits	0
300	Purchased Professional & Technical Services	0
400	Purchased Property Services	0
500	Other Purchased Services	0
600	Supplies	0
700	Property	0
800	Other Objects	0
	Total Other Instructional Programs - Elementary/Secondary	0

Function-Object	Description	Amounts	
1500	Nonpublic School Programs		
100	Personnel Services-Salaries	0	
200	Personnel Services-Employee Benefits	0	
300	Purchased Professional & Technical Services	0	
400	Purchased Property Services	0	
500	Other Purchased Services	0	
600	Supplies	0	
700	Property	0	
800	Other Objects	0	
	Total Nonpublic School Programs	0	
1600	Adult Education Programs		
100	Personnel Services-Salaries	0	
200	Personnel Services-Employee Benefits	0	
300	Purchased Professional & Technical Services	0	
400	Purchased Property Services	0	
500	Other Purchased Services	0	
600	Supplies	0	
700	Property	0	
800	Other Objects	0	
	Total Adult Education Programs	0	
1700	Higher Education Programs		
500	Other Purchased Services	0	
600	Supplies	0	
	Total Higher Education Programs	0	
1800	Pre-Kindergarten		
100	Personnel Services-Salaries	0	
200	Personnel Services-Employee Benefits	0	
300	Purchased Professional & Technical Services	0	
400	Purchased Property Services	0	
500	Other Purchased Services	0	
600	Supplies	0	
700	Property	0	
800	Other Objects	0	
	Total Pre-Kindergarten	0	
Total Instruction			**550,000**

Function-Object	Description	Amounts
2000	**SUPPORT SERVICES**	
2100	Support Services - Pupil Personnel	
100	Personnel Services-Salaries	0
200	Personnel Services-Employee Benefits	0
300	Purchased Professional & Technical Services	0
400	Purchased Property Services	0
500	Other Purchased Services	0
600	Supplies	0
700	Property	0
800	Other Objects	0
	Total Support Services - Pupil Personnel	0
2200	Support Services - Instructional Staff	
100	Personnel Services-Salaries	80,000
200	Personnel Services-Employee Benefits	20,000
300	Purchased Professional & Technical Services	0
400	Purchased Property Services	0
500	Other Purchased Services	0
600	Supplies	0
700	Property	0
800	Other Objects	0
	Total Support Services - Instructional Staff	100,000
2300	Support Services - Administration	
100	Personnel Services-Salaries	120,000
200	Personnel Services-Employee Benefits	30,000
300	Purchased Professional & Technical Services	0
400	Purchased Property Services	0
500	Other Purchased Services	0
600	Supplies	0
700	Property	0
800	Other Objects	0
	Total Support Services - Administration	150,000
2400	Support Services - Pupil Health	
100	Personnel Services-Salaries	0
200	Personnel Services-Employee Benefits	0
300	Purchased Professional & Technical Services	0
400	Purchased Property Services	0
500	Other Purchased Services	0
600	Supplies	0
700	Property	0
800	Other Objects	0
	Total Support Services - Pupil Health	0

Function-Object		Description	Amounts
2500		Support Services - Business	
	100	Personnel Services-Salaries	10,000
	200	Personnel Services-Employee Benefits	0
	300	Purchased Professional & Technical Services	0
	400	Purchased Property Services	0
	500	Other Purchased Services	0
	600	Supplies	0
	700	Property	0
	800	Other Objects	0
		Total Support Services - Business	10,000
2600		Operation & Maintenance of Plant Services	
	100	Personnel Services-Salaries	0
	200	Personnel Services-Employee Benefits	0
	300	Purchased Professional & Technical Services	0
	400	Purchased Property Services	0
	500	Other Purchased Services	0
	600	Supplies	0
	700	Property	0
	800	Other Objects	0
		Total Operation & Maintenance of Plant Services	0
2700		Student Transportation Services	
	100	Personnel Services-Salaries	0
	200	Personnel Services-Employee Benefits	0
	300	Purchased Professional & Technical Services	0
	400	Purchased Property Services	0
	500	Other Purchased Services	0
	600	Supplies	0
	700	Property	0
	800	Other Objects	0
		Total Student Transportation Services	0
2800		Support Services - Central	
	100	Personnel Services-Salaries	0
	200	Personnel Services-Employee Benefits	0
	300	Purchased Professional & Technical Services	0
	400	Purchased Property Services	0
	500	Other Purchased Services	0
	600	Supplies	0
	700	Property	0
	800	Other Objects	0
		Total Support Services - Central	0

Function-Object	Description	Amounts	
2900	Other Support Services		
100	Personnel Services-Salaries	0	
200	Personnel Services-Employee Benefits	0	
300	Purchased Professional & Technical Services	0	
400	Purchased Property Services	0	
500	Other Purchased Services	0	
600	Supplies	0	
700	Property	0	
800	Other Objects	0	
	Total Other Support Services	0	
Total Support Services			**260,000**
3000	**OPERATION OF NON-INSTRUCTIONAL SERVICES**		
3100	Food Services		
100	Personnel Services-Salaries	0	
200	Personnel Services-Employee Benefits	0	
300	Purchased Professional & Technical Services	0	
400	Purchased Property Services	0	
500	Other Purchased Services	0	
600	Supplies	0	
700	Property	0	
800	Other Objects	0	
	Total Food Services	0	
3200	Student Activities		
100	Personnel Services-Salaries	0	
200	Personnel Services-Employee Benefits	0	
300	Purchased Professional & Technical Services	0	
400	Purchased Property Services	0	
500	Other Purchased Services	0	
600	Supplies	0	
700	Property	0	
800	Other Objects	0	
	Total Student Activities	0	

Function-Object	Description	Amounts	
3300	Community Services		
100	Personnel Services-Salaries	0	
200	Personnel Services-Employee Benefits	0	
300	Purchased Professional & Technical Services	0	
400	Purchased Property Services	0	
500	Other Purchased Services	0	
600	Supplies	0	
700	Property	0	
800	Other Objects	0	
	Total Community Services	0	
3400	Scholarships and Awards		
100	Personnel Services-Salaries	0	
200	Personnel Services-Employee Benefits	0	
300	Purchased Professional & Technical Services	0	
400	Purchased Property Services	0	
500	Other Purchased Services	0	
600	Supplies	0	
700	Property	0	
800	Other Objects	0	
	Total Scholarships and Awards	0	
	Total Operation of Non-instructional Services		**0**
4000	**FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT**		
4000	Facilities Acquisition, Construction and Improvement Services		
100	Personnel Services-Salaries	0	
200	Personnel Services-Employee Benefits	0	
300	Purchased Professional & Technical Services	0	
400	Purchased Property Services	50,000	
500	Other Purchased Services	0	
600	Supplies	0	
700	Property	0	
	Total Facilities Acquisition, Construction and Improvement Services		**50,000**
5000	**OTHER EXPENDITURES AND FINANCING USES**		
5100	Debt Service		
800	Other Objects	50,000	
900	Other Uses of Funds	0	
	Total Debt Service	50,000	
5200	Interfund Transfers - Out		
900	Other Uses of Funds	0	
	Total Interfund Transfers - Out	0	

Function-Object	Description	Amounts		
5300	Transfers Involving Component Units			
900	Other Uses of Funds	0		
	Total Transfers Involving Component Units	0		
5900	Budgetary Reserve			
800	Other Objects	0		
	Total Budgetary Reserve	0		
	Total Other Expenditures and Financing Uses		**50,000**	
TOTAL EXPENDITURES				**910,000**

	06/30/2010 Estimate	06/30/2011 Projection
CASH AND SHORT-TERM INVESTMENTS		
General Fund	0	0
Special Revenue Funds:		
Section 690 Capital Reserve Fund	0	0
Section 1431 Capital Reserve Fund	0	0
Athletic Fund	0	0
Other Special Revenue Funds	0	0
Capital Project Fund	0	0
Debt Service Fund	0	0
Enterprise Funds:		
Cafeteria Fund	0	0
Other Enterprise Funds	0	0
Internal Service Fund	0	0
Trust Fund	0	0
Agency Fund	0	0
Total Cash and Short-Term Investments	**0**	**0**
LONG-TERM INVESTMENTS		
General Fund	0	0
Special Revenue Funds:		
Section 690 Capital Reserve Fund	0	0
Section 1431 Capital Reserve Fund	0	0
Athletic Fund	0	0
Other Special Revenue Funds	0	0
Capital Project Fund	0	0
Debt Service Fund	0	0
Enterprise Funds:		
Cafeteria Fund	0	0
Other Enterprise Funds	0	0
Internal Service Fund	0	0
Trust Fund	0	0
Agency Fund	0	0
Total Long-Term Investments	**0**	**0**
TOTAL CASH AND INVESTMENTS	**0**	**0**

	06/30/2010 Estimate	06/30/2011 Projection
LONG-TERM INDEBTEDNESS		
Authority Lease Obligations	0	0
Extended Term Financing Agreements Payable	0	0
Bonds Payable	0	0
Accumulated Compensated Absences	0	0
Other Long-Term Liabilities	0	0
Lease-Purchase Obligations	0	0
TOTAL LONG-TERM INDEBTEDNESS	0	0
SHORT-TERM PAYABLES		
Other Funds	0	0
General Fund	0	0
TOTAL SHORT-TERM PAYABLES	0	0
TOTAL INDEBTEDNESS	**0**	**0**

Account	Description	Amounts	
0770	**Ending Fund Balance - Unreserved**		
	Explanation:		
0771	Estimated Ending Unreserved Designated Fund Balance	0	
0772	Estimated Ending Unreserved Undesignated Fund Balance	140,000	
	Explanation:		
	Ending Fund Balance - Unreserved		**140,000**
5900	**Budgetary Reserve**		**0**
	TOTAL ESTIMATED ENDING UNRESERVED FUND BALANCE AND BUDGETARY RESERVE		**140,000**
0799	**Estimated Ending Reserved and Designated Unreserved Fund Balances not scheduled for liquidation this year. (These amounts are not included on the Budget Summary of Estimated Revenues and Other Financing Uses.)**		**0**