September 27, 2019

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

Dear Secretary Rivera,

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

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

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

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

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

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

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

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

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

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

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

Insight PA began as a K-10 school during the 2017-2018 school year and expanded to add 11th grade during the 2018-2019 school year. Insight PA is now a full K-12 program; eagerly anticipating our first graduating class in June 2020. We have worked diligently over the last two years to identify the needs of our growing student population and feel strongly that our charter and the three-year comprehensive plan will serve as a vital framework to develop a strong foundation for our program.
Many of the families we serve at Insight PA are desperate for support to reengage their child in the learning process as they have not had success at their previous schools. We fully appreciate that we and our students need work to improve the academic results of the school as measured by the Future Ready Index indicators. We are fully committed to improving our students’ school experience and academic growth by providing them with an exceptional public school education that meets their learning style and needs. To do this, the Insight PA Board of Trustees, CEO and CFO will ensure funds are allocated effectively to provide students with equitable access to quality teachers, guidance counselors and student support services as well as curriculum content and supplemental resources that provide students with an opportunity to succeed.

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

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

Sincerely,

Eileen Cannistraci, M.Ed.
Chief Executive Officer
<table>
<thead>
<tr>
<th>Section</th>
<th>Attachment</th>
<th>Attached (Y/N)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>Cover letter from CEO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application Fact Sheet</td>
<td>Enrollment Charts by Grade (chart provided) – only if the school is requesting to increase the number of grades served.</td>
<td>N</td>
<td>Not Requesting Additional Grades</td>
</tr>
<tr>
<td>Application Fact Sheet</td>
<td>Current and Projected Student Enrollment Chart (chart provided)</td>
<td></td>
<td>See Fact Sheet</td>
</tr>
<tr>
<td>Application Fact Sheet</td>
<td>Current and Projected Professional Staffing Levels (chart provided)</td>
<td></td>
<td>See Fact Sheet</td>
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<tr>
<td>Student Achievement/ Progress Toward Initial Goals &amp; Objectives</td>
<td>Keystone and PSSA Report for Previous Years (chart provided) ** Table 1</td>
<td>Y</td>
<td>See Attachment 0.3</td>
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<tr>
<td>Student Achievement/ Progress Toward Initial Goals &amp; Objectives</td>
<td>List of Formative and Summative Assessments</td>
<td>Y</td>
<td>Within Section</td>
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<td>Student Achievement/ Progress Toward Initial Goals &amp; Objectives</td>
<td>Assessment Calendar</td>
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<tr>
<td>Student Achievement/ Educational Programs</td>
<td>Hours of Instruction, Teacher Availability for Assistance, and Method of Instruction Delivery</td>
<td>Y</td>
<td>Middle School: Attachment 1.1-1 High School: Attachment 1.1-2</td>
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<tr>
<td>Student Achievement/ Educational Programs</td>
<td>School Calendar</td>
<td>Y</td>
<td>See Attachment 1.1-3</td>
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<tr>
<td>Student Achievement/ Educational Programs</td>
<td>School Improvement Plan (if applicable)</td>
<td>N</td>
<td>ISPA has not been issued Improvement plan</td>
</tr>
<tr>
<td>Student Achievement/ Educational Programs</td>
<td>Curriculum Framework/Maps and/or Scope and Sequences</td>
<td>Y</td>
<td>See Attachment 1.1-4</td>
</tr>
<tr>
<td>Student Achievement/ Educational Programs</td>
<td>Course Offerings, Course Descriptions and Objectives</td>
<td>Y</td>
<td>High School Objectives: Attachment 1.1-5H Elementary &amp;Middle Objectives: Attachment 1.1-5M Elementary Objectives: Attachment 1.1-5E Course Descriptions: Attachment 1.1-6</td>
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<tr>
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<td>Attachment</td>
<td>Attached (Y/N)</td>
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<td>Student Achievement/Future Goals and Objectives</td>
<td>Measurable Outcomes and Goals Chart (chart provided) Table 2</td>
<td>Y</td>
<td>Within Section</td>
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<tr>
<td>School Operations and Management/Teacher Evaluation &amp; Professional Development</td>
<td>Teacher Induction Plan</td>
<td>Y</td>
<td>See Attachment 2.1-1</td>
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<tr>
<td>School Operations and Management/Teacher Evaluation &amp; Professional Development</td>
<td>Professional Staff Retention and Turnover Chart (chart provided) Table 3</td>
<td>Y</td>
<td>Within Section</td>
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<td>School Operations and Management/Teacher Evaluation &amp; Professional Development</td>
<td>Act 48 Plan</td>
<td>Y</td>
<td>See Attachment 2.1-3</td>
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<td>School Operations and Management/Teacher Evaluation &amp; Professional Development</td>
<td>Certification Level Chart Addendum A PDE 414</td>
<td>Y</td>
<td>See Attachment 2.1-4</td>
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<td>School Operations and Management/Teacher Evaluation &amp; Professional Development</td>
<td>Professional Development Calendar</td>
<td>Y</td>
<td>See Attachment 2.1-5</td>
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<tr>
<td>School Operations and Management/Teacher Evaluation &amp; Professional Development</td>
<td>Union Contracts with Professional Employees, if applicable</td>
<td>N</td>
<td>ISPA has no union contracts.</td>
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<td>School Operations and Management/Financial Solvency</td>
<td>Annual Audits for Each Year of the Charter – Addendum B</td>
<td>Y</td>
<td>See Attachment 2.2-1</td>
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<tr>
<td>School Operations and Management/Financial Solvency</td>
<td>Most Recent Financial Statements</td>
<td>Y</td>
<td>See Attachment 2.2-2</td>
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<td>School Operations and Management/Financial Solvency</td>
<td>Current insurance policies</td>
<td>Y</td>
<td>See Attachment 2.2-3</td>
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<td>Section</td>
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<td>Attached (Y/N)</td>
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<td>School Operations and Management/Financial Solvency</td>
<td>Management contract(s) and benefits packages</td>
<td>Y</td>
<td>See Attachment 2.2-4</td>
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<tr>
<td>School Operations and Management/Financial Solvency</td>
<td>Leases, Deeds or Real Estate Agreements not previously submitted to the Department</td>
<td>Y</td>
<td>See Attachment 2.2-5</td>
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<td>School Operations and Management/Financial Solvency</td>
<td>Lease agreements and invoices/statements for equipment and services.</td>
<td>Y</td>
<td>See Attachment 2.2-6</td>
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<td>School Operations and Management/Financial Solvency</td>
<td>Investments Chart (chart provided) Table 5 Resource Expenditures</td>
<td>Y</td>
<td>Within Section</td>
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<tr>
<td>School Operations and Management/Student Services</td>
<td>Student Services Table Addendum C</td>
<td>Y</td>
<td>See Attachment 2.3-1</td>
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<tr>
<td>School Operations and Management/Student Services</td>
<td>Policy and procedure manuals regarding instruction provided to students with IEPs</td>
<td>Y</td>
<td>See Attachment 2.3-2</td>
</tr>
<tr>
<td>School Operations and Management/Student Services</td>
<td>Most recent program evaluation</td>
<td>Y</td>
<td>See Attachment 2.3-3</td>
</tr>
<tr>
<td>School Operations and Management/Student Services</td>
<td>Agendas &amp; records of staff &amp; parent special education trainings</td>
<td>Y</td>
<td>See Attachment 2.3-4</td>
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<tr>
<td>School Operations and Management/Student Services</td>
<td>Special education teacher certifications</td>
<td>Y</td>
<td>See Attachment 2.3-5</td>
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<td>School Operations and Management/Student Services</td>
<td>Special education caseloads</td>
<td>Y</td>
<td>17/18- Attachment 2.3-6</td>
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<td>School Operations and Management/Student Services</td>
<td>Total numbers of students receiving special services &amp; services received</td>
<td>Y</td>
<td>18/19- Attachment 2.3-7</td>
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<tr>
<td>School Operations and Management/Student Services</td>
<td>Federal child counting sample</td>
<td>Y</td>
<td>See Attachment 2.3-8</td>
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<tr>
<td>School Operations and Management/Student Services</td>
<td>Existing statewide service providers under contract</td>
<td>Y</td>
<td>See Attachment 2.3-9</td>
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<tr>
<td>School Operations and Management/Student Services</td>
<td>Anticipated or tentative service providers to support enrollment increases</td>
<td>Y</td>
<td>See Attachment 2.3-10</td>
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<td>School Operations and Management/Student Services</td>
<td>Policy and procedure manuals regarding English Language Learners (ELL) instruction/programming</td>
<td>Y</td>
<td>See Attachment 2.3-11</td>
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<td>Section</td>
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<tr>
<td>School Operations and Management/Student Services</td>
<td>Most recent English Language Learners program evaluation</td>
<td>Y</td>
<td>See Attachment 2.3-12</td>
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<tr>
<td>School Operations and Management/Student Services</td>
<td>Most recent English Language Learners Program Evaluation</td>
<td>Y</td>
<td>See Attachment 2.3-13</td>
</tr>
<tr>
<td>School Operations and Management/School Governance</td>
<td>List of Board members who have served since the last renewal, the dates they served and in what capacity</td>
<td>Y</td>
<td>Within Section</td>
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<tr>
<td>School Operations and Management/School Governance</td>
<td>Board meeting calendar, agenda, and board minutes for all board meetings held within the last school year; Board policies and procedures.</td>
<td>Y</td>
<td>Board Minutes, Agendas, Calendar: Attachment 2.4-1 Board Policies and Procedures: Attachment 2.4-2</td>
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<tr>
<td>School Operations and Management/School Governance</td>
<td>Staff Organizational chart</td>
<td>Y</td>
<td>See Attachment 2.4-3</td>
</tr>
<tr>
<td>School Operations and Management/School Governance</td>
<td>Signed Ethics Forms (as required by the State Ethics Commission) for each Board member currently serving</td>
<td>Y</td>
<td>See Attachment 2.4-4</td>
</tr>
<tr>
<td>School Operations and Management/School Governance</td>
<td>Evaluations of the External Management Organization (EMO), if applicable</td>
<td>Y</td>
<td>See Attachment 2.4-5</td>
</tr>
<tr>
<td>School Operations and Management/School Governance</td>
<td>Explanations and evidence that the Board of Trustees complied with regulations of a governing entity.</td>
<td>N</td>
<td>See Sunshine Act Sampling</td>
</tr>
<tr>
<td>School Operations and Management/School Governance</td>
<td>Sample Sunshine Notice for public meeting(s)</td>
<td>Y</td>
<td>See Attachment 2.4-6</td>
</tr>
<tr>
<td>Overall School Design/Communications to Parents &amp; Community</td>
<td>Examples of Communication, Outreach and Marketing to the Community and Parents</td>
<td>Y</td>
<td>See Attachment 3.1-1</td>
</tr>
<tr>
<td>Overall School Design/Communications to Parents &amp; Community</td>
<td>Board Meeting Minutes</td>
<td>Y</td>
<td>See Attachment 3.1-2</td>
</tr>
<tr>
<td>Overall School Design/Communications to Parents &amp; Community</td>
<td>Satisfaction surveys from stakeholders</td>
<td>Y</td>
<td>See Attachment 3.1-3</td>
</tr>
<tr>
<td>Overall School Design/Communications to Parents &amp; Community</td>
<td>Dates, times, and agendas for parent meetings and sign-in sheets.</td>
<td>Y</td>
<td>See Attachment 3.1-4</td>
</tr>
<tr>
<td>Section</td>
<td>Attachment</td>
<td>Attached (Y/N)</td>
<td>Note</td>
</tr>
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</tr>
<tr>
<td>Overall School Design/Communications to Parents &amp; Community</td>
<td>Examples of formal parental and/or community complaints and resolutions</td>
<td>N</td>
<td>No complaints have been submitted</td>
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<tr>
<td>Overall School Design/Student Enrollment</td>
<td>Enrollment Chart (chart provided) Table 6</td>
<td>Y</td>
<td>Within Section</td>
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<tr>
<td>Overall School Design/Student Enrollment</td>
<td>Waiting list data for each year</td>
<td>N</td>
<td>No waitlist utilized at ISPA</td>
</tr>
<tr>
<td>Overall School Design/Policies and Procedures/Technology and Support</td>
<td>Technology plan</td>
<td>N</td>
<td>No Technology Plan Needed at ISPA</td>
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<tr>
<td>Overall School Design/Policies and Procedures/Technology and Support</td>
<td>Children Internet Protection Act (CIPA) policy</td>
<td>Y</td>
<td>See Attachment 3.3-1</td>
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<tr>
<td>Overall School Design/Policies and Procedures/Technology and Support</td>
<td>Policies and procedures concerning appropriate use curriculum and training materials.</td>
<td>Y</td>
<td>See Attachment 3.3-2</td>
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<tr>
<td>Overall School Design/Student Enrollment</td>
<td>Three months of help desk reports</td>
<td>Y</td>
<td>Within Section</td>
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<tr>
<td>Overall School Design/Policies &amp; Procedures/Technology and Support</td>
<td>Cyber Bullying Policy</td>
<td>Y</td>
<td>See Attachment 3.3-3</td>
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<tr>
<td>Overall School Design/Policies &amp; Procedures/Truancy Policies</td>
<td>Attendance, Truancy and Withdrawal Policy</td>
<td>Y</td>
<td>See Attachment 3.3-4</td>
</tr>
<tr>
<td>Overall School Design/Policies &amp; Procedures/Truancy Policies</td>
<td>All forms used for Truancy Communications to parents, resident school district, etc.</td>
<td>Y</td>
<td>See Attachment 3.3-5</td>
</tr>
<tr>
<td>Overall School Design/Policies &amp; Procedures/School Safety</td>
<td>School Safety Plan</td>
<td>Y</td>
<td>See Attachment 3.3-6</td>
</tr>
<tr>
<td>Overall School Design/Policies &amp; Procedures/School Safety</td>
<td>Student Handbook</td>
<td>Y</td>
<td>See Attachment 3.3-7</td>
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<tr>
<td>Overall School Design/Policies &amp; Procedures/School Safety</td>
<td>Staff clearance protocols, Act 4, Act 126, Act 168, Act 82 and Act 24</td>
<td>Y</td>
<td>See Attachment 3.3-8</td>
</tr>
<tr>
<td>Overall School Design/Policies &amp; Procedures/School Safety</td>
<td>Suicide Awareness and Prevention Policy and Act 71</td>
<td>Y</td>
<td>See Attachment 3.3-9</td>
</tr>
</tbody>
</table>
Application Fact Sheet

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

Cyber Charter School Name: Insight PA Cyber Charter School
School Address(es): 350 Eaglevie Blvd. Suite #350 Exton, PA 19341
(The cyber charter school must identify the administrative office where all student records are maintained pursuant to section 1743-A (h).)

County: Chester
Charter Start Date: July 1, 2017
Intermediate Unit: Chester County (#24)
Date Current Charter Expires: June 30, 2020

Federal Employer Identification Number: 46-1166314
AUN #: 124152637
Vendor Identification Number: 803094

Chief Executive Officer (CEO):
First: Eileen
Last: Cannistraci
Address: 350 Eaglevie Blvd. Suite #350 Exton, PA 19341
Telephone: 484-713-4353 ext. 2001
Email: eicannistraci@insightpa.org

Grades and Age Ranges

<table>
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<tr>
<th>Group</th>
<th>Grade Range</th>
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<tr>
<td>Elementary</td>
<td>K-5</td>
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<tr>
<td>Middle School</td>
<td>6-8</td>
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<tr>
<td>High School</td>
<td>9-12</td>
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<td>Grades Educated</td>
<td>K-12</td>
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Current and Projected Student Enrollment:

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<th>Year</th>
<th>Enrollment</th>
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<tr>
<td>2019-2020</td>
<td>2533</td>
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<tr>
<td>2020-2021</td>
<td>2633</td>
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<tr>
<td>2021-2022</td>
<td>2733</td>
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<tr>
<td>2022-2023</td>
<td>2833</td>
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<tr>
<td>2023-2024</td>
<td>2933</td>
</tr>
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</table>

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

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<thead>
<tr>
<th>Year</th>
<th>Number of Professional Staff</th>
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<td>2019-2020</td>
<td>163</td>
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<tr>
<td>2020-2021</td>
<td>171</td>
</tr>
<tr>
<td>2021-2022</td>
<td>179</td>
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<tr>
<td>2022-2023</td>
<td>185</td>
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<tr>
<td>2023-2024</td>
<td>191</td>
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</table>

If there is an increase from one year to another, is the increase due to addition of grade levels? The increase is a projection based on interest in the school. It is not due to the addition of grade levels as Insight PA currently educates students in grades K-12.

What retirement system does the cyber charter school provide for employees? Insight PA provides a 403b retirement plan for all employees hired on and after July 1, 2018. Employees hired prior to that date participate in PSERS.

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

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

Chief Executive Officer

9/27/19

Date

President, Board of Trustees

9/27/2019

Date

Secretary, Board of Trustees

9/27/19

Date
Full Name
Abdul-Aziz, Inshirah
Altland, Karen

Status
Active
Active

Term Reason

Ardiff, Lauren
Arnold, Jenniffer

Active
Active

Non K12
Non K12

Mentor & MS Science Teacher
High School Math Teacher

Baskwill, Nicole
Berger, Lisa
Best, Johanna
Birckbichler, Lisa

Active
Active
Active
Active

Non K12
Non K12
Employee
Non K12

Teacher
Teacher
State Reporting/Federal Programs Manager
Teacher

Mutual agreement

Type
Title
Employee Advisor
Temp
Long-Term Substitute CTE

Bogart, Megan
Bowers, Mary
Boyer, Megan
Brady, Jeanne
Breiner, Matthew
Briggs, Shawna
Brown, Amy

Active
Active
Active
Terminated
Active
Active
Active

Bryner, Amanda
Bryniarski, Kelly

Active
Active

Non K12
MS Special Education Teacher
Employee Elementary Principal

Cannistraci, Eileen
Capone, Megan

Active
Active

Non K12
Non K12

CEO
HS English Teacher

Carr, Stephanie
Chacanias, Samantha

Active
Active

Non K12
Non K12

Special Education Teacher
Project Manager

Chandler, Tracy

Active

Non K12

HS Special Education Teacher

Chapman, Katrina
Christ, Dawn
Ciaramella, Vincent
Cohen, Beryl

Active
Active
Active
Active

Non K12
Non K12
Non K12
Employee

MS Math Teacher
HS Special Education Teacher
HS Social Studies Teacher
HS Principal

Conto-miller, Danielle
Copulos, Amanda
Council, Dorticia

Active
Active
Active

Cressman, Brayden

Active

Non K12

HS Spanish Teacher

Curtis, Jessica
Darmo, Danielle

Active
Active

Non K12
Non K12

HS Special Education Teacher
6th Grade Science Teacher

Davis, Christina
Decker, Angela

Active
Active

Non K12
HS Math Teacher
Employee Testing Coordinator

Deimling, Jamie

Active

Non K12

Detruf, Jennifer
DiPaolo, Nathalie

Active
Active

Employee Reading Interventionist
Employee Operations Specialist

Doan, Daniel
Doman, Marlowe

Active
Active

Non K12
MS Science Teacher
Employee Director of Operations

Dominick, Maggie
Drennan, Jamie
Eller, Lisa

Active
Active
Active

Non K12
MS Math Teacher
Employee Attendance Processing Clerk 6-11
Employee Advisor - Floater/Strong Start

Personal/family

RESIGNATION WITH NOTICE

Non K12
Non K12
Non K12
Temp
Employee
Employee
Non K12

Teacher
MS Special Education Teacher
Middle School Math Teacher
Registrant Assistant
Family Academic Support Liaison (FASL)
Spec Ed/ Related Services Coordinator
HS Math Teacher

Non K12
Business and IT
Non K12
First Grade Teacher
Employee Family Resource Coordinator

Special Education Transition Coordinator

Emery, Sarah
Fox-Ritson, Amy

Active
Active

Non K12
Temp

Frost, Michael
Gaines, Tia
Gery, Cassandra

Active
Active
Active

Employee Director of Educational Data Systems
Non K12
HS ELA Teacher/Mentor
Employee MTSS Math Coordinator

Glennon, Christan

Active

Non K12

ES Special Education Teacher

Graham- Logan, Syieda
Grande, Anthony
Gray, Danielle
Greenlea, Cordie
Gruneberg, Janice
Handy, Courtland

Active
Active
Active
Terminated
Terminated
Active

Non K12
Employee
Employee
Employee

Middle School Special Education Teacher
School Psychologist/Admin
Attendance Processing Clerk K-5
Advisor- Grade 6

Haney, Leah
Hannon, Nikia
Hargrove, Marquise

Active
Terminated
Active

Harper, Erin
Hartley, Ranelle

Active
Active

Personal/family

Middle School English Teacher
ESL Coordinator (Contractor)

Employee FASL
Non K12
MS Math Teacher
Employee Director of Academics
Employee Family Compliance Coordinator
Non K12
Temp

Elementary Special Education Teacher
School Psychologist-Contractor

Higgins, Jill
Hockenberry, Tracy
Hopkins, Anne

Terminated
Active
Active

Long-Term Substitute (Fuel Ed employee)
Employee CTE Coordinator
Non K12
Middle School History Teacher

Humphreys, Andrew
Hunsberger, Landon
Jennings, Jennifer
Johnson, Christina
Johnson, Randall

Active
Terminated
Active
Active
Active

Non K12

Jones, Elizabeth

Active

MS Social Studies Teacher

Employee Director of Special Education
Employee Family Academic Support Liaison
Employee Family Academic Support Liaison
Non K12

Chief Financial Officer

Certification(s)

Instructional II Elementary K-6 (2810), Instructional II Mid-Level
Science 6-9 (2880)
Instructional I Math 7-12 (6800)
Instructional I English 7-12 (3230), Instructional II English 7-12
(3230)
Instructional II Social Studies 7-12 (8875)

Comments
Terminated

Instructional II Elementary K-6 (2810)
Instructional I Early Childhood N-3 (2840), Instructional I
Elementary K-6 (2810), Instructional I Mid-Level English 6-9
(2850), Instructional I English 7-12 (3230), Instructional II Early
Childhood N-3 (2840)

Switched to K12

Instructional II Math 7-12 (6800)

K12 Employee
Terminated

Instructional II Math 7-12 (6800)
Instructional I Grades PK-4 (2825), Instructional I Special
Education PK-8 (9226)
Administrative I Principal PK-12 (1115)

Administrative II Principal PK-12 (1115)
Instructional II Elementary K-6 (2810)

Instructional I English 7-12 (3230)
Instructional II Mid-Level English 6-9 (2850), Instructional II MidLevel Math 6-9 (2860), Instructional II Special Education PK-12
(9225)
Instructional II Ment and/or Phys Handicapped K-12 (9235),
Instructional II Grades PK-4 (2825)
Instructional I Grades PK-4 (2825),Instructional I Grades 4-8 (All
subjects 4-6, Math 7-8) (3100), Instructional I Grades 5-6
(2826), Instructional I Reading Specialist PK-12 (7650)
Instructional I Special Education PK-12 (9225)
Instructional II Social Studies 7-12 (8875)
Administrative I Principal PK-12 (1115)
Instructional I Bus-Computer-Info Tech PK-12 (1603),
Instructional I Marketing (Distributive) Ed PK-12 (1666)
Instructional I Elementary K-6 (2810)
Program Specialist English as a Second Language (ESL) PK-12
(4499), Instructional II Spanish PK-12 (4490)
Instructional II Special Education PK-12 (9225), Administrative I
Principal PK-12 (1115)
Instructional I Elementary K-6 (2810)
Instructional II Elementary K-6 (2810), Instructional II French PK12 (4410), Instructional I Math 7-12 (6800)

Terminated

Instructional I Special Education PK-12 (9225), Instructional I
Elementary K-6 (2810)
Instructional II Special Education PK-12 (9225), Instructional II
Elementary K-6 (2810), Instructional II Mid-Level English 6-9
(2850)

Instructional I Grades 4-8 (All subjects 4-6, Science 7-8) (3100),
Instructional I Grades 4-8 (All subjects 4-6, Math 7-8) (3100)
Instructional II Elementary K-6 (2810), Administrative I Principal
PK-12 (1115)

Instructional I Mid-Level English 6-9 (2850), Instructional I
Special Education PK-12 (9225), Instructional I Mid-Level Citiz.
Ed 6-9 (2870), Instructional I Mid-Level Science 6-9 (2880),
Instructional I Mid-Level Math 6-9 (2860)

Instructional II Elementary K-6 (2810)
Instructional II Mid-Level Science 6-9 (2880)
Instructional II Mid-Level Citiz. Ed 6-9 (2870)
Instructional II Mid-Level English 6-9 (2850)
Administrative I Principal PK-12 (1115)

Contractor

Instructional I English 7-12 (3230)
Instructional I Elementary K-6 (2810), Instructional I Special
Education PK-12 (9225)
Educational Specialist I Inst Technology Specialist PK-12 (1825),
Instructional II Elementary K-6 (2810), Instructional II Special
Education PK-12 (9225)

Terminated
Terminated
Instructional I Math 7-12 (6800), Instructional I Grades 4-8 (All
subjects 4-6, Math 7-8) (3100)

Instructional II Elementary K-6 (2810), Instructional II Special
Education PK-12 (9225)

Instructional I Social Studies 7-12 (8875)
Instructional I Grades 4-8 (All subjects 4-6, Social Studies 7-8)
(3100)

Administrative I Principal PK-12 (1115)
Instructional II Early Childhood N-3 (2840)
Instructional II Elementary K-6 (2810)

Terminated

Contractor but will be K12 8/12
Contractor for K12 (w. insight
temporarily)

Terminated


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<tr>
<th>Name</th>
<th>Active/Temp</th>
<th>Employee Status</th>
<th>Program/Grade</th>
<th>Instructional Areas</th>
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<td>Stetser, Rebecca</td>
<td>Active</td>
<td>Employee</td>
<td>Advisor</td>
<td>Instructional I Elementary PK-8 (8490), Instructional I Special Education PK-12 (9225)</td>
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<td>Stone, Tara</td>
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<td>Sumer, Sherron</td>
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<td>4th Grade Teacher</td>
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<td>Taylor, Kaseyra</td>
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<td>Teacher</td>
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<td>3rd Grade Teacher</td>
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<td>Toutsis, Brian</td>
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<td>Registrar</td>
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<td>VanDeburg, Lucus</td>
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<td>MTSS Coordinator</td>
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<td>Wixner, Jennifer</td>
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<td>Middle School Special Education Teacher</td>
<td>Instructional I Special Education PK-12 (9225), Instructional I Elementary PK-6 (9225), Instructional I Early Childhood N-1 (8490)</td>
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<td>Whaless, Athena</td>
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<td>High School Science Teacher</td>
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<td>Employee</td>
<td>K5 FASL</td>
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<tr>
<td>White, Melissa</td>
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<td>Wilhelmi, Deanna</td>
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<td>Special Education Teacher</td>
<td>Instructional I Special Education PK-12 (9225), Instructional I Math PK-4 (8665)</td>
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<td>Wilkins, Seth</td>
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<td>Middle School Math Teacher</td>
<td>Instructional I Math PK-4 (8665)</td>
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<td>RESIGNATION WITHOUT NOTICE</td>
<td>Temp School Psychologist Contractor</td>
<td>Terminated</td>
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<tr>
<td>Whitesite, Pete-Googe</td>
<td>Terminated</td>
<td>RESIGNATION WITHOUT NOTICE</td>
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<td>High School English Teacher</td>
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<tr>
<td>Whitt, Benjamin</td>
<td>Active</td>
<td>Temp</td>
<td>Long-Term Substitute (Fuel Ed employee)</td>
<td>Contractor for K12 (w. Insight temporarily)</td>
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<tr>
<td>Whitley, Leticia</td>
<td>Active</td>
<td>Employee</td>
<td>Middle School Principal</td>
<td>Administrative I Principal PK-12 (1115)</td>
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<td>4th Grade Teacher</td>
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<td>HS Special Education Teacher</td>
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<td>Zima, Jamie</td>
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<td>Elementary Teacher - 1st Grade</td>
<td>Instructional II Elementary PK-4 (8490), Instructional II Early Childhood N-1 (8490), Instructional II Early Childhood N-1 (8490)</td>
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### ISPA PSSA Results in Tables

#### Grade: 3  Subject: Math

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Proficiency</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Results Indicated for CSI/A-TSI designation: Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>% Below Basic</td>
<td>70%</td>
<td>74%</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Basic</td>
<td>23%</td>
<td>18%</td>
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<tr>
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<td>% Proficient</td>
<td>7%</td>
<td>6%</td>
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</tr>
<tr>
<td></td>
<td>% Advanced</td>
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<tr>
<td>IEP</td>
<td>% Below Basic</td>
<td>89%</td>
<td>86%</td>
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<td>% Basic</td>
<td>11%</td>
<td>14%</td>
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<td>% Proficient</td>
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<td>0%</td>
<td>No</td>
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<td>% Advanced</td>
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</tr>
<tr>
<td>LEP</td>
<td>% Below Basic</td>
<td>100%</td>
<td>100%</td>
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</tr>
<tr>
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<td>% Basic</td>
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<td>No</td>
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<td>% Advanced</td>
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<td>Economically</td>
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<td>77%</td>
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<td>% Proficient</td>
<td>5%</td>
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<td>White or</td>
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#### Grade: 4  Subject: Math

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**Grade: 8 Subject: English Language Arts**

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<td>63%</td>
<td>49%</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Proficient</td>
<td>16%</td>
<td>16%</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Advanced</td>
<td>0%</td>
<td>2%</td>
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</tr>
</tbody>
</table>

## Grade: 8  Subject: Science

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Proficiency</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Results Indicated for CSI/A TSI designation: Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Below Basic</td>
<td>50%</td>
<td>41%</td>
<td>No</td>
</tr>
<tr>
<td>All Students</td>
<td>% Basic</td>
<td>27%</td>
<td>32%</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Proficient</td>
<td>20%</td>
<td>22%</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Advanced</td>
<td>3%</td>
<td>5%</td>
<td>No</td>
</tr>
<tr>
<td>IEP</td>
<td>% Below Basic</td>
<td>71%</td>
<td>68%</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Basic</td>
<td>21%</td>
<td>25%</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Proficient</td>
<td>8%</td>
<td>5%</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Advanced</td>
<td>0%</td>
<td>2%</td>
<td>No</td>
</tr>
<tr>
<td>LEP</td>
<td>% Below Basic</td>
<td>60%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Basic</td>
<td>40%</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Proficient</td>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Advanced</td>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Economically</td>
<td>% Below Basic</td>
<td>56%</td>
<td>41%</td>
<td>No</td>
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<tr>
<td>Disadvantaged</td>
<td>% Basic</td>
<td>25%</td>
<td>31%</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Proficient</td>
<td>19%</td>
<td>25%</td>
<td>No</td>
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<td></td>
<td>% Advanced</td>
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<tr>
<td>White or</td>
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<td>Caucasian</td>
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<td>31%</td>
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<td></td>
<td>% Proficient</td>
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<td>No</td>
</tr>
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<td></td>
<td>% Advanced</td>
<td>4%</td>
<td>8%</td>
<td>No</td>
</tr>
<tr>
<td>Black or</td>
<td>% Below Basic</td>
<td>59%</td>
<td>52%</td>
<td>No</td>
</tr>
<tr>
<td>African</td>
<td>% Basic</td>
<td>28%</td>
<td>40%</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Proficient</td>
<td>14%</td>
<td>8%</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>% Advanced</td>
<td>0%</td>
<td>0%</td>
<td>No</td>
</tr>
<tr>
<td>Tested School Name</td>
<td>SED (Multiple Items)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------</td>
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</table>

<table>
<thead>
<tr>
<th>Count of STUDENTID</th>
<th>Column Labels</th>
<th>Pro</th>
<th>Bas</th>
<th>Bel</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row Labels</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td></td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>11</td>
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<tr>
<td>Literature</td>
<td></td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>18</td>
</tr>
</tbody>
</table>

ISPA FAY Keystone Results SY1718

- **Literature**: 6 (Adv), 2 (Pro), 3 (Bel)
- **Biology**: 1 (Adv), 3 (Pro), 2 (Bel)
- **Algebra**: 1 (Adv)
## ISPA FAY Keystone Results SY1819

### Count of STUDENTID

<table>
<thead>
<tr>
<th>Row Labels</th>
<th>Pro</th>
<th>Bas</th>
<th>Bel</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
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<td>7</td>
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<td>68</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
<td>21</td>
<td>58</td>
<td>121</td>
</tr>
<tr>
<td>Literature</td>
<td>2</td>
<td>78</td>
<td>77</td>
<td>55</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4</td>
<td>106</td>
<td>203</td>
<td>244</td>
</tr>
</tbody>
</table>

### ISPA FAY Keystone Results SY1819

- **Literature**  
  - Adv: 78  
  - Pro: 77  
  - Bas: 55
- **Biology**  
  - Adv: 21  
  - Pro: 58  
  - Bas: 121
- **Algebra**  
  - Adv: 7  
  - Pro: 68  
  - Bel: 58
1.1 - Progress Toward Initial Goals

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

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

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

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

Insight PA’s original charter academic goals were written prior to the authorization of ESSA in late 2015 and creation of the PA Future Ready Index (FRI) in 2018. They rely heavily on the PSSA and Keystone tests as measures of academic success. While PSSA and Keystone tests remain part of FRI, On-Track Measures and College and Career Readiness Measures are now part of the accountability systems. Insight PA has adapted to the FRI framework and incorporated goals and objectives around the two new categories of measurement. Components and strategies are outlined in the table below.
The charter's fourteen non-academic goals remain relevant whether under NCLB or ESSA and PA FRI. These goals focus on student engagement, community development, family support, and best professional practice. While some goals can be achieved and considered completed, most goals as described can expect to be in cycles of continuous improvement throughout the life of the school.

<table>
<thead>
<tr>
<th>Non-Academic Goal</th>
<th>Status and Commentary</th>
<th>INSIGHT PA Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental engagement strategies including online parenting resources</td>
<td>Continual Progress Distributed quarterly parent newsletter which provided online parenting resources.</td>
<td>Full time Family Engagement Specialist hired</td>
</tr>
<tr>
<td>Individualized Learning Plan (ILP)</td>
<td>Continual Progress During the 2018-2019 SY, the school created the Director of Educational Data Systems position. A task for this role is to design the ILP.</td>
<td>Committee formed and pilot program in progress</td>
</tr>
<tr>
<td>Experienced Learning Coach mentor program</td>
<td>Continual Progress After the first year of school, work began to identify mentors within current parent populations. Next step is assigning mentors for new Learning Coaches.</td>
<td>Full time Student Engagement Specialist hired</td>
</tr>
<tr>
<td>Activity</td>
<td>Progress Level</td>
<td>Achievements</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Monthly social outings</td>
<td>Continual</td>
<td>• Full time Family Engagement Specialist hired</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SY1920 calendar planned</td>
</tr>
<tr>
<td>Full time teachers conducting 9 field trips per year</td>
<td>Beginning</td>
<td>• Committee formed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SY1920 calendar planned</td>
</tr>
<tr>
<td>Full time teachers leading monthly clubs</td>
<td>Continual</td>
<td>• Clubs increased SY1920</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CTSO clubs beginning SY1920</td>
</tr>
<tr>
<td>Students with special education needs will be provided a fair and</td>
<td>Always</td>
<td>• Special Education Dept expanded</td>
</tr>
<tr>
<td>appropriate education (FAPE)</td>
<td></td>
<td>• Additional supplemental programs added</td>
</tr>
<tr>
<td>Students engaging in virtual and statewide engagement, educational,</td>
<td>Continual</td>
<td>• Full time Student Engagement Specialist hired</td>
</tr>
<tr>
<td>and community events</td>
<td></td>
<td>• K12 Service Learning Program</td>
</tr>
<tr>
<td>All new teachers complete the K12 National Teacher Training and the</td>
<td>Completed</td>
<td>• Partnership with Southern New Hampshire University</td>
</tr>
<tr>
<td>Insight PA Induction Program according to Insight PA’s state approved</td>
<td>for current staff</td>
<td>• provided online specific training and master’s degree</td>
</tr>
<tr>
<td>Induction and Professional Development plan</td>
<td>in Progress for new hires</td>
<td></td>
</tr>
<tr>
<td>Differentiated professional development based on instructional needs,</td>
<td>Continual</td>
<td>• Continued program development as first staff cohorts move into years 2</td>
</tr>
<tr>
<td>instructional observations, Professional Development Plan, and</td>
<td>- Strong</td>
<td>and 3</td>
</tr>
<tr>
<td>mandated trainings</td>
<td></td>
<td>• Partnership with Southern New Hampshire University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• to provide online specific training and master’s degree</td>
</tr>
<tr>
<td>All teachers analyze student performance data in order to drive</td>
<td>In Progress</td>
<td>• MTSS Coordinator hired for each grade band</td>
</tr>
<tr>
<td>instruction</td>
<td></td>
<td>• Weekly, multidisciplinary data meetings held to review tiered services and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• research-based strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Single point of referral submission implemented</td>
</tr>
<tr>
<td>Multiple learning plans according to student needs including: Synchronous</td>
<td>In Progress</td>
<td>• Live class sessions targeting specific needs held K-12</td>
</tr>
<tr>
<td>and Asynchronous</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Instruction, face to face opportunities | • Curriculum and supplemental materials can be completed asynchronously  
• Face-to-face connection sessions held at libraries across the state weekly |  
**Targeted Response to Instruction and Intervention (RTII) program** in order to provide early intervention and evidenced based strategies to help all students exceed  
Adopted Multi-Tiered System of Supports Model  
Second year for MTSS program  
MTSS Coordinator hired for each grade band  
Weekly, multidisciplinary data meetings held to review tiered services and research-based strategies  
Single point of referral submission implemented  
In Progress |  
**Administrators implement a Data Driven Instruction model and framework** in order to closely monitor student progress and performance, and leverage targeted facilitated Professional Learning Communities to improve instruction  
Supported DDI model through PD and regular cycles of review and accountability  
Pilot programs implemented to determine most effective strategies  
In Progress |  
**In Progress**  
**Weekly rotating K12 Success Cycle and cross-functional team meetings held** |
The Comprehensive Plan provides an overall goal and an action plan that strives to integrate related challenges based on document guidance and agreement of the Comprehensive Plan Committee. Members of the Committee included department leaders, teachers, student services, guidance counselors, and parents. The Plan was reviewed and approved by the Board of Trustees.

The Plan cited three early accomplishments.

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

Five significant concerns were cited.

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

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

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Data Source</th>
<th>Specific Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim</td>
<td>Cohort Strong Start Metrics</td>
<td>Year over year increase in the following strong start areas:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Percentage of students and Learning Coaches logged in within the first five days of school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Percentage of all students attend a live orientation session within the first ten days of school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Percentage of all students receive a connection call and complete On-Line Learning course within the first five days of school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Percentage of all students completing diagnostic assessment within the first ten days of school</td>
</tr>
<tr>
<td>Interim</td>
<td>Attendance and Participation Data</td>
<td>Year over year increase in the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Daily Log In</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attendance at required class connect sessions</td>
</tr>
<tr>
<td>Interim</td>
<td>Proficiency and Growth</td>
<td>Year over year increase in Proficiency and Growth as measured by varied interim assessment tools: STAR 360, Easy CBM, USA Test Prep</td>
</tr>
<tr>
<td>Interim</td>
<td>Progress Monitoring Data</td>
<td>Year over year increase in Proficiency and Growth as measured by performance in varied supplemental programs: Reading A to Z, iXL, iReady CDT</td>
</tr>
<tr>
<td>Interim</td>
<td>MTSS Data</td>
<td>Review of referral data, tracking movement through MTSS tiers</td>
</tr>
<tr>
<td>Interim</td>
<td>Teacher Walk-Through Data</td>
<td>Trends in ratings on established Walk-Through focus areas</td>
</tr>
<tr>
<td>Interim</td>
<td>Credit Recovery Program</td>
<td>Semester over semester reduction in the percentage of students classified as credit deficient</td>
</tr>
<tr>
<td>Annual</td>
<td>PSSA Data – Proficiency and Growth</td>
<td>Year over year increase in Proficiency and Growth</td>
</tr>
<tr>
<td>Annual</td>
<td>Keystone Data</td>
<td>Year over year increase in Proficiency</td>
</tr>
<tr>
<td>Annual</td>
<td>Graduation Plan/Graduation Rate Data</td>
<td>Year over year growth in percentage of full time HS students with a Graduation Plan where credits needed equals zero by the start of the second semester of each school year</td>
</tr>
<tr>
<td>Annual</td>
<td>Teacher Evaluation Scores</td>
<td>Year over year growth in overall score on Act 82 teacher evaluation.</td>
</tr>
</tbody>
</table>
If the school has been designated for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (A-TSI), discuss what steps are in place to resolve the designation. Reference information from the school’s School Improvement Plan, where applicable.

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

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

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

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

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

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

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

3. Using the chart on the following page, report the school’s scores for each of the state assessments for the preceding years. Report out for each applicable student group, including, at a minimum, students with IEPs, English learners, economically disadvantaged, and each major racial/ethnic student group. Explain how the scores correspond to the
goals identified in the current charter. Discuss how the scores correspond to academic growth as established in the Pennsylvania Accountability System.

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

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

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

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

4. **List formative and summative assessments.**

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

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

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

Please see below for chart of formative and summative assessments:
<table>
<thead>
<tr>
<th><strong>USA Test Prep Interim Assessments</strong></th>
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</thead>
<tbody>
<tr>
<td>Algebra I Keystone (PA Core)</td>
</tr>
<tr>
<td>Biology Keystone (PA Core)</td>
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<tr>
<td>Geometry (PA Core)</td>
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<tr>
<td>Grade 10 English Language Arts (PA Core)</td>
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<tr>
<td>Grade 9 English Language Arts (PA Core)</td>
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<tr>
<td>Literature Keystone (PA Core)</td>
</tr>
<tr>
<td>US History (1890-Present) (PA Academic Standards)</td>
</tr>
<tr>
<td>World History (1450-Present) (PA Academic Standards)</td>
</tr>
<tr>
<td>Grade 6 ELA PSSA (PA Core)</td>
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<td>Grade 6 Mathematics PSSA (PA Core)</td>
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<td>Grade 7 ELA PSSA (PA Core)</td>
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<td>Grade 7 Mathematics PSSA (PA Core)</td>
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<td>Grade 8 ELA PSSA (PA Core)</td>
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<td>Grade 8 Mathematics PSSA (PA Core)</td>
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<tr>
<td>Grade 8 Science</td>
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<tr>
<td>Grade 6 History (PA Core)</td>
</tr>
<tr>
<td>Middle School World Geography (PAAS)</td>
</tr>
<tr>
<td>Middle School World History to 1500 (PAAS)</td>
</tr>
<tr>
<td>Middle School Earth and Space Science (NGSS)</td>
</tr>
<tr>
<td>Middle School US History to 1877 (PAAS)</td>
</tr>
<tr>
<td>Middle School Life Science (NGSS)</td>
</tr>
<tr>
<td>Economics (PA Academic Standards)</td>
</tr>
<tr>
<td>Chemistry (PA Academic Standards)</td>
</tr>
<tr>
<td>Grade 11 English Language Arts (PA Core)</td>
</tr>
<tr>
<td>Algebra II (PA Core)</td>
</tr>
<tr>
<td>Pre-Calculus (PA Academic Standards)</td>
</tr>
<tr>
<td>Economics (PA Academic Standards)</td>
</tr>
<tr>
<td>Physical Science (PA Academic Standards)</td>
</tr>
<tr>
<td>Civics and Government (PA Academic Standards)</td>
</tr>
</tbody>
</table>
6. Describe systems for collecting and analyzing data and how the data is used to inform instruction and planning.

**Elementary**

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

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

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

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

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

**Middle School and High School**

Ongoing data collection and analysis helps teachers plan their instruction as well as gives us the opportunity to look for trends. We hold weekly meetings to review qualitative and quantitative data points from multiple sources (universal
screener, summative assessments, progress monitoring, etc.) and create action plans of next steps and goals for the teachers to support students. MTSS Coordinators assess the effectiveness of strategies and provide feedback for improvement. Staff is provided training on how to properly implement research-based instructional strategies.

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

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

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

Data Team Meeting Calendar is attachment #1.1-1.

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

   a. Elementary School:

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

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

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

The above-mentioned items align with the comprehensive plan. Specifically, the creation of a data driven instructional cycle that aligns to the school assessment plan and includes regular data meetings facilitated through established data protocols. Refinement of MTSS framework to include: identification of Tier 1 best practices in supporting student engagement and learning, administrative implementation/monitoring plan to ensure consistent use of best practices, referral process aligned to DDI cycle, identification of increasingly targeted engagement and academic interventions,
administrative implementation/monitoring plan to ensure consistent use of targeted interventions at Tier 2 and 3, creation of data driven instructional cycle that includes regular data meetings facilitated through established data protocol for the purposes of analyzing interim and summative data and using data, to inform provision of differentiated instruction within structured groups.

b. Middle School:

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

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

c. High School:

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

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

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

Local assessment data and course progress is a primary focal point for us this school year, as well as student engagement. The high school has set a goal of raising overall course passing rates to 65%. Last year, data revealed that on whole our overall passing rates were 42%, our passing rates among students who were actively engaging in our instructional program rose to 72%. We have increased capacity around early interventions for disengaged students through our referral and student tracking process, student support services, and a restructured schedule allowing for more teacher capacity to make phone calls and enduring connections with students. Our goal surrounding engagement for the ‘19-20 SY is for no more than 25% of our total student population to have 4 consecutive days without logging in to their courses at any given time.
All data and associated action plans align with the strategies outlined in our school comprehensive plan. Specifically, implementation of data-driven instructional protocols, implementation of multi-tiered system of supports, and ensuring there is a system within the school that fully ensures school-wide use of data focused on school improvement and the academic growth of all students.
1.2 - Educational Programs

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

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

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

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

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

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

**Elementary and Middle School Core Curriculum**

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

**High School Core Curriculum**

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

K12 courses when combined with the additional resources mandated by the Insight PA Board of Trustees meet all PA graduation requirements, and the diversity of electives (from Anthropology to World Languages to Web Design and a new broad array of vocational and STEM courses) is designed both to help students earn their high school diploma and find their own path to post-high school success.
Math, English, Science, and History courses are offered in a range of levels (Core, Comprehensive, Honors, and plan to offer Advanced Placement classes in the 2020-2021 SY; see details below). Unlike other programs, where a student must be in a particular “academic path”, the program allows a student and their Learning Coach to chart a specific and individual path, choosing from among the levels of courses to match a student’s aptitude and goals. So, if a student excels in Math and Science, they may take all Honors courses in those subjects, while choosing from among Core or Comprehensive versions of English and History courses. Or that pattern can be reversed, and mixed and matched. These multiple course levels prevent students from being “locked in” to one level of a subject and reflect and support the natural progress and growth of each student.

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Lesson Assessments** are used to verify mastery of the objectives for that lesson, and to determine whether a review of some or all, of the lesson is advisable.
- **Unit Assessments** show whether the student has retained key learning objectives for the unit and identify specific objectives students may need to review before moving on.
- **Semester Assessments** verify student mastery of key learning objectives for the semester.
Students perform a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussion questions, group and individual projects, formative assessments, objective tests, and written exams.

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

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

4. Describe instructional strategies used to support student learning.

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

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

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

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

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

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

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

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

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

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

Please see attachment 1.1-3

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

This is not applicable for Insight PA Cyber Charter School.

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

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

At Insight PA, we are working to achieve the 95% participation goal in many ways. For the PSSA exam, we host 35-40 sites across the state of Pennsylvania over the three-week window to administer the exams to students. For the Keystone exams, we host 10-20 sites across the state in both the winter and spring windows. By having sites across the state, it ensures that each student has a testing location within a reasonable distance from his/her home. In the 2019-2020 school year, we will be hosting sites in urban areas for multiple weeks of the testing windows to ensure we can appropriately accommodate all students in areas with a dense student population. In addition to having sites in a reasonable distance from each student, we are working to have strong and frequent communications with families regarding state testing. We plan to give families multiple notices starting two to three months prior to testing so they have sufficient time to make arrangements to attend their assigned state testing location.
In addition to striving to reach the 95% state testing participation goal, we train all staff to ensure tests are always appropriately secure. All staff complete the required PSTAT training each year before administering any exams. In addition to the PSTAT state training, the Testing Coordinator attends trainings administered by DRC each year regarding PASA, Keystone, and PSSA exam updates. The Testing Coordinator then has multiple virtual and face to face trainings for all staff prior to each testing window to ensure proper test security at each testing location.

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

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

Please see attachment 1.1-4 for curriculum maps.

10. Attach descriptions and objectives for all courses.

Please see attachment 1.1-5 for descriptions of all courses.
Please see attachment 1.1-6 for objectives for all courses.
1.3 - Future Goals and Objectives

1. What goals and measurable outcomes will the cyber charter school set to achieve over the next five years? Use the table below to detail academic goals as measured by the Future Ready PA Index and the blank rows to insert other, school-selected academic and non-academic goals. Be sure to include goals for any new grades being proposed. If CSI or A-TSI designated, use goals and objectives listed in school improvement plan.

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

Insight PA has just completed the second year of operation and in that time has experienced tremendous enrollment growth. The school began in 2017-2018 as a K-10 program and added 11th grade in 2018-2019 school year. We will begin the 2019-2020 school year as a K-12 school with our first graduating class. During this time of exponential growth, we have been working to identifying baseline data about our students in order to ensure our program will meet student needs. Due to increased enrollment over the last two years, determining accurate baseline data has been challenging. Our first year Future Ready Index indicators were primarily grayed out due to an insufficient sample and a lack of baseline data to determine school targets. As a result, many of Insight PA future goals note the need for additional baseline data in order to determine specific outcomes.

Insight PA has identified a large amount of our students are highly at-risk. As of June 2019, 73% of students are Economically Disadvantaged (state avg is 45%), 88% of students in High School enter as credit deficient, and 20% of students have Individualized Education Plans. Insight PA does have a PDE approved three-year Comprehensive Plan that will serve as an important operational strategic plan through the 2021-2022 school year. In addition, the school identified many opportunities for the 2019-2020 school year which include: increasing community engagement, continued staff professional development, increased instructional resources, expansion of the Special Education department, Student Support Services improvements to the advisor model, and the formal establishment and expansion of Career and Technical Education program. Implementation of these identified opportunities began as the 2019-2020 school year commenced.

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

Goal 1: Insight PA will demonstrate proficiency in PA Core Standards at each grade level on statewide assessment measures (PSSA/Keystones).
- In all grades, students will demonstrate proficiency through interim assessments with the school’s curriculum which is aligned to the Pennsylvania Core Standards. Students will attain the knowledge and skills that Pennsylvania has identified students should acquire in each subject area and at each grade level.
- Through participation in the statewide assessment measures (PSSA/Keystones) students will demonstrate their proficiency in English Language Arts/Literature, Mathematics/Algebra I, and Science/Biology.

Goal 2: Insight PA students will meet the PA academic growth expectations
- Insight PA will meet the state-wide interim targets defined by the Pennsylvania Department of Education in the areas of PSSA English Language Arts and Keystone Literature; Math: PSSA Math and Keystone Algebra I; Science: PSSA Science and Keystone Biology.

Goal 3: Insight PA students will meet the on-target measures for English Language growth and attainment, regular attendance, and early indicators of success in grade three reading, and grade seven math.
• Once Insight PA’s individual school target for English Language growth is established by the Pennsylvania Department of Education, the school will then create a specific goal for this indicator.
• Insight PA will increase the percentage of students with regular school attendance.
• Insight PA will utilize the STAR 360 benchmark assessment as the tool to measure early indicators of success for grade three reading.
• Insight PA will utilize STAR 360 benchmark assessment as the tool to measure early indicators of success for seventh grade math.

Goal 4: Insight PA students will meet the College and Career Measures as indicated by meeting the career standards benchmark and graduation rate.
• Once Insight PA graduation rate baseline is determined the school will then create a specific goal for this indicator.
• Insight PA will increase the percentage of students meeting Career Standards Benchmarks.

Non-Academic Goals
Goal 5: Student Retention (retention = students remaining, not students retained due to failure)
• Students will be engaged with their teachers and course content as evidenced by increased retention rates during the school year, which will be measured by the percentage of students remaining enrolled at the end of the school year compared to total enrollment.

Goal 6: Parents Satisfaction
• Parents of Insight PA students will be satisfied with their students’ academic growth as indicated by the students first pulse check survey data.

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

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

#### Chapter 3: Future Goals and Objectives

<table>
<thead>
<tr>
<th>Goal 1: Interim Assessment - STAR 360 - Grades 6-8 Math</th>
<th>20% Proficient</th>
<th>23%</th>
<th>26%</th>
<th>29%</th>
<th>32%</th>
<th>35%</th>
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<tbody>
<tr>
<td>Goal 1: Interim Assessment - STAR 360 - Grades 6-8 Reading</td>
<td>45% Proficient</td>
<td>47%</td>
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<td>53%</td>
<td>56%</td>
<td>59%</td>
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<td>Goal 1: Interim Assessment - STAR 360 - HS - Math</td>
<td>30% Proficient</td>
<td>33%</td>
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<td>39%</td>
<td>42%</td>
<td>45%</td>
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<tr>
<td>Goal 1: Interim Assessment - STAR 360 - HS - Reading</td>
<td>55% Proficient</td>
<td>58%</td>
<td>61%</td>
<td>64%</td>
<td>67%</td>
<td>70%</td>
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</table>

| Goal 2: PVAAS ELA academic growth score | 69% | 72% | 75% | 78% | 81% | 84% |
| Goal 2: PVAAS Math academic growth score | 50% | 53% | 55% | 58% | 61% | 64% |
| Goal 2: PVAAS Science academic growth score | 62% | 65% | 68% | 71% | 74% | 77% |

| Goal 3: English Language Growth and Attainment | Insufficient Sample | 28% | 31% | 34% | 37% | 40% |
| Goal 3: Grade 3 Reading STAR 360 | 70% Proficient/Advanced | 73% | 76% | 79% | 82% | 85% |
| Goal 3: Grade 7 - Math STAR 360 | 20% Proficient/Advanced | 23% | 25% | 28% | 32% | 35% |

| Goal 6: Student Retention | 73% | 75% | 77% | 79% | 81% | 83% |
| Goal 7: Parent Satisfaction | 75% | 77% | 79% | 81% | 83% | 85% |
2.1 - Staff Evaluation and Professional Development

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

**Teacher and Administrator Evaluation**

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

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

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

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

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

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

Insight PA utilizes the resources in the SAS portal [http://www.pdesas.org/Instruction/Frameworks/](http://www.pdesas.org/Instruction/Frameworks/).

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

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

1. building level data/School Performance Profile (e.g., indicators of academic achievement, indicators of closing the achievement gap among all students, indicators of closing the achievement gap among subgroups, academic growth on the PVAAS, credit for advanced achievement);
2. teacher specific class data (e.g., PVAAS/Growth 3 year rolling average); and
Using the Electronic Worksheet for the Classroom Teacher Rating Tool Form and the Classroom Teacher Rating Tool Form or adaptations of these tools, a weighted combination of teachers’ instructional practice scores (50%) combined with their student performance score (50%) will yield a final performance rating of Distinguished, Proficient, Needs Improvement, or Failing. Once the Frontline Professional Growth system is fully implemented, all forms will match the PDE rating tool cited above. A performance rating of Distinguished or Proficient will result in a final rating of Satisfactory. A performance rating of Needs Improvement could result in a final rating of Satisfactory or Unsatisfactory depending on the performance of the teacher. A performance rating of Failing is considered Unsatisfactory.

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

Observation and Practice

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

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

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

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

1. **Bi-Weekly, One-on-One Observations/GROW sessions** - Individualized support based upon the needs and goals of each teacher. During this time, coaches do not simply provide knowledge regarding best practices, they assist each teacher in applying those best practices within their own classes. Additionally, they focus on student data with the teacher, and work together to adjust instruction based upon the needs of their students, in order to support growth in student outcomes.
2. **Professional Learning Communities (PLCs) -** Grade band/content specific with a focus on current instructional best practices and how to implement them. Collaboration with teachers in other K12 managed schools also takes place during this time.

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

With support from Instructional Coaches, teachers focus on:

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

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

The Full Scores are benchmarks where Instructional Coaches score all the sub-indicators outlined below. The benchmarks are compared to show growth throughout the year. During the year, the Instructional Coaches focus on 4 specific areas during an observation and evaluate data points between the benchmark Full Scores.
# Book 2: School Operations and Management
## Chapter 1: Staff Evaluation and Professional Development

<table>
<thead>
<tr>
<th>1. Academic Feedback</th>
<th>Full Score 1</th>
<th>Full Score 2</th>
<th>Full Score 3</th>
<th>Full Score 4</th>
<th>Avg Score</th>
<th>Growth</th>
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<tr>
<td>1.1 Quality</td>
<td>2.2</td>
<td>2.5</td>
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<td>3.0</td>
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<td>1.2 Guided Practice</td>
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<th>Full Score 3</th>
<th>Full Score 4</th>
<th>Avg Score</th>
<th>Growth</th>
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<table>
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<th>3. Questioning</th>
<th>Full Score 1</th>
<th>Full Score 2</th>
<th>Full Score 3</th>
<th>Full Score 4</th>
<th>Avg Score</th>
<th>Growth</th>
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<td>3.5 Active Responses</td>
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<th>Full Score 3</th>
<th>Full Score 4</th>
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<td>5.3 Additional Attempts</td>
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<tr>
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<th>Full Score 3</th>
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<tr>
<td>10.3 Student Initiative</td>
<td>2.4</td>
<td>2.7</td>
<td>3.0</td>
<td>2.8</td>
<td>2.8</td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Lesson Structure and Pacing</th>
<th>Full Score 1</th>
<th>Full Score 2</th>
<th>Full Score 3</th>
<th>Full Score 4</th>
<th>Avg Score</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 Start Time</td>
<td>3.0</td>
<td>3.0</td>
<td>3.3</td>
<td>3.4</td>
<td>3.2</td>
<td>0.3</td>
</tr>
<tr>
<td>11.2 Lesson Structure</td>
<td>2.8</td>
<td>7.9</td>
<td>3.1</td>
<td>3.1</td>
<td>3.0</td>
<td>0.3</td>
</tr>
<tr>
<td>11.3 Pacing</td>
<td>2.6</td>
<td>2.9</td>
<td>2.9</td>
<td>3.0</td>
<td>2.9</td>
<td>0.5</td>
</tr>
<tr>
<td>11.4 Routines &amp; Transitions</td>
<td>2.7</td>
<td>3.0</td>
<td>3.0</td>
<td>3.1</td>
<td>2.9</td>
<td>0.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Measuring Academic Learning Time</th>
<th>Full Score 1</th>
<th>Full Score 2</th>
<th>Full Score 3</th>
<th>Full Score 4</th>
<th>Avg Score</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 Time</td>
<td>2.7</td>
<td>3.0</td>
<td>3.1</td>
<td>3.3</td>
<td>3.1</td>
<td>0.6</td>
</tr>
<tr>
<td>12.2 Relevance</td>
<td>2.6</td>
<td>3.0</td>
<td>3.1</td>
<td>3.1</td>
<td>3.0</td>
<td>0.4</td>
</tr>
<tr>
<td>12.3 Rigor</td>
<td>2.5</td>
<td>2.8</td>
<td>2.8</td>
<td>3.0</td>
<td>2.8</td>
<td>0.5</td>
</tr>
<tr>
<td>12.4 Success</td>
<td>2.6</td>
<td>2.6</td>
<td>2.8</td>
<td>3.1</td>
<td>2.8</td>
<td>0.5</td>
</tr>
</tbody>
</table>
2. What protocol is used to evaluate non-professional staff? Describe the standards and frequency of observation and evaluation for non-professional staff.

Non-professional staff are currently evaluated using the K\textsuperscript{12} Performance Review Framework, as all non-professional staff are K\textsuperscript{12} employees, rather than Insight PA employees. Hiring is focused on a value of aggressive achievement, and we expect the best from all our colleagues. There are three major areas of performance:

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

To ensure that our expectations are communicated, and that feedback is provided fairly and consistently, K\textsuperscript{12} always relies upon both managers and employees to understand their roles in the process and to keep the lines of communication open, including formal and informal feedback throughout the year. The Company’s performance cycle is July 1\textsuperscript{st} – June 30\textsuperscript{th}. The cornerstone of this and any performance management program is open communication and regular feedback.

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

<table>
<thead>
<tr>
<th>Competency definition</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Meets Some Expectations</th>
<th>Needs Development and Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively engages in supporting K12 and Insight PAs missions, visions, and goals; proactively resolves issues; creates novel approaches to solving old problems; seeks out new goals and exceeds them; demonstrates superior stewardship of resources; prioritizes work; shows energy and enthusiasm; acts on opportunities to improve our people, processes or technology; demonstrates and/or creates a sense of urgency with regard to constructive change; displays an ongoing commitment to learning and self-improvement; inspires co-workers to develop, grow and perform optimally; volunteers for special projects; celebrates strength of character and devotion to causes and ideas.</td>
<td>Preserves and is sought out to educate others on mission, vision, values and commitments</td>
<td>Is aware of mission, vision, values and commitments and considers them in daily work</td>
<td>Sometimes considers mission, vision, values and commitments in their daily work</td>
<td>Actions do not demonstrate that mission, vision, values and commitments are considered in daily work</td>
</tr>
<tr>
<td></td>
<td>Seeks out new goals and exceeds them.</td>
<td>Sets, accepts and achieves challenging goals</td>
<td>Sets, accepts and achieves challenging goals sometimes</td>
<td>Does not set, accept or achieve challenging goals</td>
</tr>
<tr>
<td></td>
<td>Demonstrates superior stewardship of K12 resources</td>
<td>Demonstrates respect for K12 resources</td>
<td>Demonstrates respect for K12 resources, sometimes</td>
<td>Does not demonstrate respect for K12 resources</td>
</tr>
<tr>
<td></td>
<td>Proactively and enthusiastically seeks out opportunities to solve problems</td>
<td>Actively solves problems</td>
<td>Actively solves some problems</td>
<td>Does not solve problems</td>
</tr>
<tr>
<td></td>
<td>Reflects best intentions in all work interactions; considered an ambassador for K12</td>
<td>Work activities support the goals and the community</td>
<td>Work activities sometimes support the goals and the community</td>
<td>Work activities do not support K12 goals</td>
</tr>
<tr>
<td></td>
<td>Inspires and supports others to exceed performance expectations</td>
<td>Supports others in meeting their goals</td>
<td>Sometimes supports other in meeting their goals</td>
<td>Does not support others in meeting their goals</td>
</tr>
</tbody>
</table>

## Competency: Accountability

<table>
<thead>
<tr>
<th>Competency definition</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Meets Some Expectations</th>
<th>Needs Development and Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes responsibility for own actions and decisions; demonstrates commitment to accomplish work in an ethical, efficient and cost-effective manner; takes responsibility for personal and organizational success and failure; takes ownership of own areas of responsibility, as well as goals of team; takes personal responsibility for the quality and timeliness of work, and achieves results with little oversight; holds self and team members accountable to meet deadlines in a positive and constructive way.</td>
<td>Takes calculated risks that achieve quality results</td>
<td>Makes realistic commitments and follows through</td>
<td>Makes realistic commitments and follows through some of the time</td>
<td>Makes incomplete or unrealistic commitments; needs frequent reminders to complete tasks</td>
</tr>
<tr>
<td></td>
<td>Remains effective in the face of significant or long-term obstacles</td>
<td>Asks questions needed to accomplish tasks</td>
<td>Asks questions needed to accomplish tasks some of the time</td>
<td>Demonstrates a lack of thoroughness or accuracy</td>
</tr>
<tr>
<td></td>
<td>Encourages and supports others to take responsibility for results; is a role model for others</td>
<td>Effectively completes tasks even when obstacles arise</td>
<td>Effectively completes tasks even when</td>
<td>Does not complete tasks when problems arise; gives up at first obstacle</td>
</tr>
</tbody>
</table>
3. **Analyze the quality of teaching at the cyber charter school; provide supporting evidence by including outcomes of teacher evaluations and teacher surveys in the discussion.**

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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Subdomain</th>
<th>Teacher Rating</th>
<th>Administrator</th>
<th>A ratingValue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1: Planning and Preparation</td>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
<td>Distinguished</td>
<td>Distinguished</td>
<td>3</td>
</tr>
<tr>
<td>Domain 1: Planning and Preparation</td>
<td>1b: Demonstrating Knowledge of Students</td>
<td>Rater: Distinguished</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Domain 1: Planning and Preparation</td>
<td>1c: Setting Instructional Outcomes</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 1: Planning and Preparation</td>
<td>1d: Demonstrating Knowledge of Resources</td>
<td>Distinguished</td>
<td>Distinguished</td>
<td>3</td>
</tr>
<tr>
<td>Domain 1: Planning and Preparation</td>
<td>1e: Designing Coherent Instruction</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 1: Planning and Preparation</td>
<td>1f: Designing Student Assessments</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 2: Classroom Environment</td>
<td>2a: Creating an Environment of Respect and Rapport</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 2: Classroom Environment</td>
<td>2b: Establishing a Culture for Learning</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 2: Classroom Environment</td>
<td>2c: Managing Classroom Procedures</td>
<td>Needs Improvement: Proficient</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Domain 2: Classroom Environment</td>
<td>2d: Managing Student Behavior</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 2: Classroom Environment</td>
<td>2e: Organizing Virtual Space</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 3: Instruction</td>
<td>3a: Communicating with Students</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 3: Instruction</td>
<td>3b: Using Questioning and Discussion Techniques</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 3: Instruction</td>
<td>3c: Engaging Students in Learning</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 3: Instruction</td>
<td>3d: Using Assessment in Instruction</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 3: Instruction</td>
<td>3e: Demonstrating Flexibility and Responsiveness</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 4: Professional Responsibilities</td>
<td>4a: Reflecting on Teaching</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 4: Professional Responsibilities</td>
<td>4b: Maintaining Accurate Records</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 4: Professional Responsibilities</td>
<td>4c: Communicating with Families</td>
<td>Proficient</td>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Domain 4: Professional Responsibilities</td>
<td>4d: Participating in the Professional Community</td>
<td>Distinguished</td>
<td>Distinguished</td>
<td>3</td>
</tr>
<tr>
<td>Domain 4: Professional Responsibilities</td>
<td>4e: Growing and Developing Professionally</td>
<td>Distinguished</td>
<td>Distinguished</td>
<td>3</td>
</tr>
<tr>
<td>Domain 4: Professional Responsibilities</td>
<td>4f: Showing Professionalism</td>
<td>Proficient</td>
<td>Distinguished</td>
<td>2</td>
</tr>
</tbody>
</table>
4. Using the tables below, provide staff retention rates for both professional and non-professional staff for each year of the charter term; use exit interview, survey, and other sources to explain any significant variations. Repeat table for non-professional staff.

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

5. Table 3: Professional Staff Retention and Turnover

<table>
<thead>
<tr>
<th>Table 3: Professional Staff Retention and Turnover</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Total Number of Professional Staff</td>
</tr>
<tr>
<td>Number of professional staff employed in September returning from end of previous year</td>
</tr>
<tr>
<td>Number of professional staff employed in June who completed a full school year of employment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Non-Professional Staff</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Number of non-professional staff employed in September returning from end of previous year</td>
<td>NA³</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Number of non-professional staff employed in June who completed a full school year of employment</td>
<td>1</td>
<td>4</td>
<td>NA⁴</td>
</tr>
</tbody>
</table>

¹ The 2017-2018 school year was the first year of operations for Insight PA. As such, we do not have any employees returning from the previous school year.
² The 2019-2020 school year is just underway as of the writing of this document. As such, we cannot provide this number.
³ The 2017-2018 school year was the first year of operations for Insight PA. As such, we do not have any employees returning from the previous school year.
⁴ The 2019-2020 school year is just underway as of the writing of this document. As such, we cannot provide this number.
6. **Complete Addendum A: PDE 414**

See attachment: PDE 414 2.1-4

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

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

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

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

Professional staff are provided with opportunities during the school year to continue their training through virtual and face-to-face professional development. Specifically, virtual professional development modules, grounded in a peer review model, support professional staff throughout the year with instructional strategies and best practices around success in a cyber environment.
### Session 1: Aug 5 - Sept 27 (8 Weeks)

<table>
<thead>
<tr>
<th>Curriculum Title</th>
<th>Description</th>
<th>Suggested Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLM 01: Build and Nurture Learning Coach Relationships</td>
<td>[3 Units] Effective collaboration between teachers and learning coaches is critical to student success in the online learning environment. In this module, you will explore how the roles of teachers, learning coaches, and other student-focused K12 personnel work together to support a productive learning environment. You will also develop techniques to establish and nurture strong relationships with learning coaches and apply practical strategies to address common challenges that learning coaches face.</td>
<td>Teachers, Support</td>
</tr>
<tr>
<td>Units in PLM 1:  - Unit 1: Supporting Learning Coaches - Unit 2: Building Relationships - Unit 3: Addressing Common Learning Coach Challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLM 02: Using Data to Differentiate Instruction</td>
<td>[3 Units] A teacher’s ability to use data effectively to inform and differentiate instruction is essential to student success. In this module, K12 teachers examine how data can be used to meet the needs of a diverse student population. Teachers will also explore how data can be organized, interpreted, and used to differentiate instruction and personal student learning.</td>
<td>Teachers</td>
</tr>
<tr>
<td>Units in PLM 2:  - Unit 1: Data for Student Success - Unit 2: Student Performance Data - Unit 3: Making Data Work for Your Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLM 04: Planning Intentional Instruction</td>
<td>[3 Units] Intentional instruction produces higher achievement and engagement because it is student-centered and focused. Students receive the necessary support and guidance at the right time. In this module, we will look at instructional mapping, using data to differentiate instructional strategies, and providing student feedback as an instructional activity in the virtual classroom.</td>
<td>Teachers, Support</td>
</tr>
<tr>
<td>Units in PLM 4:  - Unit 1: Instructional Mapping - Unit 2: Assess, Analyze, Act - Unit 3: Student Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLM 07: Student Connections &amp; Learning Readiness</td>
<td>[1 Unit] Educating students effectively is a team sport. Working with colleagues, learning coaches, and the students themselves to help build success is a vital part of an effective classroom. In this module, we will look at strategies for collaboration.</td>
<td>Teachers, Support</td>
</tr>
<tr>
<td>Unit in PLM 7:  - Unit 1: Collaboration for Student Success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLM 21: Targeted Instruction Level One</td>
<td>[1 Unit] Targeted instruction provides an opportunity to focus on what students need to know to be successful. It is about intentionally teaching students in a sequential way based on demonstrated knowledge, while effectively differentiating instruction for a variety of skill and knowledge levels. This skill requires time to develop. In Level 1 we will look at the basics of the targeted instruction sequence and some session types that utilize this sequence.</td>
<td>Teachers</td>
</tr>
<tr>
<td>Unit in PLM 21:  - Targeted Instruction Level 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Attach a copy of teacher induction plans; include records of inductees’ mentoring experiences, records of entering/uploading Act 48 credits, and a list of current mentors.

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

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

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

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

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

Insight PA professional development opportunities consist of:

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

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

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

- Completion of mandated reporter training consisting of 3 hours every 5 years as outlined in Act 126
- Completion of youth suicide awareness training every 5 years as outlined in Act 71
- Completion of an PDE approved Induction Program as outlined in CSPG 20.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>TYPE</th>
<th>BAND</th>
<th>TOPIC</th>
<th>PA Standard Aligned System</th>
<th>K12 Academic Excellence Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-Aug 12:00</td>
<td>All Staff</td>
<td>New Staff</td>
<td>New Staff In-Service Meeting</td>
<td>Instruction</td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>20-Aug 8:00</td>
<td>All Staff</td>
<td>New Staff/Mentors</td>
<td>New Staff/Mentor In-Service Meeting</td>
<td>Instruction</td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>21-Aug 8:00</td>
<td>All Staff</td>
<td>All</td>
<td>In-Service Meeting</td>
<td>Instruction</td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>26-Aug 10:00</td>
<td>All Staff</td>
<td>All</td>
<td>In-Service Meeting</td>
<td>Instruction</td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>26-Aug 9:30</td>
<td>All Staff</td>
<td>All</td>
<td>In-Service Meeting</td>
<td>Instruction</td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>29-Aug 8:00</td>
<td>All Staff</td>
<td>All</td>
<td>In-Service Meeting</td>
<td>Instruction</td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>29-Aug 8:45</td>
<td>All Staff</td>
<td>All</td>
<td>In-Service Meeting</td>
<td>Instruction</td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>6-Sep 8:15</td>
<td>All Staff</td>
<td>N/A</td>
<td>PA Legislative, New Academic Wing, Star 360, Upcoming In-Service, and Shared Time</td>
<td>Materials and Resources</td>
<td>Culture</td>
<td></td>
</tr>
<tr>
<td>20-Sep 8:00</td>
<td>Academic Staff</td>
<td>N/A</td>
<td>USAs at P</td>
<td>Assessment</td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>25-Sep 8:00</td>
<td>Academic Staff</td>
<td>All</td>
<td>Curriculum Mapping Updates</td>
<td>Standards/curriculum Framework</td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>2-Oct 8:00</td>
<td>Academic Staff</td>
<td>All</td>
<td>Academic Tracer In-Depth</td>
<td>Culture</td>
<td>Professional Development</td>
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</tr>
<tr>
<td>9-Oct 8:00</td>
<td>Academic Staff</td>
<td>All</td>
<td>Mapping Targeted Sessions PLCs</td>
<td>Standards/curriculum Framework</td>
<td>Professional Development</td>
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<tr>
<td>16-Oct 8:00</td>
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<td>All</td>
<td>Learning Coach Engagement PLC</td>
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<tr>
<td>23-Oct 8:00</td>
<td>Academic Staff</td>
<td>N/A</td>
<td>Nepl Account Training TENTATIVE</td>
<td>Instruction</td>
<td>Professional Development</td>
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<tr>
<td>20-Oct 8:00</td>
<td>All Staff</td>
<td>All</td>
<td>Academic/student Support</td>
<td>MMY/Summer Training</td>
<td>Safe and Supportive Schools</td>
<td>Professional Development</td>
</tr>
<tr>
<td>1-Nov 8:15</td>
<td>All Staff</td>
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<td>All Staff Meeting</td>
<td>Safe and Supportive Schools</td>
<td>Culture</td>
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<tr>
<td>6-Nov 8:00</td>
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<td>All</td>
<td>Team Meeting</td>
<td>Culture</td>
<td>Professional Development</td>
<td></td>
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<tr>
<td>9-Nov 8:00</td>
<td>Academic Staff</td>
<td>All</td>
<td>In-Service Meeting</td>
<td>Professional Development</td>
<td></td>
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<tr>
<td>12-Nov 8:00</td>
<td>Academic Staff</td>
<td>All</td>
<td>Mapping Targeted Sessions PLCs</td>
<td>Professional Development</td>
<td></td>
<td></td>
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<tr>
<td>20-Nov 8:00</td>
<td>Academic Staff</td>
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<td>Growth PD Deep Dive: DDI, Culture, EEF</td>
<td>Professional Development</td>
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<tr>
<td>20-Nov 8:00</td>
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<td>New Staff PD</td>
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<tr>
<td>4-Dec 8:00</td>
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<td>Professional Development</td>
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<tr>
<td>12-Dec 8:00</td>
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<tr>
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<tr>
<td>3-Jan 8:15</td>
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<td>All Staff Meeting</td>
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<tr>
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<td>15-Jan 8:00</td>
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<td>7-Feb 8:15</td>
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<td>4-Mar 8:00</td>
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<tr>
<td>12-Mar 8:00</td>
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<td>All</td>
<td>Mapping Targeted Sessions PLCs</td>
<td>Professional Development</td>
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<tr>
<td>19-Mar 8:00</td>
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<td>Growth PD Deep Dive: DDI, Culture, EEF</td>
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<td>2-Apr 8:00</td>
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<td>1-Apr 8:00</td>
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<td>6-May 8:00</td>
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<td>All Staff Meeting</td>
<td>Culture</td>
<td>Professional Development</td>
<td></td>
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<tr>
<td>13-May 8:00</td>
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<td>All</td>
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<td>Professional Development</td>
<td></td>
<td></td>
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<tr>
<td>20-May 8:00</td>
<td>Academic Staff</td>
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<td>Professional Development</td>
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<td></td>
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<tr>
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<td>Professional Development</td>
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</tbody>
</table>
11. *Does the cyber charter school have any collective bargaining agreements with professional employees? If so, please attach.*

The School does not have any collective bargaining agreements.
2.2 - Financial Solvency

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TD Bank Checking Account 433-8336682
TD Bank Savings Account 677-1955863

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

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

10. **If applicable, discuss and provide documentation regarding how any findings from any Department of Auditor General report were resolved.**
Not applicable as the PA auditor general has not issued a report to the school.

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

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

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

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

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

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

14. **Cut and paste (or recreate) the table below into your report in order to reflect expenditures the charter school has made over the last five years in staff and professional development, technology, materials, and other supplies. Indicate how each investment supports the cyber charter school’s priorities as stated in the current charter agreement. Table 5: Resource Expenditures**

<table>
<thead>
<tr>
<th>Investment Area:</th>
<th>Year 1 2017-2018 audited</th>
<th>Year 2 2018-2019 projected final</th>
<th>Year 3 2019-2020 approved budget</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Professional Development</td>
<td>$48,911</td>
<td>$279,323</td>
<td>$731,044</td>
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<tr>
<td>Technology</td>
<td>$2,543,948</td>
<td>$4,605,672</td>
<td>$6,567,726</td>
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<tr>
<td>Materials &amp; Other Supplies</td>
<td>$1,471,517</td>
<td>$2,678,788</td>
<td>$3,537,454</td>
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</table>

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

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

Each investment area supports the school’s priorities outlined in the initial charter. Specifically, Insight PA’s investment in professional development directly correlates to the school’s priority of having a professional learning community centered on results. Insight PA’s professional development focus on the sharpening of instructional practices, through...
observation of instructional practices and regular review of student data, leads to adjustments in teaching and operational systems for improvement of student performance.

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

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

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

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

16. Provide information on School Facilities:
   a. Provide addresses of all facilities, the ownership of each facility, and the purpose of each facility.
   b. Are there any plans to ask for an amendment to move or expand any facilities in the next five (5) years?

No, there are no plans currently.
2.3 - Student Services

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

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

1. Attach organizational chart for the cyber school.

Please see attachment 2.4-3.

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

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

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

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

Changes to Insight PA Board of Trustees leadership occurred with the Board President role on August 2017. Diana Moninger, an Insight PA founder, stepped down as Board President and began to serve as a Board Trustee in August 2017. Michael Adler was appointed the Insight PA Board President by the Board of Trustees in August 2017. Edward Kelly, an Insight PA founder, served the Board through December 2017. He held two board officer positions,
Treasurer and Vice President throughout his time on the Insight PA Board of Trustees. Mr. Kelly resigned from the Insight PA Board, after serving for three years, on December 2017. At that time Aviva Moore was appointed the Insight PA Board Treasurer by the Insight PA Board of Trustees on January 2018. Diana Moninger was appointed the Insight PA Vice President by the Insight PA Board of Trustees on January 2018. Maddi-Jane Sobel, an Insight PA founder, served as the Insight PA Board Secretary through her time on the Insight PA Board of Trustees. Mrs. Sobel resigned from the Insight PA Board of Trustees after serving for 5 years on February 2019. Aviva Moore began serving as the Board Secretary in March 2019.

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

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

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

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

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

Please see attachment 2.4-1.

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

Please see attachment 2.4-2.

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

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

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

Parents are invited to join Insight PA Board meetings, and at each meeting the board addresses the public comment requirements. The public can directly address the Board at meetings, and members of the public, including parents, are also able to attend Board meetings via Blackboard Collaborate. All Board members are provided training on compliance with the Open Meetings Act.
8. If the cyber charter school utilizes an external management organization, describe how that relationship has functioned over the course of the charter; note any changes to the management agreement not previously provided to the Department.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Pulse Checks #1-2
  - Questions about the Learning Coach’s level of preparedness
- Pulse Checks #3-5
  - Questions about how well the Learning Coach and student can keep up with the daily routine
- Pulse Checks #3-7
Yes/no questions asking if the Learning Coach would like assistance Learning Coach can identify issue(s) from a menu as well as an open-text response field to provide more specific details.
- If the Learning Coach indicates he/she would like assistance, he/she will be asked to provide preferred contact phone number

- Pulse Checks #6-7
  - Scaled questions about likelihood of continuing enrollment for next year

- Pulse Check #7
  - Additional continuing enrollment questions about most important factors in decision to remain enrolled.

Data from the 7th survey from the SY2018-2019 demonstrates that overall the satisfaction has increased year over year. The entire school satisfaction has increased by 15% (60% to 75%). All grade bands experienced growth, most notable is the YoY satisfaction of the HS population with an increase of 30% (47% to 77%)
The table below highlights satisfaction with the overall Insight PA experience from each survey administered during SY2017-1018 and SY2018-2019. The All School data shows that Insight PA has increased satisfaction in each survey by at least 3% year over year.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>All School</td>
<td>68%</td>
<td>65%</td>
<td>68%</td>
<td>61%</td>
<td>63%</td>
<td>78%</td>
<td>75%</td>
<td>SY1819</td>
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<td>59%</td>
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<td>60%</td>
<td>SY1718</td>
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<td>66%</td>
<td>70%</td>
<td>63%</td>
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<td>78%</td>
<td>77%</td>
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<td>59%</td>
<td>58%</td>
<td>60%</td>
<td>SY1718</td>
</tr>
<tr>
<td>Returning</td>
<td>66%</td>
<td>61%</td>
<td>64%</td>
<td>56%</td>
<td>63%</td>
<td>78%</td>
<td>70%</td>
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<tr>
<td>HS</td>
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<td>76%</td>
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<td>75%</td>
<td>SY1819</td>
</tr>
<tr>
<td></td>
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<td>68%</td>
<td>53%</td>
<td>54%</td>
<td>64%</td>
<td>62%</td>
<td>66%</td>
<td>SY1718</td>
</tr>
</tbody>
</table>

How satisfied are you currently with your overall ISPA experience?

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

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

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

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

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

<table>
<thead>
<tr>
<th>Student Enrollment</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>This Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student enrollment at the end of the school year</td>
<td>1244</td>
<td>1972</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of students enrolled in June who were enrolled for the full school year (September)</td>
<td>177</td>
<td>889</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of current students, excluding graduates, who were enrolled at the end of last school year</td>
<td>N/A</td>
<td>430</td>
<td>1551</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
3. **Describe the system for maintaining accurate student enrollment and withdrawal information as required under Section 1748-A, Enrollment and Notification.**

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

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

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

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

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

**Withdrawal**

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

**Notification of Withdrawal**

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

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

**Insight PA Cyber Charter School Withdrawal Procedure:**

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

1. The Registrar pulls the “Withdraw Report” from the school standard reports on the first day of the current school week.
2. The Registrar filters the results to only include students who have withdrawn since the date of the last set of notification letters.
3. These results are exported to CSV format.
4. A Mail Merge is completed in Microsoft Word selecting the exported CSV as the recipient list.
5. The accompanying attachment to this guideline titled “Withdraw Letter with Fields” is pre-formatted with the merging field names and should be used as the “Existing Document” for the Mail Merge.
6. The withdrawal notification letters are either mailed or e-mailed to school districts according to the preferences of the receiving school districts.
7. A copy of the Withdraw Notification Letter is uploaded to the student’s cumulative record located in the eFile Cabinet digital repository.

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

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

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

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

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

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

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

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

Ultimately, enrollment grew to 1244, just under the original target 1,380 written almost four years prior. Year two enrollment did not grow as quickly as originally predicted. The original estimates had Insight PA almost doubling in size each year, which is a pattern not likely to be seen given expanded choices offered by other cyber charters, Intermediate Units, and home districts. Year three appears to be on track to see enrollment in the low to mid 2,000s.
7. Drawing upon exit interviews and other sources, discuss factors influencing student transfer and any corrective policies implemented by the school. How are these policies evaluated?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The top call drivers for this time frame are below:

1. **Enrollment > Inquiry (227) Cases;** families requested assistance in completing the enrollment process or finalizing provisional enrollment requirements.
2. **Hardware > Replace Laptop (174) Cases;** families requested assistance with their school-issued laptop but troubleshooting could not resolve the issue and a replacement was provided.
3. **Account > Learning Coach (166) Cases;** Learning Coaches needed assistance setting up their Online School account, accessing their online school account, or needed assistance with account navigation.
4. **Hardware > Laptop (142) Cases;** families requested assistance with their school-provided or personal computer and troubleshooting resolved their issue.
5. **Materials > Order Status (119) Cases;** families needed assistance tracking the delivery of Course Materials
Teacher help desk reports are handled by a different system. The most recent 30 days of teacher ticket report included the following items:

Average hours to resolution: 6.41 hrs.
SLA resolution: 119 met / 0 unmet
last 30 days ticket amount: 122
Ticket by category:
- Cell phone – 1
- Emails- 14
- Equipment order- 4
- Hardware- 5
- Infomational-8
- New laptop setup- 1
- Office 365- 1
- Password help- 11
- Printers- 1
- Software- 61
- Staffing- 12

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

Available to families 24 hours a day, 7 days a week, 361 days a year
- Telephone at 866-K12-CARE (866-512-2273)
- Web Ticket (webform.K12.com)
- Online at K12.com/Support for Self-Help

Customer Support handles:

<table>
<thead>
<tr>
<th>Customer Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials – Replace missing, damaged or lost items</td>
</tr>
<tr>
<td>Online School Account Setup</td>
</tr>
<tr>
<td>Online School and 3rd Party Software Login Assistance</td>
</tr>
<tr>
<td>Online School Navigation &amp; Getting Started Inquiries</td>
</tr>
<tr>
<td>Reclamation Assistance for Materials and Hardware</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware – Troubleshoot students’ devices and replace K12 provided hardware as necessary</td>
</tr>
<tr>
<td>Software – Troubleshoot all K12 and 3rd party software (Collaborate, QuickTime, Java, Adobe Flash Player and Reader, etc.)</td>
</tr>
<tr>
<td>Identify and troubleshoot software bugs and work with K12 IT teams to resolve</td>
</tr>
<tr>
<td>Connectivity – Troubleshoot home networking issues and refer to Internet Service Providers as necessary</td>
</tr>
</tbody>
</table>

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

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

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

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

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

No spyware is installed or used with students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Except as provided in the relevant law, student records are not disclosed or released without prior, written consent from the Parent or, where applicable, the eligible student. Any parent or eligible student shall have the right to inspect all education records maintained by the school. Parents may only review the education records in their own child’s file, and eligible students may only review their own educational records. Records containing personally identifiable information
regarding more than one student, such as disciplinary records and incident reports, are redacted prior to review by the parent or eligible student. Parents and eligible students do not have a right to copies of educational records, however, copies may be provided at the discretion of the school and/or upon a parent’s documented claim that s/he is unable, due to physical disability or illness, to review the records at the school. The school may charge a fee of fifteen (15) cents per page for the copy of educational records. Upon a parent’s showing of financial hardship, copies may be provided free of charge.

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

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

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

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

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

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

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

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

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

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

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

Nothing in this policy requires the affected student/parent/staff member/employee to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying or another distinguishing characteristic. All forms of bullying are unacceptable and when such actions are disruptive to the education process of the Insight PA students' offenders shall be subject to appropriate staff intervention which may result in administrative discipline or action.

Harassment, intimidation or bullying can take many forms including slurs, rumors, and jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats or other written, oral or physical actions. "Intentional acts" refer to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

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

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

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

Students are required to follow the school calendar which includes a minimum 180 schooldays. Attendance only occurs on schooldays as listed on the school calendar. Students can complete online work on holidays or weekends in order to maintain course progress, but no attendance credit will be awarded for work completed on non-schooldays. In Pennsylvania, compulsory school age refers to the period of a child’s life from the time the child enters school as a beginner, which may be no later than eight years of age, until the age of seventeen or graduation from a high school, whichever occurs first. In accordance with the Compulsory School Attendance Law and Pennsylvania State Code uniform rules have been adopted to ensure that students attend school regularly. Students are expected to attend school each day.
Pennsylvania requires all public schools to offer a minimum of one hundred and eighty (180) days of instruction between July 1 and June 30. Additionally, the statute requires all public schools to offer a minimum number of instructional hours by grade level:

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Days</th>
<th>Min. Yearly Hours</th>
<th>Daily Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>180</td>
<td>900</td>
<td>5</td>
</tr>
<tr>
<td>7-12</td>
<td>180</td>
<td>990</td>
<td>5.5</td>
</tr>
</tbody>
</table>

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

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

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

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

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

**Lawful (Excused) Reasons for Absence include the following:**
- Student Illness
  - Written explanation must be provided within 3 days of absence
- Medical Appointment
  - Written explanation must be provided within 3 days of absence
- Death in the Immediate Family
  - Written explanation must be provided within 3 days of absence
- Religious Holiday
  - Written request must be submitted 24 hours in advance
- Educational Trip
  - Written request must be submitted 24 hours in advance

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

Students who are unable to log into school or have a power outage must have an alternate plan to go to a library/public location with computer access to do their schoolwork. If the student does not have a back-up plan and cannot go to the library, the student must notify the Attendance Office of the reason for the absence. Repeated absence due to lack of
internet access may result in an administrative referral to assess the obstacles and create a plan to overcome the obstacles. Continued lack of access after that plan is created could result in Administrative Review.

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

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

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

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

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

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

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

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

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

For Students under 15 years of age:
The school must refer the student to either 1.) school based or community attendance improvement plan OR to 2.) the County Children and Youth Agency for services or possible disposition of the student as a dependent child under the Pennsylvania Juvenile Act. The school may also initiate the process of filing a citation with the District Magistrate against the person in a parental relationship with the student who resides in the same household as the student.

For students over 15 years of age:
The school must either 1.) refer the student to a school-based or community–based attendance improvement program (note: if the student incurs additional absences after this referral or refuses to attend the school may refer the student
to the local County Children and Youth Agency for possible disposition as a dependent child) or 2.) may initiate the filing of a citation against the student or parent with the District Magistrate.

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

Please see the attachment 3.3-4 for the Attendance, Truancy, and Withdrawal Policy.
Please see attachment 3.3-5 for Truancy Documents for internal procedures, communications, and other information on Truancy.

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

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

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

Please see attachment 3.3-5 for Truancy Documents for internal procedures, communications, and other information on Truancy.
15. **Explain in detail the processes and procedures the cyber charter school uses to notify a student’s school district of residence of a student’s truancy. How often has the cyber charter school provided such notification to resident school districts in the previous school year? Attach copies of all forms used.**

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

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

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

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

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

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

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

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

**Student Assistance Program:**

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

**Phase One:** 2018-2019 – Creation of the team
A team of administrators, school counselors, and staff were certified in the Student Assistance Program and also in Youth Mental Health First Aid.

**Phase Two:** 2019-2020 – Building of the structure
We are currently setting up referral processes and state reporting practices as well as streamlining the internal structures for the referral process.
A SAP Coordinator/Administrator is in process of being registered on the Safe Schools site Insight PA is now registered to produce a data set and submit supports.
1. Completing a case numbering system for entering data (most likely student ID)
2. Organizing and training the SAP team on inputting data
3. Organizing the meeting time and follow up for SAP review
4. Ensuring proper public notices of SAP support services on the Insight PA website

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

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

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

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

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

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

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

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

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

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

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

1. Parental notification: Telephone or Email: The Executive Director or appointed designee shall attempt to speak with the parent by telephone and/or email to notify them of the student's misconduct and the next steps in the process for determining and implementing a proposed disciplinary action.

2. By Written Notice: Regardless of whether there has been communication with the student’s parent by telephone or email, the Executive Director or appointed designee shall within twenty-four (24) hours of taking disciplinary action send written (hard copy) notice to the parent describing the disciplinary action imposed and the reasons action was taken.

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

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

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

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

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

Falsifying Information: Knowingly and intentionally reporting or producing false/misleading information, in any communication modality, which may serve to benefit the student in any way, or injure another person’s character or reputation, or disrupt the orderly process of the school.
**Insubordination:** Substantially interfering with the educational process by willful disobedience or open defiance of the authority of the school personnel, by violence against persons or property or any other act that interferes with the educational process.

**Violation of Dress Code:** Students shall dress in accordance with the standards described below when attending school events (testing, social outings, field trips)
- Pants must be worn on the waist, so no undergarments are showing
- No halter tops, strapless garments, or garments revealing midriff may be worn to a school event
- No garments that reveal undergarments or that are see through may be worn to a school event
- No hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events
- No clothing that has profanity, drug or offensive slogans may be worn to school events

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

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

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

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

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

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

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

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

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

**Violations Leading to Expulsion**
The following violations will lead to expulsion or a review for consideration of more restrictive school placement, following the due process procedures stated above.
Weapons: The display or possession of an object normally considered a weapon (other than a firearm), such as but not limited to a knife or club, while participating in any Insight PA-sponsored activity. This act may be considered a crime in Pennsylvania, and any alleged crime may be reported to the proper law enforcement agency.

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

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

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

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

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

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

Procedures for Suspensions of 3 Days or Less*
Students who are suspended shall be afforded a conference with the Executive Director or designee before being suspended. During the conference, the student shall be:

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

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

Procedure for Suspensions of More than 3 Days*
Students who are suspended for more than 3 days shall be afforded an informal hearing. Parents of the students must be notified in writing when the suspension is between 3 and 10 days. The notification must afford the parent time to attend the hearing. When the suspension is in regard to health, safety and welfare the student may be suspended
immediately. The hearing allows the students to meet with appropriate official to explain why he/she should not be suspended. During the hearing the student will be:

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

**Procedure for Expulsion**

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

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

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

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

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

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

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

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

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

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

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

Teachers receive mandatory suicide awareness, prevention and response every year. A full staff training session takes place annually. Please refer to the Professional Development Calendar for this school year’s date. All teachers must complete training on suicide awareness, prevention and response during their onboarding.
Please see attachment 3.3-9 for the Insight PA Crisis Response Plan.

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

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

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

The attachment titled Health and Safety Requirements is attachment 3.3-12.
Insight PA Cyber Charter School

Middle School Hours of Instruction and Availability

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- **Tier 2 and 3 (B)**
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Notes:
- Tier 1: Basic core curriculum
- Tier 2: Advanced core curriculum
- Tier 3: Electives and special programs
- **Lunch** is indicated on Wednesday and Thursday.
## 2018-2019 Teacher's Schedule

### Monday
- **8:00-8:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **8:30-9:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **9:00-9:30**: 9:00-9:30
- **9:30-10:00**: 10:00-10:30
- **10:00-10:30**: 11:00-11:30
- **11:00-11:30**: Lunch
- **12:00-12:30**: Lunch
- **12:30-1:00**: Data Team Meeting
- **1:00-1:30**: 1:30-2:00
- **2:00-2:30**: 2:30-3:00
- **3:00-3:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **3:30-4:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)

### Tuesday
- **8:00-8:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **8:30-9:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **9:00-9:30**: MTSS Meeting
- **9:30-10:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **10:00-10:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **11:00-11:30**: Lunch
- **12:00-12:30**: Lunch
- **12:30-1:00**: Data Team Meeting
- **1:00-1:30**: 1:30-2:00
- **2:00-2:30**: 2:30-3:00
- **3:00-3:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **3:30-4:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)

### Wednesday
- **8:00-8:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **8:30-9:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **9:00-9:30**: MTSS Meeting
- **9:30-10:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **10:00-10:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **11:00-11:30**: Lunch
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- **3:00-3:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **3:30-4:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)

### Thursday
- **8:00-8:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **8:30-9:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **9:00-9:30**: MTSS Meeting
- **9:30-10:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **10:00-10:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **11:00-11:30**: Lunch
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- **2:00-2:30**: 2:30-3:00
- **3:00-3:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **3:30-4:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)

### Friday
- **8:00-8:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **8:30-9:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **9:00-9:30**: Meeting (Professional Development, PLC, Staff, Data, IC)
- **9:30-10:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **10:00-10:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **11:00-11:30**: Lunch
- **12:00-12:30**: Lunch
- **12:30-1:00**: Data Team Meeting
- **1:00-1:30**: 1:30-2:00
- **2:00-2:30**: 2:30-3:00
- **3:00-3:30**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
- **3:30-4:00**: Common Open Time (Prep, Email/Phone, TV Notes, Homeroom)
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**K-5th Grade**

**40 Hour Week**

**Mon Tue Wed Thu Fri**

- Email/ VS Notes
- Class Prep
- Class Prep
- Class Prep
- Class Prep

**Progress Monitoring**

**Whole Team Data Meeting**

**Grade Level Data Team Meeting**

**Communications**

**Planning**

**Professional Growth**
Students who work with an interventionist or SE teacher, will also have some afternoon small group sessions with those teachers.

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| Small Groups              | Small Groups             | Small Groups             | Small Groups             | Small Groups             |

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Insight PA Cyber Charter School

High School Hours of Instruction and Availability

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1. 2019-2020 Teacher’s Schedule Math & ELA
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3. 2019-2020 Teacher’s Schedule Student Sample (BB)
4. 2019-2020 Teacher’s Schedule Student Sample (Pro-Adv)
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**Insight Pennsylvania Cyber Charter School**

School Year 2019-2020 Calendar

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<thead>
<tr>
<th>Month</th>
<th>Calendar Key</th>
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<tbody>
<tr>
<td>Aug. 19 &amp; 21</td>
<td>Teachers Start New (19th), Returning (21st)</td>
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<tr>
<td>Aug. 30 &amp; Sept. 2</td>
<td>Labor Day - School Closed</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Students First Day</td>
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<tr>
<td>Oct. 7-8</td>
<td>Fall Break - School Closed</td>
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<tr>
<td>Nov. 7</td>
<td>Quarter 1 Ends</td>
</tr>
<tr>
<td>Nov. 8</td>
<td>Teacher In-Service, No School for Students</td>
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<tr>
<td>Nov. 11</td>
<td>Veterans Day - School Closed</td>
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<tr>
<td>Nov. 12-15</td>
<td>Parent-Teacher Conference Opportunities</td>
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<tr>
<td>Nov. 28-29</td>
<td>Thanksgiving - No School</td>
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<tr>
<td>Dec. 3-13</td>
<td>Winter Keystone Window 1</td>
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<tr>
<td>Dec. 20</td>
<td>Half Day for Teachers and Students</td>
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<tr>
<td>Dec. 23-Jan. 1</td>
<td>Winter Break</td>
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<tr>
<td>Jan. 6-17</td>
<td>Winter Keystone Window 2</td>
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<td>Jan. 20</td>
<td>Martin Luther King Day - No School</td>
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<td>Jan. 31</td>
<td>Teacher In-Service, No School for Students</td>
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<td>Feb. 17</td>
<td>Presidents' Day - School Closed</td>
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<td>Apr. 3</td>
<td>Quarter 3 Ends</td>
</tr>
<tr>
<td>Apr. 6-7</td>
<td>Teacher In-Service, No School for Students</td>
</tr>
<tr>
<td>Apr. 8-10</td>
<td>Spring Break - No School for Students</td>
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<tr>
<td>Apr. 8-10</td>
<td>Spring Break - No School for Teachers</td>
</tr>
<tr>
<td>Apr. 13</td>
<td>School Closed</td>
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<tr>
<td>Apr. 30-May 8</td>
<td>PSSA Window</td>
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<td>May 11-22</td>
<td>Spring Keystone Window</td>
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<td>May 25</td>
<td>Memorial Day - School Closed</td>
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<td>Jun. 5</td>
<td>Quarter 4 Ends</td>
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<tr>
<td>Jun. 12</td>
<td>Last Day for Students</td>
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<td>Jun. 19</td>
<td>Last Day for Teachers</td>
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**Quarter Schedule**

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<th># Days</th>
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<td>Q1</td>
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<tr>
<td>Q2</td>
<td>1/24/2020</td>
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<tr>
<td>Q3</td>
<td>4/3/2020</td>
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<td>Q4</td>
<td>6/12/2020</td>
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</table>

**Calendar Key**

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

**Student Days**

- **0**
  - First/Last Student Day of School

**Teacher Days**

- **9**
  - First/Last Teacher Day of School

**Student Days**

- **20**
  - Teachers Start New (19th), Returning (21st)

**Teacher Days**

- **20**
  - Teachers Start New (19th), Returning (21st)

**Total Student Days**

- **180**

**Total Teacher Days**

- **198**
ISPA Curriculum Maps

1. Elementary School  
   a. Kindergarten  
   b. First Grade  
   c. Second Grade  
   d. Third Grade  
   e. Fourth Grade  
   f. Fifth Grade

2. Middle School  
   a. ELA  
      i. Sixth Grade ELA  
      ii. Eighth Grade ELA  
   b. History  
      i. Sixth Grade History  
      ii. Seventh Grade History  
      iii. Eighth Grade History  
   c. Math  
      i. Sixth Grade Math  
      ii. Seventh Grade Math  
      iii. Eighth Grade Math  
   d. Science  
      i. Sixth Grade Science  
      ii. Seventh Grade Science  
      iii. Seventh Grade Science 1  
      iv. Eighth Grade Science

3. High School  
   a. English  
   b. Math  
   c. Science  
   d. Special Education  
   e. Social Studies
## ISPA Math Plus Purple Course Mapping

<table>
<thead>
<tr>
<th>Standard and Title</th>
<th>Concept/Goal/Outcome</th>
<th>Learning Objective</th>
<th>Assessment</th>
<th>Instructional Strategy</th>
<th>Additional Resources/Glossary</th>
<th>Other Notes</th>
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<tbody>
<tr>
<td>002.3.1.A</td>
<td>Apply new understanding and properties of operations to perform multi-digit calculations</td>
<td>Unit 1: Lesson 1: Add and Subtract</td>
<td>Test 1: Add and Subtract</td>
<td>Concrete: use one-on-one manipulatives</td>
<td><a href="#">Additional Resources</a></td>
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<tr>
<td>002.3.1.B</td>
<td>Apply new understanding and properties of operations to perform multi-digit calculations</td>
<td>Unit 2: Lesson 2: Multiply and Divide</td>
<td>Test 2: Multiply and Divide</td>
<td>Concrete: use one-on-one manipulatives</td>
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<td>Apply new understanding and properties of operations to perform multi-digit calculations</td>
<td>Unit 3: Lesson 3: Compare and Order</td>
<td>Test 3: Compare and Order</td>
<td>Concrete: use one-on-one manipulatives</td>
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<td>002.3.1.D</td>
<td>Apply new understanding and properties of operations to perform multi-digit calculations</td>
<td>Unit 4: Lesson 4: Problem Solving</td>
<td>Test 4: Problem Solving</td>
<td>Concrete: use one-on-one manipulatives</td>
<td><a href="#">Additional Resources</a></td>
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### Additional Resources

- [Link to ISPA Math Plus Purple Resources](#)
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<th>Title</th>
<th>Details</th>
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<tbody>
<tr>
<td>1.0</td>
<td>Introduction</td>
<td>Overview of the subject area and its relevance.</td>
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<tr>
<td>2.0</td>
<td>Mathematical Fundamentals</td>
<td>Concepts and definitions necessary for understanding the topic.</td>
</tr>
<tr>
<td>3.0</td>
<td>Advanced Techniques</td>
<td>Advanced methods and algorithms used in the field.</td>
</tr>
<tr>
<td>4.0</td>
<td>Case Studies</td>
<td>Application of the subject matter to real-world scenarios.</td>
</tr>
<tr>
<td>5.0</td>
<td>Future Directions</td>
<td>Potential areas of future research and development.</td>
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*Note: The table represents a structured overview of the content and is not necessarily indicative of the document's entirety.*
<table>
<thead>
<tr>
<th>Standard &amp; Brief Description</th>
<th>Objectives &amp; Essential Understandings</th>
<th>Unit &amp; Lessons</th>
<th>Assessments</th>
<th>Additional Resources (if any)</th>
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<tr>
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<td>ISPA Math Plus Red Course Mapping</td>
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</tbody>
</table>

**Unit 1: Whole Number Sense**

- **Lesson 1**: Place Value through 6,000,000
  - Identify the place value for each digit in whole numbers through 6,000,000.
  - Identify the place value for each digit in 6,000,000.

**Unit 2: Place Value Concepts**

- **Lesson 2**: Expanded Form Through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.
  - Use expanded form to represent numbers through 1,000,000.

**Unit 3: Place Value Understanding and Properties of Operations**

- **Lesson 3**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 4: Place Value Understanding and Properties of Operations**

- **Lesson 4**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 5: Place Value Understanding and Properties of Operations**

- **Lesson 5**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 6: Place Value Understanding and Properties of Operations**

- **Lesson 6**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 7: Place Value Understanding and Properties of Operations**

- **Lesson 7**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 8: Place Value Understanding and Properties of Operations**

- **Lesson 8**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 9: Place Value Understanding and Properties of Operations**

- **Lesson 9**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 10: Place Value Understanding and Properties of Operations**

- **Lesson 10**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 11: Place Value Understanding and Properties of Operations**

- **Lesson 11**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 12: Place Value Understanding and Properties of Operations**

- **Lesson 12**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 13: Place Value Understanding and Properties of Operations**

- **Lesson 13**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 14: Place Value Understanding and Properties of Operations**

- **Lesson 14**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 15: Place Value Understanding and Properties of Operations**

- **Lesson 15**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 16: Place Value Understanding and Properties of Operations**

- **Lesson 16**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 17: Place Value Understanding and Properties of Operations**

- **Lesson 17**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.

**Unit 18: Place Value Understanding and Properties of Operations**

- **Lesson 18**: Expanded Form through 1,000,000
  - Use expanded form to represent numbers through 1,000,000.
<table>
<thead>
<tr>
<th>CCSS 2.A.1</th>
<th>Represent and solve problems involving the four operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use estimation to predict a solution to a story problem and to determine whether calculations are reasonable.</td>
<td></td>
</tr>
<tr>
<td>Recognize and solve a story problem in which a quantity differs by addition or subtraction.</td>
<td></td>
</tr>
<tr>
<td>Represent a missing addend or a missing subtrahend as an unknown, using a letter to represent the unknown.</td>
<td></td>
</tr>
<tr>
<td>Solve multiplicative comparison problems using whole numbers.</td>
<td></td>
</tr>
<tr>
<td>Solve problems involving determination, rolling, or memory computation.</td>
<td></td>
</tr>
<tr>
<td>Unit 2 - Lesson 2: Estimate to Solve Problems (B)</td>
<td></td>
</tr>
<tr>
<td>Lesson Checkpoint: 00.</td>
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</tbody>
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<tr>
<th>CCSS 2.A.1</th>
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<tbody>
<tr>
<td>Use a model to explain multiplication as repeated addition of the same quantity.</td>
<td></td>
</tr>
<tr>
<td>Solve a multiplication problem involving a multi-digit factor and a one-digit factor.</td>
<td></td>
</tr>
<tr>
<td>Explain and apply standard step-by-step approaches for multiplication.</td>
<td></td>
</tr>
<tr>
<td>Represent verbal abstractions of multiplication as multi-column equations.</td>
<td></td>
</tr>
<tr>
<td>Interpret a multiplication equation as a comparison (for example, interpret 350 = 5 x 7 as a statement that 350 is 5 times as many as 7, and 7 times as many as 5).</td>
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</tr>
<tr>
<td>Unit 2 - Lesson 5: Multiply Multi-digit Numbers (A)</td>
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<tr>
<td>00., Exit Ticket</td>
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<tr>
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<tr>
<td>Use an area model to explain multiplication.</td>
<td></td>
</tr>
<tr>
<td>Use concrete objects or arrays to model multiplication problems.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of multiplication as a comparison.</td>
<td></td>
</tr>
<tr>
<td>Solve addition problems by fitting a missing number on a number path.</td>
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</tr>
<tr>
<td>Recognize and solve word problems involving sums or differences up through 100.</td>
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</tr>
<tr>
<td>Use tally marks and use graphs to compare data (for example, find largest, smallest, most often, least often).</td>
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</tr>
<tr>
<td>Unit 2 - Lesson 7: Area Models for Multiplication (A)</td>
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<td>Multiply 2-digit whole numbers.</td>
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<tr>
<td>Explain and apply standard step-by-step approaches for multiplication.</td>
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</tr>
<tr>
<td>Represent multiplication as a product of factors and a sum of products.</td>
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<tr>
<td>Use objects or arrays to model a division story problem.</td>
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</tr>
<tr>
<td>Multiply 2-digit whole numbers.</td>
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<tr>
<td>Use objects or arrays to solve a division story problem.</td>
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<tr>
<td>Demonstrate an understanding of division facts.</td>
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<tr>
<td>Unit 2 - Lesson 9: Multiply 2-Digit Numbers</td>
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<td>Use division on a repeated subtraction.</td>
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<tr>
<td>Use objects or symbols to solve a division problem.</td>
<td></td>
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<tr>
<td>Represent division using the equation symbol.</td>
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<tr>
<td>Correctly use the = symbol.</td>
<td></td>
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<tr>
<td>Recognize that the sign refers to division.</td>
<td></td>
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<tr>
<td>Use division to solve a story problem involving equal groups.</td>
<td></td>
</tr>
<tr>
<td>Explain division on the sharing of a quantity into equal groups.</td>
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</tr>
<tr>
<td>Unit 2 - Lesson 10: Divide by 1-Digit Numbers</td>
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<tr>
<td>Unit 2 - Lesson 11: Module and Explain Division</td>
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<tr>
<td>Unit 2 - Lesson 12: Divide as Sharing</td>
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<tr>
<td>Unit 2 - Lesson 13: (Optional) Year Choice</td>
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<td>Unit 2 - Lesson 15: Divide Greater Numbers</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<td>CC 2.4.4A7</td>
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<td>CC 2.4.4A8</td>
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<td>CC 2.4.4A9</td>
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<tr>
<td>CC 2.4.4A10</td>
<td>Develop and apply number theory concepts to find factors and multiples.</td>
</tr>
<tr>
<td>CC 2.4.4A11</td>
<td>Represent and solve problems involving the four operations.</td>
</tr>
<tr>
<td>CC2.2.4.A1 Represent and solve problems involving the four operations.</td>
<td>Demonstrate how and when to use the distribution property. Use a letter to represent an unknown value in an expression or equation. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of multiplication facts with products through 20. Use the inverse relationship of multiplication and division to compute and check results. Identify lines that are perpendicular. Demonstrate understanding of relative angle measurements. Identify lines that are parallel or intersecting. State and recognize the definition of a right angle, an acute angle, an obtuse angle, and a straight angle. Recognize that 90°, 180°, 270°, and 360° are consistent respectively with a ¼, ½, ¾, and full turn. Draw perpendicular and parallel lines and line segments. Identify by right angles congruent figures or congruent objects. Identify by attributes of parallelograms, rectangles, and squares.</td>
</tr>
<tr>
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</tr>
<tr>
<td>CC2.2.4.A2 Use place-value understanding and properties of operations to perform multi-digit arithmetic.</td>
<td>Use an inverse relationship to simplify a computation or check a result. Solve a story problem involving whole numbers. Demonstrate the meaning of addition, subtraction, multiplication, or division. Write numerals up to 10,000. Demonstrate the meaning of addition, subtraction, multiplication, or division. Write numerals up to 10,000. Solve a multiplication problem involving a multi-digit factor and a one-digit factor.</td>
</tr>
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<td>CC2.2.4.A1 Represent and solve problems involving the four operations.</td>
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<tr>
<td>CC.2.4.4.A4</td>
<td>Draw lines and angles and identify those of two-dimensional figures.</td>
</tr>
<tr>
<td>CC.2.4.4.A5</td>
<td>Measure angles and use properties of adjacent angles to solve problems.</td>
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<td>CC.2.4.4.A10</td>
<td>Draw lines and angles and identify those of two-dimensional figures.</td>
</tr>
</tbody>
</table>

<p>| CC.2.14.1.C1 | Identify real-life situations and understand the role of fractions in these situations. | Identify the fractions represented by a part of a whole figure. | Unit 5 Lesson 1: Fractions | Lesson Checkpoint, Unit 5 Checkpoint | |
| CC.2.14.1.C2 | Extend the understanding of fractions to those equivalent and ordering. | Represent a fraction with a sketch. Write the fraction represented by a drawing that shows parts of a set or parts of a whole. | Unit 5 Lesson 2: Sketch Fractions | Lesson Checkpoint, Unit 5 Checkpoint | |
| CC.2.14.1.C3 | Extend the understanding of fractions to those equivalent and ordering. | Explain and give examples of different interpretations of fractions. Explain that a fraction can be used to represent part of a set, the ratio of a part to a whole, and a numerical number on the number line. Recognize and demonstrate equivalent fractions. Find a fraction between two numbers. | Unit 5 Lesson 3: Different Meanings of Fractions (A) | 0L, Exit Ticket | |
| CC.2.14.1.C4 | Extend the understanding of fractions to those equivalent and ordering. | Use the inverse relationship of multiplication and division to compute and check results. Demonstrate automatic recall of addition facts with sums through 10. Demonstrate automatic recall of subtraction facts with numbers through 10. | Unit 5 Lesson 4: Different Meanings of Fractions (B) | 0L, Exit Ticket | |
| CC.2.14.1.C5 | Extend the understanding of fractions to those equivalent and ordering. | Identify and order fractions and mixed numbers. | Unit 5 Lesson 5: Equivalent Fractions (C) | 0L, Exit Ticket | |
| CC.2.14.1.C6 | Extend the understanding of fractions to those equivalent and ordering. | Explain and give examples of different interpretations of fractions. Explain that a fraction can be used to represent part of a set, the ratio of a part to a whole, and a numerical number on the number line. Demonstrate automatic recall of addition facts with sums through 10. Demonstrate understanding of how multiplication affects whole numbers. Determine elapsed time. | Unit 5 Lesson 6: Equivalent Fractions (D) | 0L, Exit Ticket | |
| CC.2.14.1.C7 | Extend the understanding of fractions to those equivalent and ordering. | Explain and give examples of different interpretations of fractions. Explain that a fraction can be used to represent part of a set, the ratio of a part to a whole, and a numerical number on the number line. | Unit 5 Lesson 7: Different Meanings of Fractions (E) | Lesson Checkpoint, Unit 5 Checkpoint | |
| CC.2.14.1.C8 | Extend the understanding of fractions to those equivalent and ordering. | Explain why two fractions are equivalent. Explain and give examples of different interpretations of fractions. | Unit 5 Lesson 8: Equivalent Fractions (F) | 0L, Exit Ticket | |
| CC.2.14.1.C9 | Extend the understanding of fractions to those equivalent and ordering. | Explain why two fractions are equivalent. Explain and give examples of different interpretations of fractions. | Unit 5 Lesson 9: Equivalent Fractions (G) | Lesson Checkpoint, Unit 5 Checkpoint | |</p>
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<thead>
<tr>
<th>CC.2.14.6</th>
<th>Extend the understanding of fractions to show equivalence and ordering.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.2.14.6.1.1</td>
<td>Recognize and determine equivalent fractions. Explain why a fraction is equivalent to another one.</td>
</tr>
<tr>
<td>CC.2.14.6.1.1</td>
<td>Explain why two given fractions are equivalent. Demonstrate a complete recall of multiplication facts. Use the number relationship of multiplication and division to compare numbers. Demonstrate the opposite relationship of subtraction facts with remainders through 10. Demonstrate the opposite relationship of subtraction facts with remainders through 10.</td>
</tr>
<tr>
<td>Unit 5 - Lesson 10</td>
<td>Denominator Equivalent Fractions (A)</td>
</tr>
<tr>
<td>Unit 5 - Lesson 11</td>
<td>Denominator Equivalent Fractions (B)</td>
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<tr>
<td>Unit 5 - Lesson 12</td>
<td>Denominator Equivalent Fractions (C)</td>
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<tr>
<td>Unit 5 - Lesson 13</td>
<td>Compare Fractions (A)</td>
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<tr>
<td>Unit 5 - Lesson 14</td>
<td>Compare Fractions (B)</td>
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<tr>
<td>Unit 5 - Lesson 15</td>
<td>Compare Fractions (C)</td>
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<tr>
<td>Unit 5 - Lesson 16</td>
<td>Compare Fractions (D)</td>
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<tr>
<td>Unit 5 - Lesson 17</td>
<td>Compare Fractions (E)</td>
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<tr>
<td>Unit 5 - Lesson 18</td>
<td>Compare Fractions (F)</td>
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<td>Unit 5 - Lesson 19</td>
<td>Compare Fractions (G)</td>
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<td>Unit 5 - Lesson 20</td>
<td>Compare Fractions (H)</td>
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<td>Compare Fractions (I)</td>
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<td>Compare Fractions (J)</td>
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<td>Compare Fractions (K)</td>
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<td>Compare Fractions (L)</td>
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<td>Unit 5 - Lesson 25</td>
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<td>Unit 5 - Lesson 27</td>
<td>Compare Fractions (O)</td>
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<td>Compare Fractions (R)</td>
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<td>Compare Fractions (S)</td>
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<td>Compare Fractions (T)</td>
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<td>Compare Fractions (Y)</td>
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<td>Unit 5 - Lesson 38</td>
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**Unit 6 Measurement**

<table>
<thead>
<tr>
<th>CC.2.14.1</th>
<th>Extend the understanding of fractions to show equivalence and ordering.</th>
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<tbody>
<tr>
<td>CC.2.14.1.1</td>
<td>Recognize and determine equivalent fractions. Explain why a fraction is equivalent to another one.</td>
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<tr>
<td>CC.2.14.1.1</td>
<td>Explain why two given fractions are equivalent. Demonstrate a complete recall of multiplication facts. Use the number relationship of multiplication and division to compare numbers. Demonstrate the opposite relationship of subtraction facts with remainders through 10. Demonstrate the opposite relationship of subtraction facts with remainders through 10.</td>
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<tr>
<td>Unit 5 - Lesson 10</td>
<td>Denominator Equivalent Fractions (A)</td>
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<tr>
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<td>Denominator Equivalent Fractions (B)</td>
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<td>Unit 5 - Lesson 12</td>
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<td>CC2.2.6.1</td>
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<td>CC2.2.6.2.1</td>
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<td>CC2.2.6.3.1</td>
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<td>Solve a story problem involving a visual representation.</td>
</tr>
<tr>
<td>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</td>
<td>Multiply a fraction by a whole number to solve a story problem. Multiply a fraction by a whole number, limited to fractions with denominators 2, 3, 4, 6, 8, 10, 12, and 100. Demonstrate automatic recall of multiplication facts, recognize and demonstrate equivalent fractions. Understand that quantities can be compared, added, or subtracted if they have been measured by the same unit. Estimate and measure the length of an object to the nearest whole unit. Identify the appropriate metric or English units for measuring the length of an object.</td>
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<tr>
<td>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</td>
<td>Simplify factors in fraction multiplication problems in which numerators and denominators have common factors. Multiply a fraction by a whole number; limited to fractions with denominations 2, 3, 4, 6, 8, 10, 12, and 100. Multiply a fraction by a whole number to solve a story problem. Determine a missing number in an equation or an inequality.</td>
</tr>
<tr>
<td>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</td>
<td>Multiply a fraction by a whole number to solve a story problem. Add and subtract fractions. Use objects or drawings to solve a story problem that involves addition or subtraction of fractions. And free fractions with like denominators of 10 and 100. Use operations on fractions to solve problems involving information presented in line plots. Multiply a fraction by a whole number; limited to fractions with denominations 2, 3, 4, 6, 8, 10, 12, and 100.</td>
</tr>
<tr>
<td>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</td>
<td>Multiply a fraction by a whole number to solve a story problem. Create a tape diagram for a set of measurements in one unit of length. Write equations to demonstrate that whole numbers can be fractioned in multiple ways. Use operations on fractions to solve problems involving information presented in line plots. Multiply a fraction by a whole number; limited to fractions with denominations 2, 3, 4, 6, 8, 10, 12, and 100. Represent a fraction as an equivalent fraction with denominators 2, 3, 4, 6, 8, 10, 12, and 100. Use objects or drawings to solve a story problem that involves addition or subtraction of fractions. Simplify factors in fraction multiplication problems in which numerators and denominators have common factors. Represent a fraction as a sum of fractions with the same denominator: limited to fractions with denominations 2, 3, 4, 6, 8, 10, 12, and 100. Recognize and demonstrate equivalent fractions. Add and subtract fractions with like denominators of 10 and 100.</td>
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<tr>
<td>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</td>
<td>Identify the numerator and denominator of a fraction. Use objects or drawings to solve a story problem that involves addition or subtraction of fractions. Simplify factors in fraction multiplication problems in which numerators and denominators have common factors. Represent a fraction as a sum of fractions with the same denominator: limited to fractions with denominations 2, 3, 4, 6, 8, 10, 12, and 100. Recognize and demonstrate equivalent fractions. Add and subtract fractions with like denominators of 10 and 100.</td>
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<tr>
<td>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</td>
<td>Same as Unit Review</td>
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<tr>
<td>CC.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</td>
<td>Apply mathematical knowledge and skills to realistic and authentic real-world situations. Unit 8: Lesson 15: Extended Problems - Real World Application</td>
</tr>
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<p>| Unit 9: Decimals and Equivalent Fractions |
| --- | --- |
| CC.2.1.4.C.3 Convert decimal notation to fractions, and vice versa, and recognize decimal fractions based on 10 or 100. (e.g., .09/100) | Identify decimal place values through hundredths. Write decimal numbers in expanded form. Compare decimal numbers. Order three or more decimal numbers. Judge the accuracy of a rounded decimal number. Compute the sum or difference of decimal numbers. Recognize the significance of the digits (e.g., tenths, hundredths). Identify the whole number and the decimal fraction in a pattern. Find the missing number in a pattern. | Unit 8: Lesson 1: Decimal Numbers | 0E, Exit Ticket | <a href="http://www.sheldon-cohn.com/online/lesson_101.html">http://www.sheldon-cohn.com/online/lesson_101.html</a> |
| CC.2.1.4.C.3 Convert decimal notation to fractions, and vice versa, and recognize decimal fractions based on 10 or 100. (e.g., .09/100) | Identify numerator and denominator of a fraction. Use objects or drawings to solve a story problem that involves addition or subtraction of fractions. Simplify factors in fraction multiplication problems in which numerators and denominators have common factors. Represent a fraction as a sum of fractions with the same denominator: limited to fractions with denominations 2, 3, 4, 6, 8, 10, 12, and 100. Recognize and demonstrate equivalent fractions. Add and subtract fractions with like denominators of 10 and 100. | Unit 8: Lesson 2 (Optional) Your Choice | 0E, Exit Ticket |
| CC.2.1.4.C.3 Convert decimal notation to fractions, and vice versa, and recognize decimal fractions based on 10 or 100. (e.g., .09/100) | Recognize the - or sign in front of numbers. Identify all types of numbers, including rational and irrational numbers. Explain and apply the associative property of multiplication. Identify decimal place values through thousandths. Write decimals and fractions in expanded and fraction notation and show that the representations are equivalent. | Unit 8: Lesson 3: Decimal and Fraction Equivalents (M) | 0E, Exit Ticket |</p>
<table>
<thead>
<tr>
<th>CC2.1.4.C.3</th>
<th>Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 10/100).</th>
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<tbody>
<tr>
<td>Identify decimal and fractional number equivalents for halves, and fourths. Solve a multiplication problem involving a multiple of a factor and a non-digit factor. Use division to solve a story problem that involves equal groups. Solve a story problem involving two or more operations. Unit 9 - Lesson 4 - Decimal and Fraction Equivalents (B) Lesson Checkpoint: 9E.</td>
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<tr>
<td>CC2.1.4.C.3</td>
<td>Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 10/100).</td>
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<tr>
<td>Explain that a simple fraction and a decimal amount represent the same quantity. Write tenths and hundredths in decimal and fraction notation and show that the representations are equivalent.</td>
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<tr>
<td>Unit 9 - Lesson 5 - Decimal and Fraction Equivalents (C) Lesson Checkpoint: 9E.</td>
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<tr>
<td>CC2.1.4.C.3</td>
<td>Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 10/100).</td>
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<tr>
<td>Relate a decimal number to a fraction on a number line. Explain that a fraction can be used to represent part of a set, the relationship of a part to a whole, and a rational number on the number line.</td>
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<tr>
<td>Unit 9 - Lesson 7 - Relate Decimal Numbers to Fractions Lesson Checkpoint: 9E.</td>
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<td>CC2.1.4.C.3</td>
<td>Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 10/100).</td>
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<tr>
<td>Compare decimal numbers. Unit 9 - Lesson 9 - Compare Decimals 9E, Exit Ticket.</td>
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<td>CC2.1.4.C.3</td>
<td>Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 10/100).</td>
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<td>Identify decimal place values through hundredths. Compare decimal numbers. Unit 9 - Lesson 8 - Compare Decimals Lesson Checkpoint: 9E.</td>
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<td>Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 10/100).</td>
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<td>Write tenths and hundredths in decimal and fraction notation and show that the representations are equivalent. Explain that a simple fraction and a decimal amount represent the same quantity. Identify fraction and decimal number equivalents for halves and fourths. Identify decimal place values through hundredths. Write decimal numbers in expanded form. Compare decimal numbers. Relate a decimal number to a fraction on a number line.</td>
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<tr>
<td>Unit 9 - Lesson 10 (Optional) Your Choice 9E, Exit Ticket.</td>
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<tr>
<td>CC2.1.4.C.3</td>
<td>Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 10/100).</td>
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<tr>
<td>Unit 9 - Lesson 11 - Unit Review 9E, Exit Ticket.</td>
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<tr>
<td>CC2.1.4.C.3</td>
<td>Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 10/100).</td>
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<tr>
<td>Identify and master skills and tasks from earlier in the course that have not yet been mastered. Unit 9 - Lesson 12 (Optional) Your Choice 9E, Exit Ticket.</td>
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<tr>
<td>CC2.1.4.C.3</td>
<td>Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 10/100).</td>
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<td>Some as Unit Review. Unit 9 - Lesson 13 - Unit Checkpoint Unit Checkpoint.</td>
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</table>

## Unit 10 - Mathematical Reasoning

### CC2.2.A.1 Represent and solve problems involving the four operations.

- Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1000. Determine a missing number in an equation on an appli.

- Analyze a story problem by identifying the question, recognizing relevant information, sequencing and prioritizing information, and developing a solution strategy. Unit 10 - Lesson 1 - Analyze Story Problems (A) 9E, Exit Ticket.

### CC2.2.A.1 Represent and solve problems involving the four operations.

- Use multiplication to solve a story problem that involves equal groups. Use division to solve a story problem that involves equal groups. Use an inverse relationship to simplify a computation or check a result. Check the computation of a solution to a story problem. Solve a story problem involving two or more operations. Identify free lost that are parallel or intersecting. Analyze a story problem by identifying the question, recognizing relevant information, sequencing and prioritizing information, and developing a solution strategy. Unit 10 - Lesson 2 - Analyze Story Problems (B) Lesson Checkpoint: 9E. |
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<th>Unit</th>
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<td>Unit 10</td>
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<td>Estimation to Predict a Solution to a Story Problem and Verify the Reasonableness of the Calculated Result</td>
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<td>Lesson 14</td>
<td>Estimate to Predict and Verify (J)</td>
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</tbody>
</table>

**Unit 11 Geometry**

- **CC22.4A1 Represent and solve problems involving the four operations:**
  - Determine when and how to break a multidigit story problem into simpler problems (e.g., knowing that 200, 100, 20, 10, 5, and 1 are related to a whole number, and identifying the factors represented by a part of a whole figure).
  - Analyze a story problem by identifying the question being asked, recognizing relationships, examining and prioritizing information, and developing a solution strategy.

- **CC22.4A1 Represent and solve problems involving the four operations:**
  - Use the relationship between multiplication and division to estimate and check results.
  - Demonstrate automatic recall of multiplication facts with sums through 30 and the inverse relationship between multiplication and division to estimate and check results.
  - Estimate sums and differences using mental computation to adjust the calculated result.

- **CC22.4A1 Represent and solve problems involving the four operations:**
  - Express the solution to a story problem clearly and logically.
  - Express the solution to a story problem clearly and logically.
  - Express the solution to a story problem clearly and logically.

- **CC22.4A1 Represent and solve problems involving the four operations:**
  - Identify features of a pattern.
  - Generate a number or shape pattern that follows a given rule.

- **CC22.4A1 Represent and solve problems involving the four operations:**
  - Identify and express patterns, trends, and relationships in the terms that have not yet been identified.

- **CC22.4A1 Represent and solve problems involving the four operations:**
  - Use estimation to predict a solution to a story problem and verify the reasonableness of the calculated result.
  - Use estimation to predict a solution to a story problem and verify the reasonableness of the calculated result.

- **CC22.4A1 Represent and solve problems involving the four operations:**
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  - Use estimation to predict a solution to a story problem and verify the reasonableness of the calculated result.
| CC.2.3.4.A1 | Define and sketch different types of triangles and identify their attributes. | Demonstrate an understanding of multiplication and division to compute and check results. Demonstrate automatic recall of multiplication facts with fluency through 20. Demonstrate automatic recall of addition facts with fluency through 20. Demonstrate automatic recall of subtraction facts with fluency through 20. Identify attributes of triangles, equilateral, and right triangles. | Unit 11 - Lesson 3 Define and Sketch Triangles | Lesson Checkpoint, 08. |
| CC.2.3.4.A1 | Define and sketch different types of triangles and identify their attributes. | Demonstrate an understanding of multiplication and division to compute and check results. Demonstrate automatic recall of multiplication facts with fluency through 20. Demonstrate automatic recall of addition facts with fluency through 20. Demonstrate automatic recall of subtraction facts with fluency through 20. Identify attributes of triangles, equilateral, and right triangles. | Unit 11 - Lesson 3 Define and Sketch Triangles | Lesson Checkpoint, 08. |
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<p>| CC.2.3.4.A1 | Use a mathematical expression to represent a relationship between quantities. Use an equation to represent a relationship between quantities. Determine a missing number on an equation or on an inequality. Use symbols to stand for variables in simple expressions or equations. | Unit 12 - Lesson 1 Expressions and Equations | Lesson Checkpoint, 08. |
| CC.2.3.4.A1 | Use a mathematical expression to represent a relationship between quantities. Use an equation to represent a relationship between quantities. Determine a missing number on an equation or on an inequality. Use symbols to stand for variables in simple expressions or equations. | Unit 12 - Lesson 1 Expressions and Equations | Lesson Checkpoint, 08. |
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| CC.2.3.4.A1 | Use a mathematical expression to represent a relationship between quantities. Use an equation to represent a relationship between quantities. Determine a missing number on an equation or on an inequality. Use symbols to stand for variables in simple expressions or equations. | Unit 12 - Lesson 1 Expressions and Equations | Lesson Checkpoint, 08. |
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| CC.2.3.4.A1 | Use a mathematical expression to represent a relationship between quantities. Use an equation to represent a relationship between quantities. Determine a missing number on an equation or on an inequality. Use symbols to stand for variables in simple expressions or equations. | Unit 12 - Lesson 1 Expressions and Equations | Lesson Checkpoint, 08. |</p>
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<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Unit</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>CC2.2.A1</td>
<td>Represent and solve problems involving the four operations.</td>
<td>Unit 12: Lesson 10 Two-Variable Equations (A)</td>
<td>00, Exit Ticket</td>
</tr>
<tr>
<td>CC2.2.A1</td>
<td>Represent and solve problems involving the four operations.</td>
<td>Unit 12: Lesson 7 Two-Variable Equations (B)</td>
<td>Lesson Checkpoint, 05L</td>
</tr>
<tr>
<td>CC2.2.A1</td>
<td>Represent and solve problems involving the four operations.</td>
<td>Unit 13: Lesson 9 Line Segments in the Coordinate Plane</td>
<td>Lesson Checkpoint, 00L</td>
</tr>
<tr>
<td>CC2.2.A1</td>
<td>Represent and solve problems involving the four operations.</td>
<td>Unit 13: Lesson 10 Linear Relationships (A)</td>
<td>00L, Exit Ticket</td>
</tr>
<tr>
<td>CC2.2.A1</td>
<td>Represent and solve problems involving the four operations.</td>
<td>Unit 13: Lesson 11 Linear Relationships (B)</td>
<td>Lesson Checkpoint, 00L</td>
</tr>
<tr>
<td>CC2.2.A1</td>
<td>Represent and solve problems involving the four operations.</td>
<td>Unit 13: Lesson 12 Plane Figures</td>
<td>Lesson Checkpoint, 00L</td>
</tr>
<tr>
<td>CC2.2.A1</td>
<td>Represent and solve problems involving the four operations.</td>
<td>Unit 12: Lesson 13 Unit Review</td>
<td>00L, Exit Ticket</td>
</tr>
<tr>
<td>CC2.2.A1</td>
<td>Represent and solve problems involving the four operations.</td>
<td>Unit 15: Lesson 15 Unit Checkpoint</td>
<td>Unit Checkpoint</td>
</tr>
<tr>
<td>CC2.2.A1</td>
<td>Represent and solve problems involving the four operations.</td>
<td>Unit 12: Lesson 16 Extended Problems Real-World Application</td>
<td>Challenged Assignment</td>
</tr>
<tr>
<td>CC2.4.A1</td>
<td>Translate information from one type of data display to another.</td>
<td>Unit 13: Chapter 1 Review</td>
<td>00L, Exit Ticket</td>
</tr>
<tr>
<td>CC2.4.A1</td>
<td>Translate information from one type of data display to another.</td>
<td>Unit 13: Lesson 1 Perimeter of Polygons</td>
<td>Lesson Checkpoint, 00L</td>
</tr>
<tr>
<td>CC2.4.A1</td>
<td>Translate information from one type of data display to another.</td>
<td>Unit 13: Lesson 2 Formulas for Perimeter (A)</td>
<td>00L, Exit Ticket</td>
</tr>
<tr>
<td>CC2.4.A1</td>
<td>Translate information from one type of data display to another.</td>
<td>A formula to find the perimeter of a rectangle or a square.</td>
<td>Unit 13 - Lesson 3, Formula for Perimeter (B)</td>
</tr>
<tr>
<td>CC2.4.A2</td>
<td>Translate information from one type of data display to another.</td>
<td>Formulate and demonstrate understanding of the area or perimeter of any plane figure.</td>
<td>Unit 13 - Lesson 4, Understand Area</td>
</tr>
<tr>
<td>CC2.4.A3</td>
<td>Translate information from one type of data display to another.</td>
<td>Find the area of a rectangular shape and use the appropriate unit.</td>
<td>Unit 13 - Lesson 5, Area of Rectangular Shapes</td>
</tr>
<tr>
<td>CC2.4.A4</td>
<td>Translate information from one type of data display to another.</td>
<td>Solve a measurement conversion problem by using real-world data.</td>
<td>Unit 15 - Lesson 6, Formulas for Area (A)</td>
</tr>
<tr>
<td>CC2.4.A5</td>
<td>Translate information from one type of data display to another.</td>
<td>Use the identity relationship of multiplication and division to calculate and verify the results.</td>
<td>Unit 15 - Lesson 7, Formulas for Area (B)</td>
</tr>
<tr>
<td>CC2.4.A6</td>
<td>Translate information from one type of data display to another.</td>
<td>Solve a story problem that requires finding the area of a rectangular shape.</td>
<td>Unit 15 - Lesson 8, Area Story Problems (A)</td>
</tr>
<tr>
<td>CC2.4.A7</td>
<td>Translate information from one type of data display to another.</td>
<td>Determine a missing number in an equation or inequality.</td>
<td>Unit 15 - Lesson 8, Area Story Problems (B)</td>
</tr>
<tr>
<td>CC2.4.A8</td>
<td>Translate information from one type of data display to another.</td>
<td>Use a formula to find the perimeter of a rectangle or a square.</td>
<td>Unit 13 - Lesson 10, Compare Area and Perimeter</td>
</tr>
<tr>
<td>CC2.4.A9</td>
<td>Translate information from one type of data display to another.</td>
<td>Identify and master skills and tasks from earlier in the course that have not yet been mastered.</td>
<td>Unit 13 - Lesson 11, (Optional) Your Choice</td>
</tr>
<tr>
<td>CC2.4.A10</td>
<td>Translate information from one type of data display to another.</td>
<td>Analyze a story problem by identifying the question, recognizing relevant information, sequencing, and prioritizing information, and developing a solution strategy.</td>
<td>Unit 15 - Lesson 12, Core Focus</td>
</tr>
<tr>
<td>CC2.4.A11</td>
<td>Translate information from one type of data display to another.</td>
<td>Write, add, subtract, and multiply decimals in context and perform operations that demonstrate the representations are equivalent.</td>
<td>Unit 13 - Lesson 13, Unit Review</td>
</tr>
<tr>
<td>CC2.4.A12</td>
<td>Translate information from one type of data display to another.</td>
<td>Demonstrate understanding that rectangles that have the same area can have different perimeters and vice versa.</td>
<td>Unit 15 - Lesson 14, Optional Task</td>
</tr>
<tr>
<td>CC2.4.A13</td>
<td>Translate information from one type of data display to another.</td>
<td>Demonstrate understanding that rectangles that have the same perimeter can have different areas and vice versa.</td>
<td>Unit 15 - Lesson 15, Unit Checkpoint</td>
</tr>
<tr>
<td>CG3.1.4.A.1A</td>
<td>Translate information from one type of data display to another.</td>
<td>Analyze complex problems using mathematical knowledge and skills.</td>
<td>Unit 15: Lesson 1: Extended Problems / Reasoning</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td>U11 Heights U3-13</td>
<td>All Heights U3-15</td>
<td>U11 Heights U3-13</td>
<td>U11 Lesson 1: Extended Problem</td>
</tr>
<tr>
<td>U11 Heights U3-13</td>
<td>All Heights U3-15</td>
<td>U11 Heights U3-13</td>
<td>U11 Lesson 2: Extended Problem</td>
</tr>
<tr>
<td>U11 Heights U3-13</td>
<td>All Heights U3-15</td>
<td>U11 Heights U3-13</td>
<td>U11 Lesson 4: Semester Assessment</td>
</tr>
</tbody>
</table>

Unit 14: Semester Review and Assessment

U14 Lesson 1: Semester Review

U14 Lesson 2: Semester Review
### Course Mapping

#### (School and Course name here)

<table>
<thead>
<tr>
<th>Element # and Grid Location</th>
<th>Overview and Description</th>
<th>Unit and Lessons</th>
<th>CSE Ideas</th>
<th>Resources/Websites</th>
<th>Student and Feedback</th>
<th>Key Vocabulary</th>
<th>Learning Action Plan</th>
<th>U2 Content</th>
<th>Discussions</th>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
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<tr>
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<tr>
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</tbody>
</table>

#### Notes

- Elements 1.1.1, 1.2.1, and 1.3.1 focus on the structure and methodology for mapping a course, including overview, unit and lesson planning, CSE ideas, resources, student feedback, key vocabulary, learning action plans, U2 content, discussions, formative assessments, and summative assessments.

- Each element includes specific guidance and strategies for effective course mapping, ensuring alignment with educational goals and standards.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate Change</td>
<td>Students learn about climate change and its impact on ecosystems and human health.</td>
<td>- How has climate change affected local ecosystems?</td>
<td>- Climate change has affected local ecosystems by altering temperature and precipitation patterns.</td>
</tr>
<tr>
<td>Ecology</td>
<td>Students study the interactions between organisms and their environment.</td>
<td>- What are the main components of an ecosystem?</td>
<td>- The main components of an ecosystem include producers, consumers, and decomposers.</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Students explore the relationship between human activities and the environment.</td>
<td>- How does human activity affect the environment?</td>
<td>- Human activity can lead to pollution, habitat destruction, and climate change.</td>
</tr>
<tr>
<td>Ethics</td>
<td>Students examine ethical issues related to environmental conservation.</td>
<td>- What is the ethical responsibility of individuals to protect the environment?</td>
<td>- Individuals have a moral obligation to protect the environment for future generations.</td>
</tr>
<tr>
<td>Geology</td>
<td>Students learn about the history and structure of the Earth.</td>
<td>- What is the process of plate tectonics?</td>
<td>- Plate tectonics involves the movement of tectonic plates on the Earth's surface.</td>
</tr>
<tr>
<td>History</td>
<td>Students study the impact of human history on the environment.</td>
<td>- How has human history influenced environmental changes?</td>
<td>- Human history has led to deforestation, overfishing, and pollution.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students use mathematical models to understand environmental phenomena.</td>
<td>- What is the mathematical model for calculating carbon footprint?</td>
<td>- The mathematical model for calculating carbon footprint involves estimating emissions and offsets.</td>
</tr>
<tr>
<td>Physics</td>
<td>Students study the physical principles that govern the environment.</td>
<td>- How does the greenhouse effect work?</td>
<td>- The greenhouse effect occurs when greenhouse gases trap heat in the Earth's atmosphere.</td>
</tr>
<tr>
<td>Sociology</td>
<td>Students examine the social impact of environmental changes.</td>
<td>- How does globalization affect the environment?</td>
<td>- Globalization can lead to increased pollution and resource depletion.</td>
</tr>
</tbody>
</table>

Note: This table is a simplified representation of the topics and questions discussed in the document image.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Participants</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/30/21</td>
<td>Welcome meeting - Introduce the team, roles, and objectives</td>
<td>Team</td>
<td>Welcome and introductions completed.</td>
</tr>
<tr>
<td>11/05/21</td>
<td>First progress report - Review completed tasks and discuss next steps</td>
<td>Team</td>
<td>Evaluated progress and set goals.</td>
</tr>
<tr>
<td>11/12/21</td>
<td>Mid-quarter review - Evaluate team performance and identify areas for improvement</td>
<td>Team</td>
<td>Conducted self-assessment and feedback.</td>
</tr>
<tr>
<td>11/26/21</td>
<td>Holiday shutdown - Two weeks off for holiday</td>
<td>Team</td>
<td>Reminders for safe travel.</td>
</tr>
<tr>
<td>12/13/21</td>
<td>Year-end meeting - Review achievements and plan for the next year</td>
<td>Team</td>
<td>Celebrated successes and set new goals.</td>
</tr>
<tr>
<td>01/03/22</td>
<td>New year orientation - Welcome back from holiday</td>
<td>Team</td>
<td>打了欢迎会。</td>
</tr>
<tr>
<td>01/10/22</td>
<td>Q1 planning meeting - Establish goals and objectives</td>
<td>Team</td>
<td>Established Q1 goals and timelines.</td>
</tr>
<tr>
<td>02/07/22</td>
<td>Mid-quarter review - Evaluate progress and adjust plans</td>
<td>Team</td>
<td>Conducted self-assessment and feedback.</td>
</tr>
<tr>
<td>03/14/22</td>
<td>Q2 planning meeting - Review achievements and plan for the next quarter</td>
<td>Team</td>
<td>Reviewed Q1 outcomes and set Q2 goals.</td>
</tr>
<tr>
<td>04/21/22</td>
<td>Mid-quarter review - Evaluate progress and adjust plans</td>
<td>Team</td>
<td>Conducted self-assessment and feedback.</td>
</tr>
<tr>
<td>05/19/22</td>
<td>Q3 planning meeting - Review achievements and plan for the next quarter</td>
<td>Team</td>
<td>Reviewed Q2 outcomes and set Q3 goals.</td>
</tr>
</tbody>
</table>

*Note: Dates are placeholders for illustrative purposes.*
<table>
<thead>
<tr>
<th>Standard &amp; Brief Description</th>
<th>Objective/Essential Understanding</th>
<th>Unit &amp; Lessons</th>
<th>Assessments</th>
<th>Additional Resources (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CC.2.1.5.8.1</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Round Whole Numbers in Story Problems; Estimate and Find Sums and Differences; Estimate and Distribute Whole Numbers; Multiply Whole Numbers and Whole Numbers; Place-Value Table Essential Understandings (parts A to B): Core Concepts</td>
<td>Lesson 1 Round Whole Numbers in Story Problems</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.2</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Demonstrate automatic recall of multiplication facts with numbers through 12; use the common relationship of multiplication and division to develop and check results; demonstrate automatic recall of addition facts with sums through 12; explain and apply standard step-by-step algorithms for addition; explain use of standard step-by-step approaches for subtraction; estimate sums and differences using number line</td>
<td>Lesson 2 Estimate and Find Sums and Differences</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.3</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Estimate or calculate a sum or a difference in a whole-number story problem; estimate or calculate a sum or a difference in a whole-number problem; use estimation to predict a solution to a story problem and to verify the reasonableness of the calculated result</td>
<td>Lesson 3 Estimate Sums and Differences</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.4</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Fluently multiply whole-number numbers using the standard algorithm: estimate, explain, apply standard two-number approaches for multiplication</td>
<td>Lesson 4 Multiply Whole Numbers</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.5</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Solve with proficiency for products of up to a four-digit dividend by a 1-digit divisor using the standard algorithm: demonstrate, in a written number, a missing 100's place; solve with proficiency for products of up to a four-digit dividend by a 2-digit divisor using strategies, estimate and apply standard step-by-step approaches for division; estimate sums and differences using number line</td>
<td>Lesson 5 Divide Whole Numbers</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.6</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Fluently multiply whole-number numbers using the standard algorithm: estimate, explain, apply standard two-number approaches for multiplication</td>
<td>Lesson 6 Place Value Patterns</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.7</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Recognize that in a numerical expression, a digit in one place represents 10 times as much as it represents in the place to its right; recognize if one or a difference in a whole-number story problem</td>
<td>Lesson 7 Core Focus</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.8</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Identify and recall skills and facts from earlier in the course that have not yet been mastered</td>
<td>Lesson 8 Core Focus</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.9</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Solve a problem that models a problem; identify a strategy and whole-number numbers using the standard algorithm: estimate, explain, apply standard two-number approaches for multiplication</td>
<td>Lesson 9 Unit Review</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.10</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Demonstrate automatic recall of multiplication facts with numbers through 12; use the common relationship of multiplication and division to develop and check results; demonstrate automatic recall of addition facts with sums through 12; explain and apply standard step-by-step algorithms for addition; explain use of standard step-by-step approaches for subtraction; estimate sums and differences using number line</td>
<td>Lesson 10 Core Focus</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.11</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Demonstrate automatic recall of multiplication facts with numbers through 12; use the common relationship of multiplication and division to develop and check results; demonstrate automatic recall of addition facts with sums through 12; explain and apply standard step-by-step algorithms for addition; explain use of standard step-by-step approaches for subtraction; estimate sums and differences using number line</td>
<td>Lesson 11 Core Focus</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.12</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Fluently multiply whole-number numbers using the standard algorithm: estimate, explain, apply standard two-number approaches for multiplication</td>
<td>Lesson 12 Core Focus</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.13</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Demonstrate automatic recall of multiplication facts with numbers through 12; use the common relationship of multiplication and division to develop and check results; demonstrate automatic recall of addition facts with sums through 12; explain and apply standard step-by-step algorithms for addition; explain use of standard step-by-step approaches for subtraction; estimate sums and differences using number line</td>
<td>Lesson 13 Core Focus</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.14</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Identify and recall skills and facts from earlier in the course that have not yet been mastered</td>
<td>Lesson 14 (Optional) Your Choice</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td><strong>CC.2.1.5.8.15</strong> Apply place-value concepts to show an understanding of operations and number as they pertain to whole numbers and decimals.</td>
<td>Solve a problem that models a problem; identify a strategy and whole-number numbers using the standard algorithm: estimate, explain, apply standard two-number approaches for multiplication</td>
<td>Lesson 15 Unit Checkpoint</td>
<td>Lesson Checkpoint</td>
<td><a href="http://www.mathplusyellow.com/">http://www.mathplusyellow.com/</a></td>
</tr>
<tr>
<td>CC2.3.5A2</td>
<td>Identify two-dimensional figures into categories based on an understanding of their properties.</td>
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<tr>
<td><strong>Lesson 4</strong></td>
<td>Identify and classify triangles.</td>
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<tr>
<td><strong>Lesson 5</strong></td>
<td>Identify and classify quadrilaterals.</td>
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<tr>
<td><strong>Lesson 6</strong></td>
<td>Construct triangles and quadrilaterals.</td>
<td></td>
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<tr>
<td><strong>Lesson 7</strong></td>
<td>Identify and classify quadrilaterals (C).</td>
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<tr>
<td><strong>Lesson 8</strong></td>
<td>Identify and classify quadrilaterals (B).</td>
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<tr>
<td><strong>Lesson 9</strong></td>
<td>Construct triangles and quadrilaterals.</td>
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<tr>
<td><strong>Lesson 10</strong></td>
<td>Angles and triangles (B).</td>
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<tr>
<td><strong>Lesson 11</strong></td>
<td>Angles in a quadrilateral (A).</td>
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<tr>
<td><strong>Lesson 12</strong></td>
<td>Angles in a quadrilateral (B).</td>
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<tr>
<td><strong>Lesson 13</strong></td>
<td>Core Ideas.</td>
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</tr>
</tbody>
</table>

**Identify, measure, and draw angles with appropriate math tools.** Identify or draw a two-dimensional view of a three-dimensional object. Identify and draw perpendicular or parallel lines with appropriate math tools. Precise, accurate, and perform transformations on two-dimensional shapes. Construct rectangles or triangles with appropriate math tools. Identify the sum of the interior angles of any triangle is 180° and solve related problems. Classify Triangles. Identify the sum of the interior angles of any triangle is 180° and solve related problems. Classify Triangles. Identify the sum of the interior angles of any triangle is 180° and solve related problems.

**Lesson 2** | Angles (B). |

**Lesson 3** | Perpendicular and Parallel Lines. |

**Lesson Checkpoint** |  |

**Lesson Assignment** |  |

**Use 2: Geometry** |  |

**Lesson 10** | Extended Problems: Reasoning. |

**Lesson 11** | Core Ideas. |

**Lesson 12** | Core Ideas. |

**Lesson 13** | Core Ideas. |
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<tr>
<th>Objective</th>
<th>Description</th>
<th>Lesson 14</th>
<th>Lesson 15</th>
<th>Lesson 16</th>
<th>Lesson 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0.1.6.2</td>
<td>Identify and master skills and tasks from earlier in the course that have not yet been mastered</td>
<td></td>
<td></td>
<td>(Optional) Your Choice</td>
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</tr>
<tr>
<td>0.0.1.6.2</td>
<td></td>
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<td>Unit Checkpoint</td>
<td>Unit Checkpoint</td>
</tr>
<tr>
<td>0.0.1.6.2</td>
<td>Apply mathematical knowledge and skills to evaluate and analyze real-world situations</td>
<td></td>
<td></td>
<td>Extended Problems</td>
<td>Real-World Application</td>
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<tr>
<td><strong>Unit 5: Fractions, Multiplication &amp; Division</strong></td>
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<tr>
<td>0.0.1.6.2</td>
<td>Apply and extend previous understandings of multiplication and division to multiply and divide fractions</td>
<td>Recognize and describe equivalent fractions.</td>
<td>Lesson 1 Fraction Multiplication</td>
<td>Lesson Checkpoint</td>
<td></td>
</tr>
<tr>
<td>0.0.1.6.2</td>
<td></td>
<td>Generate a missing number in an equation or an inequality. Demonstrate automatic recall of multiplication facts. Use models and equations to multiply a whole number or a fraction by a fraction.</td>
<td>Lesson 2 Fraction Multiplication</td>
<td>Lesson Checkpoint</td>
<td></td>
</tr>
<tr>
<td>0.0.1.6.2</td>
<td>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</td>
<td>Recognize and describe equivalent fractions.</td>
<td>Lesson 3 Fraction Multiplication</td>
<td>Lesson Checkpoint</td>
<td></td>
</tr>
<tr>
<td>0.0.1.6.2</td>
<td>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</td>
<td>Use models and equations to multiply a whole number or a fraction by a fraction.</td>
<td>Lesson 4 Fraction Multiplication</td>
<td>Lesson Checkpoint</td>
<td></td>
</tr>
<tr>
<td>0.0.1.6.2</td>
<td>Introduce multiplication as scaling.</td>
<td>Compute the size of a product by the size of one factor on the basis of the size of the other factor, without multiplying.</td>
<td>Lesson 5 Multiplication as Scaling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.0.1.6.2</td>
<td>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</td>
<td>Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.</td>
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<tr>
<td>0.0.1.6.2</td>
<td>Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.</td>
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</tr>
<tr>
<td>0.0.1.6.2</td>
<td>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</td>
<td>Explain and give examples of different interpretations of fractions.</td>
<td>Lesson 6 Fractions as Division Problems</td>
<td>Lesson Checkpoint</td>
<td></td>
</tr>
<tr>
<td>0.0.1.6.2</td>
<td>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</td>
<td>Multiply a fraction by a whole number to solve a story problem.</td>
<td>Lesson 7 Fraction Division</td>
<td>Lesson Checkpoint</td>
<td></td>
</tr>
<tr>
<td>0.0.1.6.2</td>
<td>Use the inverse relationship of multiplication and division to compute and check results.</td>
<td>Divide whole numbers by unit fractions and unit fractions by whole numbers.</td>
<td>Lesson 8 Fraction Division</td>
<td>Lesson Checkpoint</td>
<td></td>
</tr>
<tr>
<td>0.0.1.6.2</td>
<td>Represent division of a unit fraction by a whole number as the reciprocal of the division of a whole number by a unit fraction.</td>
<td>Represent division of a unit fraction by a whole number and unit fractions by unit fractions.</td>
<td>Lesson 9 Fraction Division</td>
<td>Lesson Checkpoint</td>
<td></td>
</tr>
<tr>
<td>0.0.1.6.2</td>
<td>Solve real-world problems involving multiplication of fractions and mixed numbers.</td>
<td>Divide whole numbers by unit fractions and unit fractions by whole numbers.</td>
<td>Lesson 10 Prime Factorization</td>
<td>Lesson Checkpoint</td>
<td></td>
</tr>
<tr>
<td>0.0.1.6.2</td>
<td>Use models and equations to multiply a whole number or a fraction by a fraction.</td>
<td></td>
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</tbody>
</table>

Lesson 14: Unit Review
Lesson 15: Optional Your Choice
Lesson 16: Unit Checkpoint
Lesson 17: Extended Problems
Real-World Application
Sketched Assignment
Lesson 1 Fraction Multiplication
Lesson 2 Fraction Multiplication
Lesson 3 Fraction Multiplication
Lesson 4 Fraction Multiplication
Lesson 5 Multiplication as Scaling
Lesson 6 Fractions as Division Problems
Lesson 7 Fraction Division
Lesson 8 Fraction Division
Lesson 9 Fraction Division
Lesson 10 Prime Factorization
<table>
<thead>
<tr>
<th>Unit 0: Problems Involving Fractions</th>
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</thead>
<tbody>
<tr>
<td><strong>Lesson 11: Unit Review</strong></td>
</tr>
<tr>
<td>Identify skills and tasks from earlier in the course that have not yet been mastered.</td>
</tr>
<tr>
<td><strong>Lesson 12: Optional Your Choice</strong></td>
</tr>
<tr>
<td>Analyze complex problems using mathematical understanding and skills.</td>
</tr>
<tr>
<td><strong>Lesson 13: Unit Checkpoint</strong></td>
</tr>
<tr>
<td>Identify and master skills and tasks from earlier in the course that have not yet been mastered.</td>
</tr>
<tr>
<td><strong>Lesson 14: Extended Problems Reasoning</strong></td>
</tr>
<tr>
<td><strong>Graded Assignment</strong></td>
</tr>
</tbody>
</table>

| CC.2.15.5.C | Use the understanding of equivalency to add and subtract fractions. |
|-------------|
| Solve a problem involving addition or subtraction of fractions. |
| **Lesson 3: Add and Subtract Fractions (A)** |
| **Lesson Checkpoint** |

| CC.2.15.5.C | Use the understanding of equivalency to add and subtract fractions. |
|-------------|
| Solve a problem involving addition or subtraction of fractions. |
| **Lesson 4: Add and Subtract Fractions (B)** |

| CC.2.15.5.C | Use the understanding of equivalency to add and subtract fractions. |
|-------------|
| Solve a problem involving addition or subtraction of fractions. |
| **Lesson 5: Add and Subtract Fractions (C)** |
| **Lesson Development** |

| CC.2.15.5.C | Use the understanding of equivalency to add and subtract fractions. |
|-------------|
| Solve a problem involving addition or subtraction of fractions. |
| **Lesson 6: Add and Subtract Fractions (D)** |

| CC.2.15.5.C | Use the understanding of equivalency to add and subtract fractions. |
|-------------|
| Solve a problem involving addition or subtraction of fractions. |
| **Lesson 7: Core Focus** |
| **Lesson Checkpoint** |

| CC.2.15.5.C | Use the understanding of equivalency to add and subtract fractions. |
|-------------|
| Solve a problem involving addition or subtraction of fractions. |
| **Lesson 8: Core Focus** |
| **Lesson Checkpoint** |

| Identify and master skills and tasks from earlier in the course that have not yet been mastered. |
| **Lesson 9: (Optional) Your choice** |

| CC.2.15.5.C | Use the understanding of equivalency to add and subtract fractions. |
|-------------|
| Solve a problem involving addition or subtraction of fractions. |
| **Lesson 10: Unit Checkpoint** |

| CC.2.15.5.C | Use the understanding of equivalency to add and subtract fractions. |
|-------------|
| Solve a problem involving addition or subtraction of fractions. |
| **Lesson 11: Extended Problems: Real-World Application** |
| **Unit 5: Decimal: Addition and Subtraction** |

<p>| Identify and master skills and tasks from earlier in the course that have not yet been mastered. |
| <strong>Lesson 12: Optional Your Choice</strong> |
| Analyze complex problems using mathematical understanding and skills. |
| <strong>Lesson 13: Unit Checkpoint</strong> |
| Identify and master skills and tasks from earlier in the course that have not yet been mastered. |
| <strong>Lesson 14: Extended Problems Reasoning</strong> |
| <strong>Graded Assignment</strong> |</p>
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Lessons</th>
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</thead>
</table>
| CC2.1.6.B.1 **Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.** | **Lesson 1:** Compare Decimals  
**Lesson 2:** Compare and Expand Decimals  
**Lesson 3:** Order Decimal Numbers  
**Lesson 4:** Round Decimals Through Hundredths  
**Lesson 5:** (Optional) Your Choice  
**Lesson 6:** Decimal Addition  
**Lesson 7:** Decimal Subtraction  
**Lesson 8:** Solve Story Problems with Decimals  
**Lesson 9:** Estimate Decimal Sums and Differences  
**Lesson 10:** Case Files |
| CC2.1.6.B.2 **Identify decimal place values through thousandths.** | **Lesson 1:** Compare Decimals  
**Lesson 2:** Compare and Expand Decimals  
**Lesson 3:** Order Decimal Numbers  
**Lesson 4:** Round Decimals Through Hundredths  
**Lesson 5:** (Optional) Your Choice  
**Lesson 6:** Decimal Addition  
**Lesson 7:** Decimal Subtraction  
**Lesson 8:** Solve Story Problems with Decimals  
**Lesson 9:** Estimate Decimal Sums and Differences  
**Lesson 10:** Case Files |
| CC2.1.6.B.3 **Identify a decimal number, a digit in one place represents 10 times as much as a digit in the place to the right (or 1/10 of what it represents in the place to the left).** | **Lesson 1:** Compare Decimals  
**Lesson 2:** Compare and Expand Decimals  
**Lesson 3:** Order Decimal Numbers  
**Lesson 4:** Round Decimals Through Hundredths  
**Lesson 5:** (Optional) Your Choice  
**Lesson 6:** Decimal Addition  
**Lesson 7:** Decimal Subtraction  
**Lesson 8:** Solve Story Problems with Decimals  
**Lesson 9:** Estimate Decimal Sums and Differences  
**Lesson 10:** Case Files |
| CC2.1.6.B.4 **Identify a decimal number, a digit in one place represents 10 times as much as a digit in the place to the right (or 1/10 of what it represents in the place to the left).** | **Lesson 1:** Compare Decimals  
**Lesson 2:** Compare and Expand Decimals  
**Lesson 3:** Order Decimal Numbers  
**Lesson 4:** Round Decimals Through Hundredths  
**Lesson 5:** (Optional) Your Choice  
**Lesson 6:** Decimal Addition  
**Lesson 7:** Decimal Subtraction  
**Lesson 8:** Solve Story Problems with Decimals  
**Lesson 9:** Estimate Decimal Sums and Differences  
**Lesson 10:** Case Files |
| CC2.1.6.B.5 **Identify a decimal number, a digit in one place represents 10 times as much as a digit in the place to the right (or 1/10 of what it represents in the place to the left).** | **Lesson 1:** Compare Decimals  
**Lesson 2:** Compare and Expand Decimals  
**Lesson 3:** Order Decimal Numbers  
**Lesson 4:** Round Decimals Through Hundredths  
**Lesson 5:** (Optional) Your Choice  
**Lesson 6:** Decimal Addition  
**Lesson 7:** Decimal Subtraction  
**Lesson 8:** Solve Story Problems with Decimals  
**Lesson 9:** Estimate Decimal Sums and Differences  
**Lesson 10:** Case Files |
| CC2.1.6.B.6 **Identify a decimal number, a digit in one place represents 10 times as much as a digit in the place to the right (or 1/10 of what it represents in the place to the left).** | **Lesson 1:** Compare Decimals  
**Lesson 2:** Compare and Expand Decimals  
**Lesson 3:** Order Decimal Numbers  
**Lesson 4:** Round Decimals Through Hundredths  
**Lesson 5:** (Optional) Your Choice  
**Lesson 6:** Decimal Addition  
**Lesson 7:** Decimal Subtraction  
**Lesson 8:** Solve Story Problems with Decimals  
**Lesson 9:** Estimate Decimal Sums and Differences  
**Lesson 10:** Case Files |
| CC2.1.6.B.7 **Identify a decimal number, a digit in one place represents 10 times as much as a digit in the place to the right (or 1/10 of what it represents in the place to the left).** | **Lesson 1:** Compare Decimals  
**Lesson 2:** Compare and Expand Decimals  
**Lesson 3:** Order Decimal Numbers  
**Lesson 4:** Round Decimals Through Hundredths  
**Lesson 5:** (Optional) Your Choice  
**Lesson 6:** Decimal Addition  
**Lesson 7:** Decimal Subtraction  
**Lesson 8:** Solve Story Problems with Decimals  
**Lesson 9:** Estimate Decimal Sums and Differences  
**Lesson 10:** Case Files |
| CC2.1.6.B.8 **Identify a decimal number, a digit in one place represents 10 times as much as a digit in the place to the right (or 1/10 of what it represents in the place to the left).** | **Lesson 1:** Compare Decimals  
**Lesson 2:** Compare and Expand Decimals  
**Lesson 3:** Order Decimal Numbers  
**Lesson 4:** Round Decimals Through Hundredths  
**Lesson 5:** (Optional) Your Choice  
**Lesson 6:** Decimal Addition  
**Lesson 7:** Decimal Subtraction  
**Lesson 8:** Solve Story Problems with Decimals  
**Lesson 9:** Estimate Decimal Sums and Differences  
**Lesson 10:** Case Files |
| CC.2.1.5.B.1 | Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals. |
| CC.2.1.5.B.2 | Estimate a product or quotient in a whole-number problem. |
| CC.2.1.5.B.3 | Estimate a product or quotient in a whole-number problem. |
| CC.2.1.5.B.4 | Solve a story problem involving operations with whole numbers and decimals. |
| CC.2.1.5.B.5 | Solve a story problem involving operations with whole numbers and decimals. |
| CC.2.1.5.B.6 | Solve a story problem involving operations with whole numbers and decimals. |
| CC.2.1.5.B.7 | Solve a story problem involving operations with whole numbers and decimals. |
| CC.2.1.5.B.8 | Solve a story problem involving operations with whole numbers and decimals. |
| CC.2.1.5.B.9 | Solve a story problem involving operations with whole numbers and decimals. |

**Lesson 4: Decimals, Multiplication and Division**

### Lessons 15, Unit Review

- Multiply and Divisible by Powers of 10

### Lessons 16, Unit Checkpoint

- Expand and Compare Decimal Numbers

### Lessons 17, Unit Checkpoint

- Round to Estimate Decimal Products and Quotients

### Lessons 18, Unit Checkpoint

- Multiply and Divide Decimals

### Lessons 19, Unit Checkpoint

- Determine a product or quotient in a whole-number problem.
| Read, write, compare, and order decimals to thousandths. |
| Represent division of a unit fraction by a whole number using a visual model, including area models. |
| Know how to define and sketch different quadrilaterals. |

| 4th Grade Checkpoint 2 |
| 5th Grade Checkpoint 2 |

| What A: Algebra |
| Demonstrate automatic recall of multiplication facts with numbers through 12. |
| Demonstrate automatic recall of division facts with numbers through 12. |
| Use the inverse relationship of multiplication and division to compute and check results. |
| Demonstrate automatic recall of addition facts with numbers through 12. |
| Use a letter to represent an unknown value in an expression or an equation. |
| Use symbols to stand for variables in simple expressions or equations. |

| 1. Understand Variables in Algebra (A) |
| 2. Understand Variables in Algebra (B) |
| 3. (Optional) Your Choice |
| 4. Evaluate Numerical Expressions |
| 5. Create and Interpret Numerical Expressions |
| 6. One Variable in Algebraic Expressions |
| 7. (Optional) Your Choice |
| 8. Expression and Equation Problems (A) |
| 9. Expression and Equation Problems (B) |
| 10. Expression and Equation Problems (C) |
| 11. Core Focus |

| OC.2.2.3.A.1 Interpret and evaluate numerical expressions using order of operations |
| Evaluate a simple algebraic expression in one variable by using substitution. |
| Use parentheses and the order of operations to write an expression. |
| Identify and master skills and tasks from earlier in the course that have not yet been mastered. |
| Evaluate a simple algebraic expression in one variable by using substitution. |
| Identify or use an expression or an equation to answer questions about a problem. |
| Solve a division problem that has a multidigit dividend and a two-digit divisor and no remainder. |
| Identify or use an expression or an equation to answer questions about a problem. |
| Solve for a variable in a two-variable equation when the value of the other variable is given. |
| Use a letter to represent an unknown value in an expression or an equation. |
| Identify or use an expression or an equation to solve operations about a problem. |

| 12. Expression and Equation Problems (D) |
| 13. Core Focus |

| Find mathematical operations that correspond to a given word phrase. |
| Interpret a numerical expression without evaluating the expression. |
| Use models and rectangular models to represent subtraction. |
| Recognize and determine equivalent fractions. |
| Identify that the sum of the exterior angles of any polygon is 360°. |

| 14. Evaluate Expressions |
| 15. Core Focus |

| OC.2.2.3.A.1 Interpret and evaluate numerical expressions using order of operations |
| Identify and master skills and tasks from earlier in the course that have not yet been mastered. |
| Evaluate a simple algebraic expression in one variable by using substitution. |
| Use parentheses and the order of operations to write an expression. |
| Identify and master skills and tasks from earlier in the course that have not yet been mastered. |

| 16. Core Focus |
| Use the order of operations to simplify expressions with rational exponents. | 12. Unit Review |
| Evaluate mathematical expressions using order of operations, including with parentheses and exponents, whole numbers only. |  |
| Interpret a numerical expression without evaluating the expression. |  |
| Simplify expressions using grouping symbols. |  |
| Find a mathematical expression that corresponds to a given word problem. |  |
| Identify and apply the distributive property to an expression or an equation with variables. |  |
| Evaluate a simple algebraic expression in one variable by using substitution. |  |
| Identify a use an expression or an equation to answer questions about a problem. |  |
| Use a letter to represent an unknown value in an expression or an equation. |  |
| Identify and master skills and tasks from earlier in the course that have not yet been mastered. |  |
| Apply mathematical knowledge and skills to evaluate and analyze real-world situations. | 13. (Optional) Your Choice |
| 14. Unit Checkpoint | Unit Checkpoint |

**CC2.3.5A1** Graph points on the first quadrant on the coordinate plane and interpret those points when solving real-world and mathematical problems.

| Demonstrate automatic recall of subtraction facts with three numbers through 20. |  |
| Demonstrate automatic recall of multiplication facts. |  |
| Demonstrate automatic recall of addition facts with three numbers through 20. |  |
| Use the inverse relationship of multiplication and division to solve problems and check results. |  |
| Identify the parts of a coordinate graph, including x-axis, y-axis, coordinate quadrants, ordered pairs, and origin. |  |
| Solve word problems involving graphs of points on a coordinate plane. |  |
| Locate and plot points in Quadrant I of the coordinate plane. |  |
| 1. The Coordinate Plane | Lesson Checkpoint |
| 2. Ordered Pairs | Lesson Checkpoint |
| 3. (Optional) Your Choice |  |

**CC2.2.5A4** Analyze patterns and relationships using functions.

| Graph or write an equation to solve a problem that involves a linear function. |  |
| Graph or write an equation to solve a problem that involves a linear function. |  |
| Use the situation presented in a problem to describe the meaning of each coordinate of an ordered pair displayed on a graph. |  |
| Identify and master skills and tasks from earlier in the course that have not yet been mastered. |  |
| Identify and master skills and tasks from earlier in the course that have not yet been mastered. |  |
| Identify and master skills and tasks from earlier in the course that have not yet been mastered. |  |
| 4. Graph or Write an Equation (a) |  |
| 5. Graph or Write an Equation (b) |  |
| 6. (Optional) Your Choice |  |
| 7. Graph or Write an Equation (c) |  |
| 8. Graph or Write an Equation (d) |  |
| 9. Core Facts | Lesson Checkpoint |
| 10. Unit Review |  |
| 11. (Optional) Your Choice |  |
| 12. Unit Checkpoint | Unit Checkpoint |

**CC2.3.5A1** Graph points on the first quadrant on the coordinate plane and interpret those points when solving real-world and mathematical problems.

| Graph or write an equation to solve a problem that involves a linear function. |  |
| Graph or write an equation to solve a problem that involves a linear function. |  |
| Graph or write an equation to solve a problem that involves a linear function. |  |
| Graph to compare the corresponding terms of two patterns. |  |
| Given a rule such as Add 3. Graph and plot ordered pairs on a coordinate plane. |  |
| Plot a linear relationship in the first quadrant of a coordinate plane. |  |
| Use the situation presented in a problem to describe the meaning of each coordinate of an ordered pair displayed on a graph. |  |
| Identify and plot ordered pairs in all quadrants of a coordinate plane. |  |
| Graph or write an equation to solve a problem that involves a linear function. |  |
| Identify and master skills and tasks from earlier in the course that have not yet been mastered. |  |
| Identify and master skills and tasks from earlier in the course that have not yet been mastered. |  |
| Identify and master skills and tasks from earlier in the course that have not yet been mastered. |  |
| 12. Unit Checkpoint | Unit Checkpoint |
| 13. Extended Problems: Real World Application |  |

| Use a letter to represent an unknown number in an equation. |  |
| Determine which operations are appropriate to use to solve a multi-step problem. |  |
| Interpret a numerical expression without evaluating the expression. |  |
| Solve multi-step story problems using multiple operations. |  |
| Use the situation presented in a problem to describe the meaning of each coordinate of an ordered pair displayed on a graph. |  |
| Apply mathematical knowledge and skills to evaluate and analyze real-world situations. |  |
| Use a variable to represent an unknown number in an equation. |  |

**Use 10 Perimeter, Area, and Volume**

**Use 10 Perimeter, Area, and Volume**
<table>
<thead>
<tr>
<th>Demonstrate automatic recall of addition facts with sums through 20.</th>
<th>1. Find the Perimeter of Plane Figures</th>
<th>Lesson Checkpoint</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate automatic recall of multiplication facts.</td>
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<tr>
<td>Use the inverse relationship of multiplication and division to determine the missing number in an equation or an inequality.</td>
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<tr>
<td>Demonstrate automatic recall of multiplication facts.</td>
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<tr>
<td>Identify or draw a two-dimensional view of a three-dimensional object.</td>
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<td>Construct a cube or a rectangular box from a two-dimensional pattern and determine the surface area.</td>
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<td></td>
<td>2. Nets, Solids, and Surface Area</td>
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<tr>
<td><strong>Briefly and master skills and facts from earlier in the course that have not yet been mastered.</strong></td>
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<tr>
<td>Demonstrate automatic recall of subtraction facts with remainders through 20.</td>
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<td>Use squares to approximate the area of an irregular shape.</td>
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<tr>
<td>Discuss and demonstrate understanding of the area of all plane figures.</td>
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<td>Find the area of a rectangular stage and use the appropriate unit.</td>
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<td>3. (Optional) Your Choice</td>
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<tr>
<td>Demonstrate automatic recall of addition facts with remainders through 20.</td>
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<td>4. Area of Irregular Shapes</td>
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<td><strong>CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</strong></td>
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<td>Estimate or determine the number of cubes required to fill a solid figure.</td>
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<td>Demonstrate automatic recall of multiplication facts.</td>
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<td>Use the inverse relationship of multiplication and division to determine the missing number in an equation or an inequality.</td>
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<td>5. How Many Cubes Does It Take?</td>
<td>Lesson Checkpoint</td>
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<td><strong>CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</strong></td>
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<td>Use the inverse relationship of multiplication and division to determine the missing number in an equation or an inequality.</td>
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<td>6. Volume of Solid Figures</td>
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<td></td>
<td>7. Volume of Solid Figures</td>
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<td>Use the inverse relationship of multiplication and division to determine the missing number in an equation or an inequality.</td>
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<td>8. Volume of Solid Figures</td>
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<tr>
<td>Use the inverse relationship of multiplication and division to determine the missing number in an equation or an inequality.</td>
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<td>9. Units of Measurement, Area, and Volume</td>
<td>Lesson Checkpoint</td>
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<tr>
<td><strong>CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</strong></td>
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<td>Estimate or determine the number of cubes required to fill a solid figure.</td>
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<td>10. Core Focus</td>
<td>Lesson Checkpoint</td>
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<tr>
<td>Differentiate among appropriate units to measure perimeter, area, and volume.</td>
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<tr>
<td>Differentiate among appropriate units to measure perimeter, area, and volume.</td>
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<td>Determine the perimeter of a plane figure and use appropriate units.</td>
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<td>Derive and use the formula for the area of a parallelogram and use appropriate units.</td>
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<tr>
<td>Explain and determine the volume of a solid figure and use appropriate units.</td>
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<tr>
<td>Construct a cube or a rectangular box from a two-dimensional pattern and determine the surface area.</td>
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<tr>
<td>Use squares to approximate the area of an irregular shape.</td>
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<tr>
<td>Derive and use the formula for the area of a triangle and use appropriate units.</td>
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<tr>
<td>Estimate or determine the number of cubes required to fill a solid figure.</td>
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<td></td>
<td>11. Unit Review</td>
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<tr>
<td><strong>CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.</strong></td>
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<tr>
<td>Estimate or determine the number of cubes required to fill a solid figure.</td>
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<td>Demonstrate automatic recall of multiplication facts.</td>
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<tr>
<td>Demonstrate automatic recall of addition facts with remainders through 20.</td>
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<tr>
<td>Use the inverse relationship of multiplication and division to determine the missing number in an equation or an inequality.</td>
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<td>12. (Optional) Your Choice</td>
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<tr>
<td><strong>Analyze complex problems using mathematical knowledge and skills.</strong></td>
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<tr>
<td>13. (Optional) Your Choice</td>
<td>Lesson Checkpoint</td>
<td>Lesson Checkpoint</td>
</tr>
</tbody>
</table>
### Unit 11: Math Reasoning: Methods and Strategies

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Steps to Solve Story Problems (A)</td>
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<tr>
<td>2</td>
<td>Steps to Solve Story Problems (B)</td>
</tr>
<tr>
<td>3</td>
<td>Break Down Multistep Problems</td>
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<tr>
<td>4</td>
<td>Mathematical Reasoning Methods (A)</td>
</tr>
<tr>
<td>5</td>
<td>Mathematical Reasoning Methods (B)</td>
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<tr>
<td>6</td>
<td>(Optional) Your Choice</td>
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<tr>
<td>7</td>
<td>Choose and Use Strategies (A)</td>
</tr>
<tr>
<td>8</td>
<td>Choose and Use Strategies (B)</td>
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<tr>
<td>9</td>
<td>Choose and Use Strategies (C)</td>
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<tr>
<td>10</td>
<td>Solve Simple to Complex Problems (A)</td>
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<td>11</td>
<td>Solve Simple to Complex Problems (B)</td>
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<td>12</td>
<td>Core Focus</td>
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<td>13</td>
<td>Unit Review</td>
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<td>14</td>
<td>(Optional) Your Choice</td>
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<tr>
<td>15</td>
<td>Unit Checkpoint</td>
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<tr>
<td>16</td>
<td>Extended Problem Reasoning</td>
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</tbody>
</table>

### Notes
- Use a variety of methods, such as words, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning in proportions or story problems.
- Demonstrate automatic recall of multiplication facts.
- Use the inverse relationship of multiplication and division to compute and check results.
- Demonstrate automatic recall of addition facts with sums through 20.
- Identify and generalize methods for solving problems that are similar to each other.
- Solve a problem that involves a graph.
- Use the situation presented in a problem to describe the meaning of each coordinate of an ordered pair displayed in a graph.
- Estimate or calculate a sum or difference in a whole-number story problem.
- Estimate or calculate a product or quotient in a whole-number story problem.
- Identify and graph ordered pairs in all quadrants of a coordinate plane.
- Identify and generalize methods for solving problems that are similar to each other.
- Apply strategies and results from simple story problems involving factors to more complex problems.
- Solve a story problem involving multiplication or division of fractions.
- Solve a story problem involving multiplication or division of decimals.
- Graph or write an equation to solve a problem that involves a linear function.
- Estimate or calculate a product or quotient in a whole-number story problem.
- Solve for one variable in a two-variable equation when the value of the other variable is given.
- Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning in proportions or story problems.
- Identify and generalize methods for solving problems that are similar to each other.
- Plot and sequence the information in a story problem that involves multiplication or division of decimal numbers.
- Determine when and how to break a multistep whole-number story problem or money problem into smaller parts.
- Apply strategies and results from simple story problems involving factors to more complex problems.
- Identify mastered facts and tasks from earlier in the course that have not yet been mastered.

### Unit 12: Math Reasoning: Solutions
<table>
<thead>
<tr>
<th>CC</th>
<th>2.4.5A</th>
<th>Other Problem-Solving Strategies</th>
<th>Organize and display data to answer questions about and compare growth, height, changes, other numerical data, etc.</th>
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</thead>
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Table continued...
### CC.A.2.1: Represent and interpret data using appropriate scale

- Use whole numbers, fractions, and decimals to compare different data sets.
- Explain that a single number and a decimal amount each represent the same quantity.

### CC.A.2.2: Represent and interpret data using appropriate scale

- Explain which types of graphs are appropriate for various data sets.
- Interpret information displayed in a graph or table.
- Recognize appropriate representations of survey data.
- Evaluate the utility of multiple, such as graphs and charts, to determine which are most useful and efficient to analyze data and solve problems.
- Recognize appropriate representations of survey data.
- Organize and display single-variable data in a circle graph.
- Use whole numbers, fractions, and decimals to compare different data sets.
- Organize and display single-variable data in a bar graph.
- Explain which types of graphs are appropriate for various data sets.
- Create a set of measurements in fractions of a unit.
- Interpret information displayed in a graph or table.

### Unit 10: Semester Review and Assessment

- Choose an optional activity.
- Review material.
- Focus on the following skills:
  - Choose an application.
  - Graphing.

### Semester 2: Review

- Semester 2 Review.

### Semester 2: Semester Checkpoint 1

- Semester Checkpoint 1.

### Semester 2: Semester Checkpoint 2

- Semester Checkpoint 2.

### Semester 2: Semester Checkpoint 3

- Semester Checkpoint 3.

### Semester 2: Semester Checkpoint 4

- Semester Checkpoint 4.

### Semester 2: Semester Checkpoint 5

- Semester Checkpoint 5.
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<td>Comprehension &amp; Analysis</td>
<td>Engage students in reading and analyzing text, focusing on key ideas and themes.</td>
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<td>Vocabulary Development</td>
<td>Enhance students' vocabulary skills through word usage and context.</td>
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<td>Comprehension Check</td>
<td>Assess students' understanding of the text through multiple-choice questions.</td>
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<td>Reading Strategy Practice</td>
<td>Teach and reinforce reading strategies for effective comprehension.</td>
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<td>Writing Skills Training</td>
<td>Develop students' writing skills through practice and feedback.</td>
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<td>Collaboration &amp; Discussion</td>
<td>Encourage group work and discussions to enhance understanding and critical thinking.</td>
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<td>Assessment Preparation</td>
<td>Prepare students for standardized tests and assessments.</td>
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**Example Activity:**

- **Comprehension & Analysis:** Students read a selection from *To Kill a Mockingbird* by Harper Lee and analyze the main themes and character development. They then engage in a discussion to share their insights and compare their perspectives with peers.

- **Vocabulary Development:** Students are given a list of new vocabulary words from the reading and asked to use them in sentences, enhancing their understanding and retention of the words.

- **Comprehension Check:** Multiple-choice questions are used to assess students' understanding of the text, covering key points and themes.

- **Reading Strategy Practice:** Students are taught and practice using reading strategies such as summarizing, questioning, and predicting to enhance their comprehension.

- **Writing Skills Training:** Students are given a prompt to write an essay analyzing the impact of racial inequality in American society, incorporating evidence from the text.

- **Collaboration & Discussion:** Students work in groups to analyze the economic aspects of the Civil War, presenting their findings to the class and discussing the similarities and differences with a historical economic event.

- **Assessment Preparation:** Students are given practice tests to familiarize themselves with the types of questions they might encounter on their upcoming assessments.
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<td>&quot;Intelligent Bones&quot; by</td>
<td>&quot;Read for Understanding&quot; by</td>
<td>&quot;Analyze the Argument&quot;</td>
<td>&quot;Discuss the Evidence&quot;</td>
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Lesson Check

Discussion Reach

"Peasues and the common grade-appropriate Geek on

CCSS E A-activity 6 4 b Use historical notes and fantasy stories (e.g. sieges and poems
describe other people's personal opinions or
date particular stories so dams act plot

CCSS E A-activity R 6 3 Describe how Use common grade-appropriate Geek

phas important to comprehend o

words and phases gathering vocabulary

use accurate grade-appropriate

prove a summary of the text
describe other people's opinions on

CCSS E A-activity RI 6 2 Determine a
development of the theme setting or

data stanza into the overall structure

describe other people's opinions on

Readings stand on

CCSS E A-activity S 6 5 Include
goals and deadlines and define

CCSS E A-activity S 6 4 Present ca

apposite transitions to clarify

vocabular to in order to explain

CCSS E A-activity W 6 2 Use precise

gamma usage capitalization

CCSS E A-activity W 6 6 Use

own and others' writing and speak

different variants of standard English in thei

and research

in order to act and collaborate with others

and research

recognize legal discussions set specific

and research

13 Be Have

Make inferences and draw conclusions about text

using textual support as evidence

Draw conclusions and make inferences on explicit information

Identify details that support the central dea of an

Identify central or main idea of an informational text

Identify defining characteristics of the text

Compare and contrast texts from different genres that
describe characters based on speech, actions, or

Compare and contrast literary sections

Use logical reasoning

Summarize text objectively including main idea and relevant

Make inferences and draw conclusions regarding text

Identify predication nominals in sentences

Disambiguate between linking and action verbs in sentences

Capitalize the letters that begin subsections of an

Capitalize the first word of each term in an outline

Identify predicate nominals in sentences

Evaluate strategies used by speakers in oral presentations

Synthesize findings and information develop a thesis and a

Stylize and decorate that uses acts, statistics, or examples

Stylize an argument that uses acts, statistics, or examples

Use consistent verb tense within a sentence and across

Recognize verb tense shifts in sentences

Use a normal tone without bias

Write an oral tone without bias

Cite sources within the text and encode the conclusion on

Synthesize logical connections between ideas within text and

Use the correct principal parts to complete a

Use quotation marks correctly

Capitalize direct quotations correctly

Underline titles of paintings and sculptures

Underline titles of music works

Capitalize the last word of each title in a

identify the steps and draw a conclusion

ategorize and rate ideas in a logical manner

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<td>CCSS E A- te acy S 6 1</td>
<td>Engage in textual analysis and discussion</td>
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<td>CCSS E A- te acy S 6 2</td>
<td>Evaluate how text graphics and sound create and convey images (e.g., graphic art, illustrations, photographs)</td>
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<td>Evaluate the effectiveness of a variety of media to convey subtexts</td>
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<td>CCSS E A- te acy S 6 4</td>
<td>Present claims that are not supported by evidence from the text and distinguish claims in a text and evaluate the argument and specific evidence that supports the author’s purpose</td>
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Assignment: An Effective Sales Presentation

CCSS ELA-TECH 6.4 Determine how the characters respond to events in the plot. Assess how episodes connect to develop the story line and the plot of a novel, story, or poem.

CCSS ELA-TECH 6.3 Decode how the text is organized, using strategies such as finding significant shifts in meaning and tone, and understanding the impact of specific words and phrases within the text.

CCSS ELA-TECH 6.5 Anticipate evidence to support analysis of what elements contribute to the setting, plot, development of the theme, and characters and how these elements are used in a text.

CCSS ELA-TECH 6.2 Demonstrate adequate volume and pace to accentuate main ideas, and using pertinent descriptions and acts to enhance the presentation.

CCSS ELA-TECH 6.1 Below, use textual evidence to analyze the impact of a specific word or phrase, the author's attitude or tone, and the barometer of the author's voice and word choice.

CCSS ELA-TECH 6.4 Present a clear argument for a specific audience and purpose, using text as well as visual aids and digital assets using technology or digital media.

CCSS ELA-TECH 6.3 Evaluate strategies used by speakers in oral presentations and the elements in terms of the audience and purpose.

CCSS ELA-TECH 6.2 Recognize the author's purpose and devices used to accomplish it, identifying the significance of a character's actions, and how the author conveys them through use of text.

CCSS ELA-TECH 6.1 Identify defining character traits in a text and recognize the examples of significant meanings and implications contained in a text.

CCSS ELA-TECH 6.5 Identify examples of significant meanings and implications contained in a text.

CCSS ELA-TECH 6.3 Identify the author's attitude or tone.

CCSS ELA-TECH 6.1 Describe how the text is organized, using strategies such as finding significant shifts in meaning and tone, and understanding the impact of specific words and phrases within the text.

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CCSS ELA-TECH 6.4 Present a clear argument for a specific audience and purpose, using text as well as visual aids and digital assets using technology or digital media.
| CCSS E A- RI 8 3 | Determine the meaning of words and phrases as they support ideas in the text, providing an objective summary of the text.
| CCSS E A- RI 8 4 | Distinguish between major and minor events (e.g., events, plot complications) in a text.
| CCSS E A- RI 8 5 | Analyze in detail the development of a specific paragraph ph.
| CCSS E A- RI 8 6 | Recognize the effects of language, organization, and tune.
| CCSS E A- RI 8 7 | Recognize how context influences meaning.
| CCSS E A- RI 8 8 | Demonstrate knowledge of authors, characters, and events in works of literature.
| CCSS E A- RI 8 9 | Recognize the effects of perspective on views have on a text.
| CCSS E A- RI 8 10 | By the end of the year, read and comprehend grade 6-8 text with complexity band.

- **Unit 1**: Lesson 1 - "A Turning Point"
- **Unit 2**: Lesson 1 - "Each of Us Has a Voice"
- **Unit 2**: Lesson 2 - "Multiple Personas"
- **Unit 2**: Lesson 3 - "Letters Real and Uncertain"
- **Unit 2**: Lesson 4 - "Powerful Dreams"
- **Unit 2**: Lesson 5 - "Poetic Forms"
- **Unit 2**: Lesson 6 - "Reading Comprehension"
- **Unit 2**: Lesson 7 - "Writing and Speech"
- **Unit 2**: Lesson 8 - "Devising a Speech"
- **Unit 2**: Lesson 9 - "Getting the Evidence"
- **Unit 2**: Lesson 10 - "Making the Evidence"
- **Unit 2**: Lesson 11 - "The Captive"
- **Unit 2**: Lesson 12 - "Get Ready to Speak"
- **Unit 2**: Lesson 13 - "Devise Your Speech"
- **Unit 2**: Lesson 14 - "A Back of Humanity"
- **Unit 2**: Lesson 15 - "Creating a Viewpoint"
- **Unit 2**: Lesson 16 - "Each of Us Has a Voice"
- **Unit 2**: Lesson 17 - "Module Review"
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<th>Unit</th>
<th>Lesson</th>
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<th>Mastery of Learning Objectives</th>
<th>Assessment Strategies</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>206</td>
<td>Don’t Cite Citizens Voice?</td>
<td>Students will know that the government provides public goods and services.</td>
<td>Visual strategies, whole class discussion</td>
</tr>
<tr>
<td>2</td>
<td>06</td>
<td>Remakes, Newcomers and Innovators</td>
<td>Students will be able to analyze the changes in organized labor.</td>
<td>Project-based learning, group presentations</td>
</tr>
<tr>
<td>3</td>
<td>07</td>
<td>Citizen of the Earth</td>
<td>Students will know that the government provides public goods and services.</td>
<td>Role-playing, debate</td>
</tr>
<tr>
<td>4</td>
<td>09</td>
<td>How Close Are We?</td>
<td>Students will know that the government provides public goods and services.</td>
<td>Cooperative learning, case studies</td>
</tr>
</tbody>
</table>

**Notes:**
- Visual strategies include charts, diagrams, and illustrations.
- Whole class discussion encourages active participation and engagement.
- Project-based learning involves students working on a project that is relevant to the lesson.
- Group presentations allow students to share their understanding and insights with their peers.
- Role-playing helps students understand complex concepts through performance.
- Cooperative learning involves students working together to solve problems or complete tasks.
- Case studies provide real-world scenarios that students can analyze and discuss.
Analyze how and why the government provides public goods and how conflict and cooperation among groups and resources in the United States have impacted the outcome and economic institutions on individuals and government policies.

Explain the effect of the rule of law and to promote prosperity and democracy.

Identify how counties have aging and continue to change and to assess the impact of government on economic development in the United States.

Explain how conflict and cooperation among groups and resources in the United States have impacted the outcome and economic institutions on individuals and government policies.

Summarize how Robinson's role in the Second World War was unique experiences. Make sure to conduct exercises and questions we were involved in the Korean War?

What was the Korean War? 2) What happened in the Korean War? 3) What was the significance of this event to the country?

Recognize Gadaffi as a strategic leader in the 1940s and 2000, and to end i y without the reasons people give o.

Use maps to locate areas that have unique experiences. Make sure to conduct exercises and questions we are a code break in WW I? 0 02 Quiz New Leadership

Explain why people expected human to woman as depicted by the event on our hero? 2) What were the key events and people involved in the Second World War?

Recognize My Khe as a significant place. Make sure to conduct exercises and questions we are a code break in WW I? 0 02 Quiz New Leadership

Demonstrate mastery of important knowledge and skills in his unit. In small groups, provide at least 5 examples for each of the following:

- Modernization and economic achievements of the United States
- Individual and economic policies on individuals and government institutions
- Government and economic institutions on individuals and government policies
- Government and economic institutions on individuals and government policies
- Government and economic institutions on individuals and government policies

What was he Korean War? 2) What happened in the Korean War? 3) What was the significance of this event to the country?
<p>| Lesson 3 08 | When and Now: A Complex Election Effect | | |
| Lesson 3 07 | When and Now: A Global Event | | |
| Lesson 3 06 | The Election Impact and Against the Action in Iraq | | |
| Lesson 3 05 | Natural Disasters | | |
| Lesson 3 04 | Giving Decisions | | |
| Lesson 3 03 | State Capitals | | |
| Lesson 3 02 | Quiz: Election Challenges | | |
| Lesson 3 01 | Quiz: Identify How Counties Are Voting | | |
| Lesson 3 00 | Quiz: How Government Provides Public Goods | | |
| Lesson 2 00 | You Choose | | |
| Lesson 2 02 | Unit Review | | |
| Lesson 2 01 | Assessment (cont.) | | |
| Lesson 2 00 | Assess the Impact of the Election in College | | |
| Lesson 2 00 | Identify Osama bin Laden and Al-Qaeda as Affiliates | | |
| Lesson 2 00 | Identify Ways in Which the Election of 2008 | | |
| Lesson 2 00 | Identify New Orleans on a Map | | |
| Lesson 1 08 | End-of-Course Assessment | | |
| Lesson 1 07 | State Capitals Review and Assessment | | |
| Lesson 1 06 |End-of-Course Review | | |
| Lesson 1 05 |End-of-Course Review | | |
| Lesson 1 04 | End-of-Course Assessment | | |
| Lesson 1 03 | Unit 3: Into the 21st Century | | |
| Lesson 1 02 | Unit Review | | |
| Lesson 1 01 | Assessment | | |
| Lesson 1 00 | Identifying How The United States Invaded Iraq | | |
| Lesson 1 00 | Explore Knowledge and Skills Taught in This Unit | | |
| Lesson 1 00 | Identify How You Have Earned About Knowledge and Skills Taught in This Course | | |
| Lesson 1 00 | Identify What You Have Learned About Knowledge and Skills Taught in This Unit | | |
| Lesson 1 00 | Demonstrate Your Mastery of Important Knowledge and Skills Taught in This Course | | |
| Lesson 1 00 | Identify the Dehumanizing Election Process | | |
| Lesson 1 00 | Explain How Conflict and Cooperation Among Groups and Have Impacted the Vote and Services | | |
| Lesson 1 00 | Explain How Conflict and Cooperation Among Groups Have Impacted the Vote and Services | | |
| Lesson 1 00 | Conduct Research to Update Recent Events | | |
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<td>Lesson 1</td>
<td>Assessment 1</td>
<td>1. Identify the key elements of ancient societies.</td>
<td>What are the main features of ancient societies?</td>
<td>Summarize the key elements of ancient societies.</td>
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<td>Lesson 2</td>
<td>Assessment 2</td>
<td>2. Analyze the cultural and economic contributions of ancient civilizations.</td>
<td>How have ancient civilizations contributed to the world?</td>
<td>Demonstrate mastery of important historical events.</td>
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<td>Lesson 3</td>
<td>Assessment 3</td>
<td>3. Explore the role of leaders and regions in ancient times.</td>
<td>How have leaders and regions affected history?</td>
<td>Evaluate the impact of leaders and regions.</td>
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<td>Lesson 4</td>
<td>Assessment 4</td>
<td>4. Compare and contrast the views of ancient societies.</td>
<td>What are the similarities and differences between ancient societies?</td>
<td>Compare and contrast the views of ancient societies.</td>
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<td>Lesson 5</td>
<td>Assessment 5</td>
<td>5. Understand the significance of ancient achievements.</td>
<td>What are the most significant achievements of ancient civilizations?</td>
<td>Demonstrate continuity and change.</td>
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<td>Lesson 6</td>
<td>Assessment 6</td>
<td>6. Examine the importance of physical characteristics of ancient places and regions.</td>
<td>How do physical characteristics shape ancient societies?</td>
<td>Examine the importance of physical characteristics.</td>
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<td>Lesson 7</td>
<td>Assessment 7</td>
<td>7. Assess the role of values in shaping ancient societies.</td>
<td>How do values influence ancient societies?</td>
<td>Assess the role of values.</td>
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<td>Lesson 8</td>
<td>Assessment 8</td>
<td>8. Investigate the significance of ancient achievements.</td>
<td>What are the most significant achievements of ancient civilizations?</td>
<td>Investigate the significance of ancient achievements.</td>
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<td>Day 4</td>
<td>CC 2.2.6.B.2</td>
<td>Identify and apply number theory concepts in simple situations and multiples</td>
<td>Lesson 5: Prime Factorization</td>
<td>Identify the greatest common factor of whole numbers.</td>
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<td>CC 2.2.6.B.2</td>
<td>Identify and apply number theory concepts in simple situations and multiples</td>
<td>Lesson 6: Least Common Multiple</td>
<td>Recall the least common multiple of two whole numbers.</td>
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<td>CC 2.2.6.B.2</td>
<td>Identify and apply number theory concepts in simple situations and multiples</td>
<td>Lesson 7: Greatest Common Factor</td>
<td>Find the greatest common factor of whole numbers.</td>
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<td>Identify and apply number theory concepts in simple situations and multiples</td>
<td>Lesson 8: Distributive Property</td>
<td>Rewrite the distributive property to solve by factoring or evaluating.</td>
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<td>Identify and apply number theory concepts in simple situations and multiples</td>
<td>Lesson 9: Distributive Property</td>
<td>Use the distributive property to solve by factoring or evaluating.</td>
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<td>Day 9</td>
<td>CC 2.2.6.B.2</td>
<td>Identify and apply number theory concepts in simple situations and multiples</td>
<td>Lesson 10: Prime Number</td>
<td>Recall the definition of prime number.</td>
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<td>Identify and apply number theory concepts in simple situations and multiples</td>
<td>Lesson 11: Prime Number</td>
<td>Recall the definition of prime number.</td>
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<td>CC 2.2.6.B.2</td>
<td>Identify and apply number theory concepts in simple situations and multiples</td>
<td>Lesson 12: Prime Number</td>
<td>Identify the prime factorization of a whole number less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 100.</td>
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<td>Day 12</td>
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<td>CC 2.2.6.B.1</td>
<td>Identify and apply number theory concepts in simple situations and multiples</td>
<td>Lesson 13: Prime Number</td>
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<td>Day 13</td>
<td>Unit 2 Functions Lesson 15: Add Fractions with Unlike Denominators</td>
<td>Add fractions with unlike denominators. Solve word problems with unlike denominators. Pick a Kahoot! Ready; re-watch fractions so they have like denominators; solve word problems.</td>
<td>2:06pm</td>
<td>Math Antics Video</td>
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<tr>
<td>Day 14</td>
<td>Unit 2 Functions Lesson 16: Add Fractions with Unlike Denominators</td>
<td>Add fractions with unlike denominators. Solve word problems with unlike denominators. Pick a Kahoot! Ready; re-watch fractions so they have like denominators; solve word problems.</td>
<td>2:06pm</td>
<td>Math Antics Video</td>
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<tr>
<td>Day 15</td>
<td>Unit 2 Functions Lesson 17: Subtract Mixed Numbers with Unlike Denominators</td>
<td>Subtract mixed numbers with unlike denominators. Solve word problems with unlike denominators. Pick a Kahoot! Ready; re-watch fractions so they have like denominators; solve word problems.</td>
<td>2:06pm</td>
<td>Math Antics Video</td>
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<td>Day 16</td>
<td>Standard - CC.2.1.6.E.1</td>
<td>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</td>
<td>2:06pm</td>
<td>Quizizz.com Link</td>
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<tr>
<td>Day 17</td>
<td>Unit 2 Functions Lesson 18: Multiply Fractions</td>
<td>Multiply fractions. Multiply mixed numbers. Solve word problems with fractions. Pick a Kahoot! Ready; re-watch fractions so they have like denominators; solve word problems.</td>
<td>2:06pm</td>
<td>Math Antics Video</td>
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<tr>
<td>Day 18</td>
<td>Unit 2 Functions Lesson 19: Divide Fractions</td>
<td>Divide fractions. Divide mixed numbers. Solve word problems with fractions. Pick a Kahoot! Ready; re-watch fractions so they have like denominators; solve word problems.</td>
<td>2:06pm</td>
<td>Math Antics Video</td>
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<td>Day 19</td>
<td>Standard - CC.2.1.6.E.1</td>
<td>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</td>
<td>2:06pm</td>
<td>Math Antics Video</td>
</tr>
<tr>
<td>Day 20</td>
<td>Unit 2 Functions Lesson 20: Divide Fractions</td>
<td>Divide fractions. Divide mixed numbers. Solve word problems with fractions. Pick a Kahoot! Ready; re-watch fractions so they have like denominators; solve word problems.</td>
<td>2:06pm</td>
<td>Math Antics Video</td>
</tr>
<tr>
<td>Day 21</td>
<td>Standard - CC.2.1.6.E.1</td>
<td>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</td>
<td>2:06pm</td>
<td>Math Antics Video</td>
</tr>
<tr>
<td>Day 22</td>
<td>Unit 2 Functions Lesson 21: Add Mixed Numbers with Unlike Denominators</td>
<td>Add mixed numbers with unlike denominators. Solve word problems with unlike denominators. Pick a Kahoot! Ready; re-watch fractions so they have like denominators; solve word problems.</td>
<td>2:06pm</td>
<td>Math Antics Video</td>
</tr>
<tr>
<td>Day 23</td>
<td>Standard - CC.2.1.6.E.1</td>
<td>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</td>
<td>2:06pm</td>
<td>Math Antics Video</td>
</tr>
<tr>
<td>Day 24</td>
<td>Unit 2 Functions Lesson 22: Subtract Mixed Numbers with Unlike Denominators</td>
<td>Subtract mixed numbers with unlike denominators. Solve word problems with unlike denominators. Pick a Kahoot! Ready; re-watch fractions so they have like denominators; solve word problems.</td>
<td>2:06pm</td>
<td>Math Antics Video</td>
</tr>
</tbody>
</table>

**Standard:** CC.2.1.6.E.1 - Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

For more details and resources, visit the Math Antics website (www.mathantics.com) and watch the math videos on fractions. You can also check out the Math Antics Teacher Resources (https://www.mathantics.com/teacher-resources) for lesson plans, worksheets, and other teaching aids.
| Day | Interim Checkpoint Plans | Unit 3 Study Plan | Notes to guidance materials | http://docs.google.com/document/d/1QbykaSP3BoGM8jwbpb2YpoMum/view
kaSP3 BoGM8jwbpb2YpoMum/view |
<table>
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<tbody>
<tr>
<td>30</td>
<td>Interim Checkpoint 1</td>
<td>Lesson 2: Add Decimals</td>
<td>Add and subtract decimals.</td>
<td>Multiplying Decimals Song - Good for all unit 3 lessons</td>
</tr>
<tr>
<td>31</td>
<td>Interim Checkpoint 1</td>
<td>Lesson 3: Subtract Decimals</td>
<td>Subtract mult digit decimals.</td>
<td>Multiplying Decimals Song - Good for all unit 3 lessons</td>
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<tr>
<td>32</td>
<td>Interim Checkpoint 1</td>
<td>Lesson 4: Multiply Decimals</td>
<td>Multiply mult digit decimals.</td>
<td>Multiplying Decimals Song - Good for all unit 3 lessons</td>
</tr>
<tr>
<td>33</td>
<td>Interim Checkpoint 1</td>
<td>Lesson 5: Divide Decimals</td>
<td>Divide mult digit decimals.</td>
<td>Multiplying Decimals Song - Good for all unit 3 lessons</td>
</tr>
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<td>34</td>
<td>Interim Checkpoint 1</td>
<td>Lesson 6: Subtract Decimals</td>
<td>Subtract mult digit decimals.</td>
<td>Multiplying Decimals Song - Good for all unit 3 lessons</td>
</tr>
<tr>
<td>35</td>
<td>Interim Checkpoint 1</td>
<td>Lesson 7: Add Decimals</td>
<td>Add and subtract decimals.</td>
<td>Multiplying Decimals Song - Good for all unit 3 lessons</td>
</tr>
<tr>
<td>36</td>
<td>Interim Checkpoint 1</td>
<td>Lesson 8: Subtract Decimals</td>
<td>Subtract mult digit decimals.</td>
<td>Multiplying Decimals Song - Good for all unit 3 lessons</td>
</tr>
<tr>
<td>37</td>
<td>Interim Checkpoint 1</td>
<td>Lesson 9: Add Decimals</td>
<td>Add and subtract decimals.</td>
<td>Multiplying Decimals Song - Good for all unit 3 lessons</td>
</tr>
<tr>
<td>38</td>
<td>Interim Checkpoint 1</td>
<td>Lesson 10: Subtract Decimals</td>
<td>Subtract mult digit decimals.</td>
<td>Multiplying Decimals Song - Good for all unit 3 lessons</td>
</tr>
<tr>
<td>Day</td>
<td>Activity</td>
<td>Unit</td>
<td>Notes</td>
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<tr>
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<tr>
<td>1</td>
<td>Apply and extend previous understandings of numbers to the system of rational numbers</td>
<td>Unit: Rational Numbers</td>
<td>- CC.2.1.6.E.</td>
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<tr>
<td>2</td>
<td>- CC.2.1.6.E.</td>
<td>Lesson 1: Exchange Ideas</td>
<td>- rational numbers on a number line</td>
<td>- Inquire about a point on a number line</td>
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<td>3</td>
<td>- CC.2.1.6.E.</td>
<td>Lesson 2: Integers</td>
<td>- number line and integer pairs</td>
<td>- Identify the coordinates of a point on a number line</td>
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<tr>
<td>4</td>
<td>- CC.2.1.6.E.</td>
<td>Lesson 3: Number Sense</td>
<td>- absolute value and integer pairs</td>
<td>- Identify the absolute value of a number</td>
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<tr>
<td>5</td>
<td>- CC.2.1.6.E.</td>
<td>Lesson 4: Rational Numbers</td>
<td>- rational numbers as points on a number line</td>
<td>- Identify the absolute value of a point on a number line</td>
</tr>
<tr>
<td>6</td>
<td>- CC.2.1.6.E.</td>
<td>Lesson 5: Operations</td>
<td>- compare and order rational numbers</td>
<td>- Identify the absolute value of a point on a number line</td>
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<td>7</td>
<td>- CC.2.1.6.E.</td>
<td>Lesson 6: Operations</td>
<td>- operations with rational numbers</td>
<td>- Identify the absolute value of a point on a number line</td>
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<tr>
<td>8</td>
<td>- CC.2.1.6.E.</td>
<td>Lesson 7: The Coordinate Plane</td>
<td>- rational numbers on a coordinate plane</td>
<td>- Identify the absolute value of a point on a number line</td>
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<tr>
<td>9</td>
<td>- CC.2.1.6.E.</td>
<td>Lesson 8: The Coordinate Plane</td>
<td>- distance on a coordinate plane</td>
<td>- Identify the absolute value of a point on a number line</td>
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<tr>
<td>10</td>
<td>- CC.2.1.6.E.</td>
<td>Lesson 9: Distance in the Coordinate Plane</td>
<td>- distance between two points on a coordinate plane</td>
<td>- Identify the absolute value of a point on a number line</td>
</tr>
<tr>
<td>11</td>
<td>- CC.2.1.6.E.</td>
<td>Lesson 10: Unit Review</td>
<td>- unit review on rational numbers</td>
<td>- Identify the absolute value of a point on a number line</td>
</tr>
<tr>
<td>Day</td>
<td>Objective</td>
<td>Related Activities</td>
<td>Practice Problems</td>
<td>Additional Notes</td>
</tr>
<tr>
<td>-----</td>
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<tr>
<td>Day 56</td>
<td>Apply and extend previous understandings of a function in a real-world context</td>
<td>Unit 8: Expressions, Lesson 1: Graphing Translations</td>
<td>Practice Problems 9.03 Quiz</td>
<td>Usually, practice problems are an essential part of understanding key concepts in the lesson.</td>
</tr>
<tr>
<td>Day 57</td>
<td>Apply and extend previous understandings of linear equations</td>
<td>Unit 8: Expressions, Lesson 2: Writing Linear Equations</td>
<td>Practice Problems 9.04 Quiz</td>
<td>Usually, practice problems are an essential part of understanding key concepts in the lesson.</td>
</tr>
<tr>
<td>Day 58</td>
<td>Apply and extend previous understandings of linear equations</td>
<td>Unit 8: Expressions, Lesson 3: Solving Linear Equations</td>
<td>Practice Problems 9.05 Quiz</td>
<td>Usually, practice problems are an essential part of understanding key concepts in the lesson.</td>
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<tr>
<td>Day 59</td>
<td>Apply and extend previous understandings of linear equations</td>
<td>Unit 8: Expressions, Lesson 4: Graphing Linear Equations</td>
<td>Practice Problems 9.06 Quiz</td>
<td>Usually, practice problems are an essential part of understanding key concepts in the lesson.</td>
</tr>
<tr>
<td>Day 60</td>
<td>Apply and extend previous understandings of linear equations</td>
<td>Unit 8: Expressions, Lesson 5: Comparing Linear Equations</td>
<td>Practice Problems 9.07 Quiz</td>
<td>Usually, practice problems are an essential part of understanding key concepts in the lesson.</td>
</tr>
<tr>
<td>Day 61</td>
<td>Apply and extend previous understandings of linear equations</td>
<td>Unit 8: Expressions, Lesson 6: Writing and Solving Linear Equations</td>
<td>Practice Problems 9.08 Quiz</td>
<td>Usually, practice problems are an essential part of understanding key concepts in the lesson.</td>
</tr>
<tr>
<td>Day 62</td>
<td>Apply and extend previous understandings of linear equations</td>
<td>Unit 8: Expressions, Lesson 7: Solving Linear Inequalities</td>
<td>Practice Problems 9.09 Quiz</td>
<td>Usually, practice problems are an essential part of understanding key concepts in the lesson.</td>
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<tr>
<td>Day 63</td>
<td>Apply and extend previous understandings of linear equations</td>
<td>Unit 8: Expressions, Lesson 8: Solving Systems of Linear Equations</td>
<td>Practice Problems 9.10 Quiz</td>
<td>Usually, practice problems are an essential part of understanding key concepts in the lesson.</td>
</tr>
</tbody>
</table>

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**Practice Problems:**

- **9.03 Quiz**
- **9.04 Quiz**
- **9.05 Quiz**
- **9.06 Quiz**
- **9.07 Quiz**
- **9.08 Quiz**
- **9.09 Quiz**
- **9.10 Quiz**

---

**Related Activities:**

- **Unit 8: Expressions, Lesson 1: Graphing Translations**
- **Unit 8: Expressions, Lesson 2: Writing Linear Equations**
- **Unit 8: Expressions, Lesson 3: Solving Linear Equations**
- **Unit 8: Expressions, Lesson 4: Graphing Linear Equations**
- **Unit 8: Expressions, Lesson 5: Comparing Linear Equations**
- **Unit 8: Expressions, Lesson 6: Writing and Solving Linear Equations**
- **Unit 8: Expressions, Lesson 7: Solving Linear Inequalities**
- **Unit 8: Expressions, Lesson 8: Solving Systems of Linear Equations**

---

**Additional Notes:**

- Usually, practice problems are an essential part of understanding key concepts in the lesson.
<table>
<thead>
<tr>
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<th>Unit</th>
<th>Lesson</th>
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</thead>
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<td>Unit 6</td>
<td>Equations and Inequalities</td>
<td>Lesson 1: Problem Solving with Equations</td>
</tr>
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<td>71</td>
<td>Unit 6</td>
<td>Equations and Inequalities</td>
<td>Lesson 2: Equation Solving with Properties</td>
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<td>Unit 6</td>
<td>Equations and Inequalities</td>
<td>Lesson 3: Solving Equations in One Unknown</td>
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<td>73</td>
<td>Unit 6</td>
<td>Equations and Inequalities</td>
<td>Lesson 4: Solving Equations in One Unknown (cont.)</td>
</tr>
<tr>
<td>74</td>
<td>Unit 6</td>
<td>Equations and Inequalities</td>
<td>Lesson 5: Writing and Solving Equations</td>
</tr>
<tr>
<td>75</td>
<td>Unit 6</td>
<td>Equations and Inequalities</td>
<td>Lesson 6: Writing and Solving Equations (cont.)</td>
</tr>
<tr>
<td>76</td>
<td>Unit 6</td>
<td>Equations and Inequalities</td>
<td>Lesson 7: Writing and Solving Inequalities</td>
</tr>
<tr>
<td>77</td>
<td>Unit 6</td>
<td>Equations and Inequalities</td>
<td>Lesson 8: Writing and Solving Inequalities (cont.)</td>
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<td>78</td>
<td>Unit 7</td>
<td>Assessments</td>
<td>Lesson 1: Semester A Test, Unit Review</td>
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<td>79</td>
<td>Unit 7</td>
<td>Assessments</td>
<td>Lesson 2: Unit Review Activities located before lesson 1 activity</td>
</tr>
<tr>
<td>80</td>
<td>Unit 7</td>
<td>Assessments</td>
<td>Lesson 3: Unit Review Activities located before lesson 1 activity</td>
</tr>
</tbody>
</table>

**CC.2.2.6.B.2** Write algebraic expressions and equations that model problem situations. Identify parts of an expression using terms such as coefficient, variable, and constant; terms are limited to nonnegative rational numbers. Evaluate an expression, using given values for the variables.

**CC.6.EE.2.1** Write and evaluate numerical expressions involving whole numbers. Understand that a variable can represent a number in different situation. Use variables to represent two quantities in a real-world problem that change in relationship to each other. Use tables and graphs to represent the relationship between two quantities. Write an equation to express an verbal phrase or sentence. Use substitution to verify whether a given number is a solution to the equation.

**CC.6.EE.2.2** Write, read, and evaluate expressions in which letters stand for numbers. Determine solutions to equations in the form px = q, where p, q, and x are nonnegative rational numbers.

**CC.6.EE.2.3** Apply the properties of operations to generate equivalent expressions. Identify parts of an expression using terms such as terms, factors, and coefficients; terms are limited to nonnegative rational numbers.

**CC.6.EE.2.4** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). Use the method of substitution to verify whether a given number is a solution to the equation. Identify parts of an expression using terms such as terms, factors, and coefficients; terms are limited to nonnegative rational numbers.

**CC.6.EE.3** Represent and analyze quantitative relationships between dependent and independent variables.

**Lesson 9: Problem Solve with Equations**

- Use substitution to verify whether a given number is a solution to the equation.
- Identify parts of an expression using terms such as terms, factors, and coefficients; terms are limited to nonnegative rational numbers.

**Lesson 10: Equation Solving with Properties**

- Use substitution to verify whether a given number is a solution to the equation.
- Identify parts of an expression using terms such as terms, factors, and coefficients; terms are limited to nonnegative rational numbers.

**Lesson 11: Equation Solving with Properties (cont.)**

- Use substitution to verify whether a given number is a solution to the equation.
- Identify parts of an expression using terms such as terms, factors, and coefficients; terms are limited to nonnegative rational numbers.

**Lesson 12: Writing and Solving Equations**

- Use substitution to verify whether a given number is a solution to the equation.
- Identify parts of an expression using terms such as terms, factors, and coefficients; terms are limited to nonnegative rational numbers.

**Lesson 13: Writing and Solving Inequalities**

- Use substitution to verify whether a given number is a solution to the equation.
- Identify parts of an expression using terms such as terms, factors, and coefficients; terms are limited to nonnegative rational numbers.

**Lesson 14: Writing and Solving Inequalities (cont.)**

- Use substitution to verify whether a given number is a solution to the equation.
- Identify parts of an expression using terms such as terms, factors, and coefficients; terms are limited to nonnegative rational numbers.

**Lesson 15: Unit Test**

- Use substitution to verify whether a given number is a solution to the equation.
- Identify parts of an expression using terms such as terms, factors, and coefficients; terms are limited to nonnegative rational numbers.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson/Unit</th>
<th>Target</th>
<th>Activity</th>
<th>Resources/Links</th>
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</thead>
<tbody>
<tr>
<td>Day 110</td>
<td>Unit 2: Percent Equations</td>
<td>Find the percent of a quantity and solve real-world problems involving percents</td>
<td>Review these vocab: area, polygon, parallel, quadrilateral, NEW: trapezoid, irregular</td>
<td><a href="https://docs.google.com/document/p=sharing">https://docs.google.com/document/p=sharing</a></td>
</tr>
<tr>
<td>Day 111</td>
<td>Unit 2: Percent Equations</td>
<td>Solve real-world problems involving percents</td>
<td>Review these vocab: area, polygon, parallel, quadrilateral, NEW: trapezoid, irregular</td>
<td><a href="https://docs.google.com/document/p=sharing">https://docs.google.com/document/p=sharing</a></td>
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<tr>
<td>Day 112</td>
<td>Unit 2: Percent Equations</td>
<td>Solve real-world problems involving percents</td>
<td>Review these vocab: area, polygon, parallel, quadrilateral, NEW: trapezoid, irregular</td>
<td><a href="https://docs.google.com/document/p=sharing">https://docs.google.com/document/p=sharing</a></td>
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<tr>
<td>Day 113</td>
<td>Unit 2: Percent Equations</td>
<td>Solve real-world problems involving percents</td>
<td>Review these vocab: area, polygon, parallel, quadrilateral, NEW: trapezoid, irregular</td>
<td><a href="https://docs.google.com/document/p=sharing">https://docs.google.com/document/p=sharing</a></td>
</tr>
<tr>
<td>Day 114</td>
<td>Unit 2: Percent Equations</td>
<td>Solve real-world problems involving percents</td>
<td>Review these vocab: area, polygon, parallel, quadrilateral, NEW: trapezoid, irregular</td>
<td><a href="https://docs.google.com/document/p=sharing">https://docs.google.com/document/p=sharing</a></td>
</tr>
<tr>
<td>Day 115</td>
<td>Unit 2: Percent Equations</td>
<td>Solve real-world problems involving percents</td>
<td>Review these vocab: area, polygon, parallel, quadrilateral, NEW: trapezoid, irregular</td>
<td><a href="https://docs.google.com/document/p=sharing">https://docs.google.com/document/p=sharing</a></td>
</tr>
<tr>
<td>Day 116</td>
<td>Unit 2: Percent Equations</td>
<td>Solve real-world problems involving percents</td>
<td>Review these vocab: area, polygon, parallel, quadrilateral, NEW: trapezoid, irregular</td>
<td><a href="https://docs.google.com/document/p=sharing">https://docs.google.com/document/p=sharing</a></td>
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<tr>
<td>Day 117</td>
<td>Unit 2: Percent Equations</td>
<td>Solve real-world problems involving percents</td>
<td>Review these vocab: area, polygon, parallel, quadrilateral, NEW: trapezoid, irregular</td>
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<tr>
<td>Day 118</td>
<td>Unit 2: Percent Equations</td>
<td>Solve real-world problems involving percents</td>
<td>Review these vocab: area, polygon, parallel, quadrilateral, NEW: trapezoid, irregular</td>
<td><a href="https://docs.google.com/document/p=sharing">https://docs.google.com/document/p=sharing</a></td>
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<tr>
<td>Day 119</td>
<td>Unit 2: Percent Equations</td>
<td>Solve real-world problems involving percents</td>
<td>Review these vocab: area, polygon, parallel, quadrilateral, NEW: trapezoid, irregular</td>
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<tr>
<td>Day 120</td>
<td>Unit 2: Percent Equations</td>
<td>Solve real-world problems involving percents</td>
<td>Review these vocab: area, polygon, parallel, quadrilateral, NEW: trapezoid, irregular</td>
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</table>
### CC.2.3.6.A.1 Apply appropriate tools to problems involving area, surface area, and volume.

#### Lessons
- **Lesson 1:** Exchange Ideas
  - Review of key concepts and vocabulary.
  - Discuss real-world applications.
- **Lesson 2:** Volume of Rectangular Prisms
  - Represent three-dimensional figures using nets made of rectangles and triangles.
  - Solve real-world and mathematical problems involving area, surface area, and volume.
- **Lesson 3:** Line Plots
  - Represent data on a line plot with a scale with whole number units labeled at regular intervals.
  - Solve problems involving addition and subtraction that use the same units of length, area, volume, and time.
- **Lesson 4:** Measures of Center and Spread
  - Find the mean of a numerical data set.
  - Determine the median of a numerical data set.
  - Determine the quartiles of a numerical data set.
  - Find the interquartile range of a numerical data set.
- **Lesson 5:** Histograms 1
  - Represent data on a histogram with intervals of the same size.
  - Use histograms to display the distribution of a numerical data set.
  - Identify the number of observations in each interval of a histogram.
- **Lesson 6:** Measures of Center and Spread
  - Find the mean and median of a numerical data set.
  - Determine the interquartile range of a numerical data set.
- **Lesson 7:** Volume of Rectangular Prisms
  - Find the volume of right rectangular prisms with fractional edge lengths.
  - Solve real-world and mathematical problems involving volume.
- **Lesson 8:** Volume of Rectangular Prisms
  - Find the volume of right rectangular prisms with fractional edge lengths.
  - Solve real-world and mathematical problems involving volume.
- **Lesson 9:** Unit Review
  - Review all the lessons related to area, surface area, and volume.
  - Practice problems to reinforce understanding.
- **Lesson 10:** Unit Test
  - Assess understanding of all the concepts covered in the unit.

#### Objectives
- Review key vocab:
  - Surface area, quartile, measures of variability, maximum, mean, MAD, NEW: histogram, and-leaf plot
- Review key concepts:
  - Surface area, quartile, measures of variability, maximum, mean, MAD, NEW: histogram, and-leaf plot
- Review key concepts:
  - Surface area, quartile, measures of variability, maximum, mean, MAD, NEW: histogram, and-leaf plot
- Review key concepts:
  - Surface area, quartile, measures of variability, maximum, mean, MAD, NEW: histogram, and-leaf plot
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  - Surface area, quartile, measures of variability, maximum, mean, MAD, NEW: histogram, and-leaf plot
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  - Surface area, quartile, measures of variability, maximum, mean, MAD, NEW: histogram, and-leaf plot
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  - Surface area, quartile, measures of variability, maximum, mean, MAD, NEW: histogram, and-leaf plot
- Review key concepts:
  - Surface area, quartile, measures of variability, maximum, mean, MAD, NEW: histogram, and-leaf plot
- Review key concepts:
  - Surface area, quartile, measures of variability, maximum, mean, MAD, NEW: histogram, and-leaf plot
- Review key concepts:
  - Surface area, quartile, measures of variability, maximum, mean, MAD, NEW: histogram, and-leaf plot
- Review key concepts:
  - Surface area, quartile, measures of variability, maximum, mean, MAD, NEW: histogram, and-leaf plot

#### Assessment
- Practice problems with guided practice and feedback.
- Unit assessment forms the end of the unit.
- Unit test to assess comprehensive understanding.

#### Resources
- Unlocked Study Guide
- MC options study guides word banks
- Scaffold (model, teach, practice)
- Review of key vocab, use of visuals, guided practice, scaffolding
- Review of key vocab, use of visuals, guided practice, scaffolding
- Review of key vocab, use of visuals, guided practice, scaffolding
- Review of key vocab, use of visuals, guided practice, scaffolding
- Review of key vocab, use of visuals, guided practice, scaffolding
- Review of key vocab, use of visuals, guided practice, scaffolding
- Review of key vocab, use of visuals, guided practice, scaffolding
analyzing, and summarizing distributions.

Demonstrate an understanding of statistical variability by displaying,

...
Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions.

CC.2.6.B.1

Unit 7: Project: Data Everywhere
Lesson 5: What Does it All Mean?

Represent and analyze data on a dot plot.

Represent and analyze data on a box plot.

Determine the median and quartiles of a data set.

Determine the range and interquartile range of a data set.

Determine the mean, absolute deviation, and mean absolute deviation of a data set.

Classify the distribution of a data set.

Review these key words: frequency, mean, MAD, measures of center, measures of variability, median, minimum, mode, surface area, quartile, range, rate, ratio, stem-and-leaf plot, interquartile range.

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

x=This semester
<table>
<thead>
<tr>
<th>Unit</th>
<th>Standard</th>
<th>Topic Cluster</th>
<th>Domain &amp; Grade</th>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
<th>Resources</th>
<th>Dr. Standards (Envision)</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>M07 A-R 1 1</td>
<td>Analyze, recognize, and represent proportional relationships and apply and extend previous understandings of operations with rational numbers</td>
<td>CC 2 1 7 E 1</td>
<td>Apply and extend previous understandings of operations with rational numbers</td>
<td>CC 2 1 7 D 1</td>
<td>Use them to solve real-world and mathematical problems</td>
<td>CC 2 1 7 D 1</td>
<td>Use them to solve real-world and mathematical problems</td>
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<tr>
<td>Day 2</td>
<td>M07 A-N 1 1</td>
<td>Demonstrate that the decimal of a rational number terminates or repeats</td>
<td>CC 2 2 7 B 3</td>
<td>Model and solve operations with rational numbers</td>
<td>CC 2 1 7 E 1</td>
<td>Apply and extend previous understandings of operations with real-world and mathematical problems</td>
<td>CC 2 1 7 D 1</td>
<td>Use them to solve real-world and mathematical problems</td>
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<tr>
<td>Day 3</td>
<td>M07 A-N 1 1</td>
<td>Solve real-world and mathematical problems involving the use of rational numbers</td>
<td>CC 2 1 7 D 1</td>
<td>Use them to solve real-world and mathematical problems</td>
<td>CC 2 1 7 D 1</td>
<td>Use them to solve real-world and mathematical problems</td>
<td>CC 2 1 7 D 1</td>
<td>Use them to solve real-world and mathematical problems</td>
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<td>Day 4</td>
<td>M07 A-N 1 1</td>
<td>Use rational numbers to describe quantities with positive and negative attributes</td>
<td>CC 2 1 7 E 1</td>
<td>Apply and extend previous understandings of operations with real-world and mathematical problems</td>
<td>CC 2 1 7 D 1</td>
<td>Use them to solve real-world and mathematical problems</td>
<td>CC 2 1 7 D 1</td>
<td>Use them to solve real-world and mathematical problems</td>
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<td>Day 5</td>
<td>M07 A-N 1 1</td>
<td>Demonstrate the equivalence of a decimal and a rational number</td>
<td>CC 2 2 7 B 3</td>
<td>Model and solve operations with rational numbers</td>
<td>CC 2 1 7 E 1</td>
<td>Apply and extend previous understandings of operations with real-world and mathematical problems</td>
<td>CC 2 1 7 D 1</td>
<td>Use them to solve real-world and mathematical problems</td>
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</table>

**Note:** The table above provides a structured overview of the curriculum mapping, focusing on the standards and objectives related to operations with rational numbers. The resources and assessments are designed to support the learning process, ensuring students can apply their understanding in both real-world and mathematical contexts.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
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<tr>
<td>6.11</td>
<td>Unit Test</td>
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<td>6.10</td>
<td>Unit Review</td>
<td>Students will review and prepare for the unit test.</td>
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<td>6.09</td>
<td>Quiz</td>
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<td>6.08</td>
<td>Equations and Proportional Relationships</td>
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<tr>
<td>6.07</td>
<td>Analyze proportional relationships and use them to model and solve real-world and mathematical problems.</td>
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<td>6.06</td>
<td>Graph Proportional Relationships</td>
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<td>6.04</td>
<td>Graph Points and Identify Proportional Relationships</td>
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<td>6.03</td>
<td>Represent proportional relationships by equations and graphs, and identify the constant of proportionality (unit rate) in tables, graphs, equations, and verbal descriptions.</td>
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<td>6.02</td>
<td>Decide whether two quantities are proportional to ind missing values.</td>
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<td>6.01</td>
<td>Recognize and represent proportional relationships in various contexts.</td>
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</table>
Day 1: Measure surface area, circumference, and volume problems by using and connecting numerical algebraic and graphical representations.

Day 2: Identify properties of shapes and their measures. CC 2.3.7.A.1 Solve word and mathematical problems involving angle measures.

Day 3: Measure the surface area, circumference, and volume of composite figures. CC 2.3.7.A.1 Solve word and mathematical problems.

Day 4: Given two numerical data distributions, CC 2.4.7.B.2 Draw inferences about populations based on random sampling once.

Day 5: Use variables in simple equations and inequalities to solve problems. M07.B.E.2.3 Model real-world and mathematical situations. CC 2.2.7.B.3 Model and solve real-world and mathematical situations by using and connecting graphical and numerical representations.

Day 6: Use informal arguments to establish facts about the angle sum and exterior angle of triangles. UD 3.7.G.2.1 Identify supplementary, complementary, and adjacent angles.

Day 7: Use informal arguments to establish facts about angles. UD 3.7.G.2.1 Identify angles and their measures.

Day 8: Use informal arguments to establish facts about opposite angles. UD 3.7.G.2.1 Identify angles and their measures.

Day 9: Use informal arguments to establish facts about angle sums and exterior angles. UD 3.7.G.2.1 Identify angles and their measures.

Day 10: Use informal arguments to establish facts about angle sums and exterior angles. UD 3.7.G.2.1 Identify angles and their measures.

Day 11: Use informal arguments to establish facts about angle sums and exterior angles. UD 3.7.G.2.1 Identify angles and their measures.
<table>
<thead>
<tr>
<th>Duration</th>
<th>Standard</th>
<th>Module &amp; Lesson</th>
<th>Objectives</th>
<th>Formative Assessment</th>
<th>KCS 8</th>
<th>MTH A</th>
<th>Key Vocabulary</th>
<th>Resources</th>
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<th>Differentiation (Extension)</th>
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<td>Lesson 2</td>
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<td>Mastery of Learning Targets</td>
<td>Outline Instructional Practices</td>
<td>Geomet y</td>
<td>cyl nde images</td>
<td>vo ume pict u e</td>
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**Notes:**
- All assignments and quizzes are available in the course materials.
- Each lesson includes guided practice and a quiz to assess understanding.
- Additional resources such as videos and discussion forums are provided for further study.
- Regular feedback and support are available from the instructor.
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<td>Use evidence of characteristics of life to differentiate between living and nonliving things.</td>
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<td>All organisms are made of cells and can be characterized by common aspects of their structure and functioning.</td>
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<td>Describes how organisms obtain and use energy throughout their lives.</td>
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| 1    | Theme and Context | Identify and contextualize | Quizzes | Assignment (Theme)
| 2    | Elements and Allusions | Define and analyze poetic elements and imagery | Quizzes | Assignment (Elements)
| 3    | The Power of Words | Analyze how words and sounds create meaning, mood, and emotion | Analysis and presentation | Participation in a discussion with peers
| 4    | The Night | Analyze complex sentences | Quizzes | Assignment (Night)
| 5    | Honors Project | Show evidence of learning | Essays | Essay Analysis and presentation
| 6    | Informational Works | Evaluate a speaker's effectiveness | Essays | Assignment (Informational Works)
| 7    | Engagement Analysis | Create meaning from nonfiction and fiction texts | Essays | Essay Analysis
| 8    | Place and Setting | Analyze how context and setting affect a work | Essays | Assignment (Place and Setting)
| 9    | Speeches and Arguments | Understand and present | Essays | Assignment (Speeches)
| 10   | Sources and Evidence | Identify and use the right tools to construct meaning | Essays | Assignment (Sources)
| 11   | Analysis of Evidence | Use evidence to support analysis | Essays | Assignment (Analysis)

**ENG 208/209 Semester A** (Honors Project included)
### 1.3.12.A - Determine and analyze the relationship between two or more themes or central ideas of a text. Identify how the development and interaction of the themes provide an overall summary of the text.

- **Essential Question:** How do the themes of a text interact and contribute to the overall meaning?
- **Students will be able to:**
  - Explain how the themes of a text contribute to the overall meaning.
  - Analyze how themes are developed and interact with each other.

### 1.3.12.B - Evaluate the structure of texts including the development and interaction of the themes; provide an objective summary of the text.

- **Essential Question:** How do the themes of a text interact and contribute to the overall meaning?
- **Students will be able to:**
  - Write a summary of the text that includes the development and interaction of the themes.
  - Analyze how the themes of a text contribute to the overall meaning.

### 1.3.12.C - Acquire and use accurately general academic and domain-specific words and phrases within grade level reading and content; choosing words and phrases precisely to avoid misinterpretations.

- **Essential Question:** How do the words and phrases used in a text contribute to the overall meaning?
- **Students will be able to:**
  - Use words and phrases accurately within grade level reading and content.
  - Choose words and phrases precisely to avoid misinterpretations.

### 1.3.12.D - Evaluate how words and phrases shape meaning and tone in texts.

- **Essential Question:** How do the words and phrases used in a text contribute to the overall meaning?
- **Students will be able to:**
  - Identify how words and phrases shape meaning and tone in texts.
  - Analyze the development and interaction of the themes.

### 1.3.12.E - Evaluate the structure of texts including the development and interaction of the themes; provide an objective summary of the text.

- **Essential Question:** How do the themes of a text interact and contribute to the overall meaning?
- **Students will be able to:**
  - Write a summary of the text that includes the development and interaction of the themes.
  - Analyze how the themes of a text contribute to the overall meaning.

### 1.3.12.F - Evaluate how words and phrases shape meaning and tone in texts.

- **Essential Question:** How do the words and phrases used in a text contribute to the overall meaning?
- **Students will be able to:**
  - Identify how words and phrases shape meaning and tone in texts.
  - Analyze the development and interaction of the themes.

### 1.3.12.G - Acquire and use accurately general academic and domain-specific words and phrases within grade level reading and content; choosing words and phrases precisely to avoid misinterpretations.

- **Essential Question:** How do the words and phrases used in a text contribute to the overall meaning?
- **Students will be able to:**
  - Use words and phrases accurately within grade level reading and content.
  - Choose words and phrases precisely to avoid misinterpretations.

### 1.3.12.H - Write with a sharp, distinct focus, identifying topic, task, audience, and purpose.

- **Essential Question:** How does the author's focus contribute to the overall meaning of a text?
- **Students will be able to:**
  - Write with a sharp, distinct focus, identifying topic, task, audience, and purpose.
  - Use a range of strategies to comprehend fiction and nonfiction.

### 1.3.12.I - Use a range of strategies to comprehend fiction and nonfiction.

- **Essential Question:** How do the strategies used to comprehend a text contribute to the overall meaning?
- **Students will be able to:**
  - Use a range of strategies to comprehend fiction and nonfiction.
  - Analyze how the author's use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.

### 1.3.12.J - Acquire and use accurately general academic and domain-specific words and phrases within grade level reading and content; choosing words and phrases precisely to avoid misinterpretations.

- **Essential Question:** How do the words and phrases used in a text contribute to the overall meaning?
- **Students will be able to:**
  - Use words and phrases accurately within grade level reading and content.
  - Choose words and phrases precisely to avoid misinterpretations.

### 1.3.12.K - Read and comprehend literary fiction on grade level reading independently and proficiently.

- **Essential Question:** How do the strategies used to comprehend a text contribute to the overall meaning?
- **Students will be able to:**
  - Read and comprehend literary fiction on grade level reading independently and proficiently.
  - Apply critical reading and analysis skills.

### 1.3.12.L - Demonstrate a grade-appropriate understanding of substantive topics.

- **Essential Question:** How do the strategies used to comprehend a text contribute to the overall meaning?
- **Students will be able to:**
  - Demonstrate a grade-appropriate understanding of substantive topics.
  - Use a range of strategies to comprehend fiction and nonfiction.

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**Key Vocabulary**
- **Figurative Language**
- **Rhyme Scheme**
- **Refrain**
- **Epigraph**
- **Anticlimax**
- **Theme**
- **Style**
- **Ode**
- **Narrative Poem**
- **Apostrophe**
- **Allusion**
- **Irony**
- **Image**
- **Simile**
- **Rhyme**
- **Rhythm**
- **Diction**
- **Blank Verse**
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- **Allusion**
- **Irony**
- **Image**
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- **Rhyme**
- **Rhythm**
- **Diction**
- **Blank Verse**

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**Assignments and/or Modifications**
- **Novel Choice:**
  - *Wuthering Heights* by Emily Bronte
  - *Jane Eyre* by Charlotte Bronte
  - *Pride and Prejudice* by Jane Austen

- **Graded Assignment:**
  - Analyze the use of figurative language in a literary work.
  - Identify themes and motifs in a literary work.
  - Examine how the author’s use of figurative language reveals theme, sets tone, and creates meaning in metaphors, passages, and literary works.

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**Graded Assignment**

- **Literary Analysis:**
  - *Eveline* by James Joyce
  - *A Room of One’s Own* by Virginia Woolf

- **Quiz:**
  - Analyze “Eveline”
  - *Gentle Into That Good Night* by Pearl S. Buck

- **Multiple Choice:**
  - *Modernism*
  - *Romanticism*
  - *Ode* by John Keats

- **Persuasive Prompt:**
  - Explain how literary works and authors relate to the major themes and issues of the era.

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**Key Vocabulary**
- **Romanticism**
- **Modernism**
- **Ode**
- **Narrative Poem**
- **Apostrophe**
- **Allusion**
- **Irony**
- **Image**
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- **Rhyme**
- **Rhythm**
- **Diction**
- **Blank Verse**
1.1.2.12.L - Read and comprehend literary nonfiction
1.1.2.12.C - Analyze the interaction and development
1.3.12.E - Evaluate how words and phrases shape
1.3.12.D - Cite strong and thorough textual evidence
1.3.12.B - Cite strong and thorough textual evidence
1.4.12.G - Write arguments to support claims in an
1.2.12.A - Determine and analyze the relationship
1.2.12.H - Analyze seminal texts based upon
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1.4.12.M - Write narratives to develop real or imagined experiences or events. Use effective strategies on how to develop and relate themes; provide an objective summary of the sections of the text.

1.4.12.W - Gather relevant information from multiple authoritative sources, both print and digital, to develop a complex story or narrative, including multiple perspectives and points of view. Use effective strategies on how to develop and relate themes; provide an objective summary of the sections of the text.

1.2.12.L - Read and comprehend literary text, including texts in different genres, to determine the meaning of complex words and phrases in context. Use effective strategies on how to develop and relate themes; provide an objective summary of the sections of the text.

1.2.12.K - Determine or clarify the meaning of unknown words and phrases based on an analysis of its word parts. Use effective strategies on how to develop and relate themes; provide an objective summary of the sections of the text.

1.3.12.H - Demonstrate knowledge of literary elements. Use effective strategies on how to develop and relate themes; provide an objective summary of the sections of the text.

1.3.12.G - Demonstrate knowledge of traditional works of literature that reflect a variety of genres in the respective major periods of literature including how two or more texts from the same period and cultural themes or motifs.

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1.3.12.A - Determine and analyze the relationship between two or more topics or themes using specific and relevant evidence. Examine several historical, cultural, or social events, and make comparative analyses to develop understanding. Use effective strategies on how to develop and relate themes; provide an objective summary of the sections of the text.
Part B

Unit 6: Literature of Slavery and the Civil War

CCSS.ELA-LITERACY.RL.11-12.2: Analyze how two or more texts in the same period treat similar themes or topics. For example, how do two works set in the Civil War differ in their treatment of slavery? How do two works drawn from the same literary tradition differ in their themes or tone?

Unit 7: Realism, Regionalism, and Naturalism

CCSS.ELA-LITERACY.RL.11-12.3: Analyze the historical period on character, plot, and setting; how they interact and build on one another to produce a complex literary work; and the literary significance for their themes or topics.

Unit 8: The Great Gatsby

CCSS.ELA-LITERACY.RL.11-12.9: Analyze foundational U.S. and world literature of the era and how it relates to the historical period on character, plot, and setting; how they interact and build on one another to produce a complex literary work; and the literary significance for their themes or topics.

Unit 8: Literature of Slavery and the Civil War

Unit 9: Critical Skills

Review critical reading skills, writing skills, and language skills.

Video:
3. Chapter 2, Days of an Idaho Girl: http://youtu.be/6_5y5w7k0-A
4. Chapter 2, Days of an Idaho Girl: http://youtu.be/6_5y5w7k0-A
5. Chapter 2, Days of an Idaho Girl: http://youtu.be/6_5y5w7k0-A

Assessments:
1. Realism Questions: https://forms.gle/i8aEdSt5HJk
2. Realism Questions: https://forms.gle/i8aEdSt5HJk
3. Realism Questions: https://forms.gle/i8aEdSt5HJk
4. Realism Questions: https://forms.gle/i8aEdSt5HJk
5. Realism Questions: https://forms.gle/i8aEdSt5HJk

Part 2:

One Unit Test with multiple-choice questions:

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<tr>
<th>Unit 8: Critical Skills 3</th>
<th>Students will be able to identify and analyze conventions and techniques in a work of fiction. Students will be able to write a literary analysis about a dramatic work.</th>
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</thead>
<tbody>
<tr>
<td>Critical thinkers actively and skillfully interpret analysis evaluate and synthesize information. Effective readers use appropriate strategies to construct meaning. If you have read a dramatic work.</td>
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<td>Unit Test and Discussion</td>
<td>Modified unit test with three answer choices</td>
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<tr>
<td><strong>Unit Test</strong></td>
<td>Writing a research paper with an introduction; thesis statement; body paragraphs with evidence and a conclusion.</td>
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<td><strong>Unit 9: Critical Skills 4</strong></td>
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<td>Students will be able to make inferences based on reading selections. Students will be able to analyze how a piece of literature's meaning is affected by organizational hierarchical structures; repetition of the main ideas; syntax and word choice in the text. Students will be able to determine meanings of unfamiliar words by using context clues; synonyms and antonyms.</td>
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</table>
Unit 11: Contemporary Literature

CCSS.ELA-LITERACY.W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Effective readers use appropriate strategies to construct meaning.

• EQ#1: Analyze significant works of American literature that represent its major literary periods and reflect American literary traditions.
• EQ#2: Evaluate the philosophical, political, religious, ethical, and social influences of historical periods on character, plot, and setting.
• EQ#3: How does contemporary literature differ from literature of the past?

Students will be able to analyze significant works of American literature that represent its major literary periods and reflect American literary traditions.

Students will be able to evaluate the philosophical, political, religious, ethical, and social influences of historical periods on character, plot, and setting.

Students will be able to compare contemporary literature with prior literary movements.

Students will be able to write a literary analysis comparing and contrasting the works in the unit and connecting to the work that impacted them the most.

One Discussion Question, One Unit Test

Playposts for readings:
4. “Last Rites for Indian Dead” PlayPost: https://www.playposit.com/share/233591/596965/-5-8-harjos-last-rites-for-indian-dead

Assignments
1. Unit Worksheet: https://drive.google.com/file/d/1T93We5vH1_z0Sio3o6I6TSAAPaLYt/view?usp=sharing

Writing assignment
Assignment document: added in brainstorming and outlining document with rough and final drafts, as well as a revision checklist:
https://drive.google.com/file/d/1YuIeEjFRQOOGzTHXtI8/1AD7JXAw/w/brainstorming

NOTES: Each semester ends with an exam. Units that did not get to: Research units and the critical skills units were skipped due to time constraints/spending more time on other units. These are highlighted in yellow.

Unit 12: Practical Writing

CCSS.ELA-LITERACY.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique—well-chosen details and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.3.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.

Students will be able to write a clear, concise narrative that uses sensory language, concrete details, and pays attention to writing conventions.

Assignments
Assignment document: added in brainstorming and outlining document with rough and final drafts, as well as a revision checklist:
https://drive.google.com/file/d/1YuIeEjFRQOOGzTHXtI8/1AD7JXAw/w/brainstorming

thesis statement; implicit vs explicit; sensory details
Evidence of Learning

Outline Instructional

Naturalism, and Regionalism, and Slavery and the Civil War

Unt 6  Literature of American Mythology

Unt 1  Early features.

and lies the significance of the documents of historical, political, and literary works of American literature, and late eighteenth- and early-nineteenth-century historical and political works and their impact on the American experience.

CCSS.ELA-LITERACY.RL.11-12.9

Analyze foundational U.S. and world documents of historical, political, and literary works of American literature, and late eighteenth- and early-nineteenth-century historical and political works and their impact on the American experience.

Demonstrate knowledge of foundational U.S. and world historical and political works of American literature, and late eighteenth- and early-nineteenth-century historical and political works and their impact on the American experience.

Identify Learning Targets

EQ#1 How do I make inferences based on one of the works in this unit?

EQ#2 How can I analyze the themes, purposes, and historical deviance, and ends up having a significant impact on the content of the unit?

EQ#3 What was the African-American experience during the time period connects to the themes discussed in the unit?

EQ#4 How can I write a persuasive argument based on one of the works in the unit?
Un t 7 Critcal Sklls

EQ#1: How do I identify and analyze context clues, synonyms, and antonyms?

EQ#2: What strategies do I use to find independent readings?

Project Menagerie

Un t 6 Finalizing a Research Paper

Un t 5 Writing a Research Paper

LITERACY.W.11-12.2

Read the text to analyze evidence to support analysis of events, settings, and characters. Use effective techniques, well-chosen words, and phrases to add details.

LITERACY.W.11-12.3

Apply knowledge of language to determine meanings of words. Draw inferences from the text, evidence to support analysis of events, settings, and characters.

LITERACY.W.11-12.9

Determine the development of the narrative, drama, or poem (e.g., an objective summary of the story, drama, or poem, an analysis of what is most significant for a specific purpose, an analysis of plot development), and the effect of different contexts, to make inferences from the text.

Revew critical reading skills, writing skills, and language skills.

Students will be able to:

- Use context clues, synonyms, and antonyms to determine word meanings.
- Analyze the way in which evidence is used to support analysis, evaluation, and analysis of content.
- Effectively choose meaning of words.
- Analyze the way the text is organized, affected by organization, and adhere to the conventions of MLA citations and a Works Cited page.
- Use a variety of sources to gain knowledge and expand knowledge.
- Effectively present ideas, concepts, and information to audiences, integrate information and evidence effectively, assess the effectiveness of arguments, and assess the overall effectiveness of an argument.
- Synthesize and evaluate information from multiple sources to create a more polished draft.
- Create a more polished draft and a final draft, as the final product includes the following elements: outline document with complete outline, review the three parts of an essay: introduction, body paragraphs, conclusion, and a final draft check, and submit a polished final draft.

Assessment document: https://www.playpost.com/stcode/598477/t652f7

Four videos: https://www.playpost.com/video/595091/-5-6-homework-playpost

One Unit Test

One Discussion Question

Tube.net/w/tubnetw/4hXWg5KyAFA

J F K
<table>
<thead>
<tr>
<th>K12 Unit/Lesson (In Sequence)</th>
<th>Standard (PA Core/National/PA Content)</th>
<th>Big Ideas</th>
<th>Essential Questions</th>
<th>Students will be able to</th>
<th>Summative Assessments (Assignments, Quizzes &amp; Tests)</th>
<th>Evidence of Learning</th>
<th>Outline Instructional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>CC.2.2.HS.C.3 Write functions or sequences that model relationships between 2 quantities. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</td>
<td>Describe and list consecutive integers. Find the solution set of a combined inequality. Graph the solution of a combined inequality.</td>
<td>Describe and list consecutive integers. Find the solution set of a combined inequality.</td>
<td>Quiz 1.02, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)</td>
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<tr>
<td>1.03B Foundations Wrap Up</td>
<td>CC.2.2.HS.C.3 Write functions or sequences that model relationships between 2 quantities. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</td>
<td>How do you know when a result is reasonable? When do you know where to begin when solving an absolute value equation?</td>
<td>Describe and list consecutive integers. Write an absolute value equation. Create and evaluate expressions for consecutive numbers.</td>
<td>Quiz 1.03, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)</td>
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<tr>
<td>1.04B Inequalities</td>
<td>CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</td>
<td>Explain the process you used to graph an inequality. Explain why you know an inequality is a true or false sentence.</td>
<td>Translate a word phrase involving inequalities into symbols. Determine whether an inequality is a true or false sentence.</td>
<td>Quiz 1.04, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)</td>
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<tr>
<td>1.05B Inequalities Wrap Up</td>
<td>CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</td>
<td>Why are graphs useful for representing relationships?</td>
<td>Graph an inequality in one variable. Graph an inequality with a restricted domain.</td>
<td>Quiz 1.05, Unit 1 Test (Open Ended)</td>
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<tr>
<td>1.07B Solving Inequalities</td>
<td>CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</td>
<td>Describe the process in checking answers when finding consecutive integers.</td>
<td>Determine whether an inequality is a true or false sentence. Use single transformation to solve an inequality. Solve word problem involving an inequality.</td>
<td>Quiz 1.07, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)</td>
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<tr>
<td>1.08B Solving Inequalities Wrap Up</td>
<td>CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</td>
<td>Why does order of operations become particularly important in algebra?</td>
<td>Determine whether an inequality is a true or false sentence. Use a single transformation to solve an inequality. Use multiple transformations to solve an inequality. Solve word problem involving an inequality.</td>
<td>Quiz 1.08, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)</td>
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<tr>
<td>1.10B Combined Inequalities</td>
<td>CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.</td>
<td>Conjunctions and disjunctions are used in English and math. How are they used similar?</td>
<td>Write a compound inequality for a given graph. Graph the solution of a combined inequality. Find the solution set of a combined inequality.</td>
<td>Quiz 1.10, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)</td>
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<tr>
<td>1.11.8 Combined Inequalities Wrap Up</td>
<td>CC.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.</td>
<td>Solving and graphing Combined Inequalities</td>
<td>How does finding the common characteristics among similar problems help me to be a more efficient problem solver?</td>
<td>Use a single transformation to solve an inequality.</td>
<td>Quiz 1.11, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)</td>
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<tr>
<td>1.13.8 Absolute Value Equations and Inequalities</td>
<td>CC.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.</td>
<td>Absolute value equations/Inequalities</td>
<td>How do we use variables?</td>
<td>Solve an equation involving absolute value.</td>
<td>Quiz 1.13, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)</td>
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</tr>
<tr>
<td>1.48.8 Absolute Value Equations and Inequalities Wrap Up</td>
<td>CC.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.</td>
<td>Absolute value equations/Inequalities</td>
<td>How do you know when an answer is reasonable?</td>
<td>Write an inequality that would solve a given word problem.</td>
<td>Quiz 1.14, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)</td>
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<tr>
<td>1.58.8 Applications Inequalities</td>
<td>CC.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.</td>
<td>Inequality Application</td>
<td>Describe a situation that uses inequalities.</td>
<td>Solve a word problem involving inequalities.</td>
<td>Quiz 1.15, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)</td>
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<tr>
<td>1.68.8 Applications Inequalities Wrap Up</td>
<td>CC.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.</td>
<td>Inequality Application</td>
<td>What ways do we use inequalities in everyday life?</td>
<td>Write an inequality that would solve a given word problem.</td>
<td>Quiz 1.16, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)</td>
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<tr>
<td>B.7.CC.2.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations.</td>
<td>Finding solutions and computations with integers</td>
<td>How do I know where to begin when solving a problem?</td>
<td>Review how to subtract integers.</td>
<td>How to determine if a number is a solution to an equation or inequality.</td>
<td>Quiz 1.01/1.02, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)</td>
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<tr>
<td>3.08/3.04B - Graphs</td>
<td>CC.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship Graphing</td>
<td>How is graphing used in the real world?</td>
<td>Identify the quadrant for a point on a graph.</td>
<td>Graph a point when given an ordered pair.</td>
<td>Quiz 3.03/3.04, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)</td>
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<tr>
<td>3.08/3.07B - Equations in two variables</td>
<td>CC.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship Equations in two variables</td>
<td>How do we solve a strategy or method to solve problems?</td>
<td>Determine whether or not an ordered pair is a solution to a given equation.</td>
<td>Solve an equation in two variables in terms of one of the variables.</td>
<td>Quiz 3.06/3.07, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)</td>
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<tr>
<td>3.09B/3.10B - Lines and Intercepts</td>
<td>3.11B/3.12B - Slope</td>
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<tr>
<td>Standard Form and Intercepts</td>
<td>Slope</td>
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<tr>
<td>CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship CC.2.2.HS.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations. CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.</td>
<td>CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship CC.2.2.HS.C.6 Interpret functions in terms of the situation they model. CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations. CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</td>
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<td>How are intercepts and graphs related?</td>
<td>How does the value we get for an equation affect how it looks when we graph it?</td>
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<tr>
<td>Write the equation of a line in standard form. Find intercepts of a line when given the equation. Use intercepts to graph a linear equation on a coordinate plane.</td>
<td>Find the slope of a line given two points. Determine whether a line has positive slope, negative slope, zero slope, or undefined slope. Find the slope of a line given the equation of the line. Solve an equation in two variables in terms of one of the variables. Graph a point when given an ordered pair. Use intercepts to graph a linear equation on a coordinate plane.</td>
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<td>Quiz 3.09/3.10, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)</td>
<td>Quiz 3.11/3.12, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)</td>
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</table>

**Unit 4B - Linear Equation and Inequalities part 2**

**4.02B/4.03B - Slope Intercept Form**

<table>
<thead>
<tr>
<th>Standard Form and Intercepts</th>
<th>Slope Intercept Form</th>
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<tbody>
<tr>
<td>CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship CC.2.2.HS.C.6 Interpret functions in terms of the situation they model. CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations. CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</td>
<td>CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship CC.2.2.HS.C.6 Interpret functions in terms of the situation they model. CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.</td>
</tr>
<tr>
<td>How are equations and graphs related?</td>
<td>How are equations and graphs related?</td>
</tr>
<tr>
<td>Find an equation in slope-intercept form to model a given word problem.</td>
<td>Solve a word problem using the point-slope form of an equation. Graph a line in point-slope form. Write an equation of a line in point-slope form given specific criteria or a graph. Find the slope and y-intercept of a line when given its equation in slope-intercept form. Transform an equation into slope-intercept form. Graph a line when its equation is given as or transformed into slope-intercept form.</td>
</tr>
<tr>
<td>Quiz 4.02/4.03, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)</td>
<td>Quiz 4.05/4.06, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)</td>
</tr>
</tbody>
</table>

**4.05B/4.06B - Point Slope Form**

<table>
<thead>
<tr>
<th>Point Slope Form</th>
<th>Parallel and Perpendicular Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context.</td>
<td>CC.2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationship CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context.</td>
</tr>
<tr>
<td>What information does the equation of the line give you?</td>
<td>How are parallel and perpendicular lines used in real world setting?</td>
</tr>
<tr>
<td>Transform an equation into slope-intercept form to model a given word problem.</td>
<td>Determine the slope of a line perpendicular to the graph of a given line. Determine whether the graph of two lines in a plane will be parallel, perpendicular, or neither when given the equation. Find an equation of a line passing through a given point and parallel or perpendicular to another line.</td>
</tr>
<tr>
<td>Quiz 4.05/4.06, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)</td>
<td>Quiz 4.07/4.08, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)</td>
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</tbody>
</table>
### Unit 5B - Linear Equations and Inequalities Part 3: 5.02B/5.03B Equations from graphs

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Review of Equations of Lines (3 forms)</th>
<th>Linear combination method (Linear Elimination)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.2.2.HS.D.7</td>
<td>Create and graph equations or inequalities to describe numbers or relationships.</td>
<td>Review of Equations of lines (3 forms)</td>
<td>Write the equation of a horizontal or vertical line.</td>
</tr>
<tr>
<td>CC.2.2.HS.D.8</td>
<td>Apply inverse operations to solve equations or formulas for a given variable.</td>
<td>Linear combination method (Linear Elimination)</td>
<td>Write an equation of a line in slope intercept form when given specific criteria.</td>
</tr>
<tr>
<td>CC.2.2.HS.D.10</td>
<td>Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebracially and graphically.</td>
<td>Linear combination method (Linear Elimination)</td>
<td>Write an equation of a line in point-slope form when given specific criteria.</td>
</tr>
</tbody>
</table>

### Unit 6B - Systems of Equations

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Review of Equations of Lines (3 forms)</th>
<th>Linear combination method (Linear Elimination)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.2.2.HS.D.7</td>
<td>Create and graph equations or inequalities to describe numbers or relationships.</td>
<td>Review of Equations of lines (3 forms)</td>
<td>Write the equation of a horizontal or vertical line.</td>
</tr>
<tr>
<td>CC.2.2.HS.D.8</td>
<td>Apply inverse operations to solve equations or formulas for a given variable.</td>
<td>Linear combination method (Linear Elimination)</td>
<td>Write an equation of a line in slope intercept form when given specific criteria.</td>
</tr>
<tr>
<td>CC.2.2.HS.D.10</td>
<td>Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebracially and graphically.</td>
<td>Linear combination method (Linear Elimination)</td>
<td>Write an equation of a line in point-slope form when given specific criteria or a graph.</td>
</tr>
</tbody>
</table>

### Summary

- **5.07B/5.08B - Graphing Linear Equations from graphs**
  
  - Review of Equations of Lines (3 forms)
  - Linear elimination method (Linear Elimination)

- **6.01B/6.02B - Foundations**
  - Review of Equations of Lines (3 forms)
  - Linear elimination method (Linear Elimination)

- **6.03B/6.04B - Systems of Equations**
  - Review of Equations of Lines (3 forms)
  - Linear elimination method (Linear Elimination)

- **6.05B/6.06B - Linear Models**
  - Review of Equations of Lines (3 forms)
  - Linear elimination method (Linear Elimination)

- **6.07B/6.08B - Graphing Linear Inequalities**
  - Review of Equations of Lines (3 forms)
  - Linear elimination method (Linear Elimination)

- **6.09B/6.10B - Linear combination**
  - Review of Equations of Lines (3 forms)
  - Linear elimination method (Linear Elimination)
6.12B/6.13B - Applications of Equations

- CC.2.2.HS.D.8: Apply inverse operations to solve equations or formulas for a given variable.
- CC.2.2.HS.D.10: Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

Applications of systems of equations

- Why are systems of equations useful?
- Write a system of linear equations to solve a word problem.
- Solve a word problem using a system of linear equations.
- Use a graph to determine whether a system of linear equations will have 0, 1, or an infinite number of solutions.
- Use the linear combination method to solve a system of linear equations in two variables.
- Use substitution to solve a system of linear equations.

Quiz 6.12/6.13, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)

6.14B/6.15B - Systems of Linear Inequalities

- CC.2.2.HS.D.8: Apply inverse operations to solve equations or formulas for a given variable.
- CC.2.2.HS.D.10: Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

Graphing and solving systems of linear inequalities

- How does systems of equations compare with single equations?
- Write a system of linear inequalities that corresponds to a given graph.
- Graph a system of linear inequalities.
- Use a system of linear inequalities to solve a word problem.
- Use the linear combination, substitution and graphing method to solve a system of linear equations in two variables.
- Use a graph to determine whether a system of linear equations will have 0, 1, or an infinite number of solutions.
- Solve a word problem using a system of linear equations.

Quiz 6.14/6.15, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)

Unit 1A - Algebra Basics part 1

1.04A/1.05A - Expressions

- 7.CC.2.2.7.B.3: Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.
- 6.CC.2.2.6.B.1: Apply and extend previous understandings of arithmetic to algebraic expressions.

Simplifying expressions and using order of operations

- How do you know when an algebraic expression is in simplest form?
- Use a formula to solve a word problem.
- Evaluate an algebraic expression.
- Simplify a numerical expression with grouping symbols.
- Simplify a numerical expression without grouping symbols.
- Place grouping symbols in an expression to create a specific value.

Quiz 1.04/1.05, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)

1.07A/1.08A - Variables

- How can you rewrite expressions to help you solve problems?
- Write a variable expression for a word problem.
- Evaluate an expression to solve a word problem.

Quiz 1.07/1.08, Unit 2 Test (Multiple Choice), Unit 2 Test (Open Ended)
1.10A/1.11A - Translating words into expressions

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

7.CC.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.

1.10A/1.11A - Translating words into expressions

What words or symbols indicate which operation? How can mathematical symbols model verbal expressions? Use a formula to solve a word problem. Write a variable expression, given the facts of a word problem. Translate a word phrase into a variable expression.

Quiz 1.10/1.11, Unit 1 Test (Multiple Choice), Unit 1 Test (Open Ended)

2.01A - Foundations

CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.

7.CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.

2.01A/2.03A - Equations

Open Sentences

What steps do you need to take to determine whether an open sentence is true or false? Determine if a given value makes an open sentence true. Determine if two expressions form an equation.

Quiz 2.01, Unit 2 Test (Multiple Choice), Unit 2 Test (Open Ended)

2.05A/2.06A - Translating Words into Equations

7.CC.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.

2.05A/2.06A - Translating Words into Equations

What steps assist with problem solving with equations? Solve equations in word problems when given a replacement set. Solve a word problem, given a choice of possible solutions. Describe a strategy for solving a word problem. Translate a sentence into an equation.

Quiz 2.05/2.06, Unit 2 Test (Multiple Choice), Unit 2 Test (Open Ended)

2.10A/2.11A - Problem Solving

6.CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.

2.10A/2.11A - Problem Solving

Problem solving

What steps assist with problem solving with equations? Describe a strategy for solving a word problem. Translate a sentence into an equation.

Quiz 2.10/2.11, Unit 2 Test (Multiple Choice), Unit 2 Test (Open Ended)

Unit 1A: Properties of Real Numbers Part 1 3.01A/3.02A - Foundations

6.CC.2.1.E.4 Apply and extend previous understandings of numbers to the system of rational numbers.

3.01A/3.04A - Number Lines

Compare Numbers

Use the order of operations to evaluate algebraic expressions. Represent improper fractions as whole numbers or mixed numbers. Identify a point on a number line. Graph a number on a number line. Compare real numbers.

Quiz 3.01/3.04, Unit 3 Test (Multiple Choice), Unit 3 Test (Open Ended)

3.02A - Properties of Real Numbers Part 2

2.02A/2.03A - Equations

Perimeter and Area

Evaluate powers

How can you rewrite expressions to help you solve problems? How do you evaluate a power?

Review how to find the perimeter and area. How to evaluate a power

Quiz 2.02/2.03, Unit 2 Test (Multiple Choice), Unit 2 Test (Open Ended)

2.06A - Translating Words into Equations

Translating Words into Equations

When do we need to use grouping symbols, such as parenthesis, when translating from words to math expressions. Translate a word problem into an equation. Translate a sentence into an equation.

Quiz 2.05/2.06, Unit 2 Test (Multiple Choice), Unit 2 Test (Open Ended)
<table>
<thead>
<tr>
<th><strong>3.06A/3.07A</strong> - Sets</th>
<th><strong>6.06A/6.07A</strong> - Comparing Expressions</th>
<th><strong>3.08A/3.09A</strong> - Unit 4A Properties of Real Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems.</td>
<td>Intersections and Unions are used in everyday life, how are these similar to when we are thinking of sets of numbers?</td>
<td>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems.</td>
</tr>
<tr>
<td>Sets</td>
<td>Describe a set using set notation. Identify sets to which a given number belongs.</td>
<td></td>
</tr>
<tr>
<td>Quiz 3.06/3.07, Unit 3 Test (Open Ended)</td>
<td>Find the union or intersection of sets.</td>
<td>Quiz 4.02/4.03, Unit 4 Test (Open Ended)</td>
</tr>
<tr>
<td><strong>4.05A/4.06A</strong> - Distributive Property</td>
<td><strong>4.08A/4.09A</strong> - Algebraic Proof</td>
<td><strong>4.11A/4.12A</strong> - Opposites and Absolute Value</td>
</tr>
<tr>
<td>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.</td>
<td>CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems.</td>
<td>6.CC.2.1.6.E.1 Apply and extend previous understandings of division to divide fractions by fractions. 6.CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples. 6.CC.2.2.6.B.1 Apply and extend previous understandings of arithmetic to algebraic expressions.</td>
</tr>
<tr>
<td>Distributive Property</td>
<td>What is the distributive property?</td>
<td></td>
</tr>
<tr>
<td>Simplify an expression using the distributive property. Collect like terms. Identify like terms.</td>
<td>Name the property used to write an expression that is equivalent to a given expression. Justify the steps in a proof of an algebraic statement.</td>
<td></td>
</tr>
<tr>
<td>Quiz 4.05/4.06, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)</td>
<td>Quiz 4.08/4.09, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)</td>
<td>Quiz 4.11/4.12, Unit 4 Test (Multiple Choice), Unit 4 Test (Open Ended)</td>
</tr>
<tr>
<td>6.CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems. CC.2.2.HS.D.2 Write expressions in equivalent forms to solve problems.</td>
<td>6.CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real-world or mathematical problems.</td>
<td>Add real numbers. Evaluate an expression involving addition of variable terms and constants.</td>
</tr>
<tr>
<td>Operations - Decimals and Fractions</td>
<td>How do we add, subtract, and multiply fractions and decimals?</td>
<td>Quiz 5.01/5.02, Unit 5 Test (Multiple Choice), Unit 5 Test (Open Ended)</td>
</tr>
<tr>
<td>Multiply and divide fractions. Add and subtract fractions.</td>
<td>Multiply real numbers. Evaluate an expression involving addition of variable terms and constants.</td>
<td>Quiz 5.04/5.05, Unit 5 Test (Multiple Choice), Unit 5 Test (Open Ended)</td>
</tr>
<tr>
<td>CC.2.1.HS.F.2</td>
<td>Apply properties of rational and irrational numbers to solve real-world or mathematical problems.</td>
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</tr>
<tr>
<td>CC.2.2.HS.D.2</td>
<td>Write expressions in equivalent forms to solve problems.</td>
<td></td>
</tr>
</tbody>
</table>

### Subtracting Integers

How can we use subtraction to simplify algebraic expressions?

- Subtract real numbers.
- Evaluate a variable expression involving sums and/or differences.
- Simplify an expression involving variable terms and constants.
- Simplify a subtraction expression involving variables and constants.
- Evaluate a variable expression involving addition or subtraction of real numbers.
- Write an expression that could be used to solve a word problem involving addition or subtraction.

- Quiz 5.08/5.09, Unit 5 Test (Multiple Choice), Unit 5 Test (Open Ended)

### Multiplying Integers/Expressions

What are the rules for multiplying integers?

- Simplify a multiplication expression involving real number variable terms and constants.
- Multiply real numbers.
- Evaluate a multiplication expression involving real number variable terms and constants.
- Evaluate a multiplication expression.
- Evaluate an expression involving addition of variable terms and constants.
- Simplify an expression involving sums and differences of real numbers.
- Evaluate a variable expression involving addition or subtraction of real numbers.

- Quiz 5.11/5.12, Unit 5 Test (Multiple Choice), Unit 5 Test (Open Ended)

### Dividing Integers/Expressions

How does dividing integers relate to multiplying integers?

- Simplify an expression involving quotients.
- Find and simplify the reciprocal of a number.
- Evaluate a multiplication expression involving real number variable terms and constants.
- Simplify a multiplication expression involving real number variable terms and constants.
- Add real numbers.
- Evaluate an expression involving addition of variable terms and constants.
- Simplify an expression involving sums and differences of real numbers.
- Evaluate a variable expression involving addition or subtraction of real numbers.

- Quiz 5.13/5.14, Unit 5 Test (Multiple Choice), Unit 5 Test (Open Ended)

### Unit 6A - Solving Equations

#### Addition/Subtraction Equations

How do you add or subtract equations or formulas for a given variable CC.2.2.HS.D.10

- Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.
- How do you isolate a variable?
- Solve an absolute value equation with addition or subtraction.
- Solve addition or subtraction equations involving simplification.
- Solve addition or subtraction equations.
- Write an equation that models a word problem involving addition or subtraction.

- Quiz 6.03/6.04, Unit 6 Test (Multiple Choice), Unit 6 Test (Open Ended)
6.06A/6.07A/6.08A - Multiplication and Division Equations

- CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

- CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

- CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.

6.07A/6.08A - Multiplication and Division Equations

- Solve an equation involving multiplication/division.
- Solve an equation involving division.
- Solve variable problems.
- Solve an absolute value equation with addition or subtraction.
- Solve a word problem involving an equation with multiplication or division.
- Write an equation that models a word problem involving multiplication or division.
- How are one step multiplication and division problems solved?
- What is one problem solving strategy used to solve multi-step equations?
- Rewrite a formula for a given variable.
- Solve a word problem involving a transformed formula.
- Write an equation that models a word problem involving multiplication or division.
- How can you check the reasonableness of your solution?

6.06B/6.07B/6.08B - Multiplication and Division Equations

- Multiple Step Equations
- How do you solve variables on both sides?
- How do you solve variables on both sides?
- How do you solve variables on both sides?
- How can you check the reasonableness of your solution?
- How can you check the reasonableness of your solution?
- How can you check the reasonableness of your solution?

6.10A/6.11A - Multiple Transformations

- CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

- CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.

6.11A/6.12A - Multiple Transformations

- Multiple Step Equations
- How do you solve variables on both sides?
- How do you solve variables on both sides?
- How do you solve variables on both sides?
- How can you check the reasonableness of your solution?

6.13A/6.14A - Variables on Both Sides

- CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

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6.14A/6.15A - Variables on Both Sides

- Variables on Both Sides
- How do you solve variables on both sides?
- How do you solve variables on both sides?
- How can you check the reasonableness of your solution?

6.16A/6.17A - Transforming Formulas

- CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable. CC.2.2.HS.D.10 Represent, solve and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

- CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. CC.2.2.HS.D.8 Apply inverse operations to solve equations or formulas for a given variable.

- Transforming Formulas
- How do you solve variables on both sides?
- How do you solve variables on both sides?
- How can you check the reasonableness of your solution?
Data can be modeled and used to make predictions.

### Key Words
- Polynomial
- Exponent
- Radical
- Equation
- Inequality
- Function
- Model
- Graph
- Solve
- Analyze

### Standards

- CC.2.2.HS.B.1
- CC.2.2.HS.D.4
- CC.2.2.HS.D.2
- CC.2.2.HS.D.3
- CC.2.1.HS.F.1
- CC.2.1.HS.F.4
- CC.2.2.HS.D.7

### Essential Questions

- How can expressions and equations be used to model and analyze situations?
- How can expressions, equations, and inequalities be used to make predictions?
- How can expressions, equations, and inequalities be used to analyze situations?

### Students Will Be Able To

- Write expressions in equivalent forms to solve problems.
- Understand the relationship between polynomials and make generalizations about functions and models.
- Write equivalent forms to solve problems.
- Extend the properties of exponents to the realm of polynomials.
- Write functions that model situations.
- Create and graph equations and inequalities to describe situations.
- Use units as a way to understand problems.
- Students watch a MathCast video and participate in online activities to learn how to exponent, compare, and model numbers.

### Resources

- MathCast videos
- Online activities
- Practice quizzes
- Summative assessments

### Differentiated Activities

- Suggestions for outside of OLS

### Vocabulary

- Key terms

### Essential Questions

- How can expressions, equations, and inequalities be used to make predictions and model situations?
- How can expressions, equations, and inequalities be used to analyze situations?
- How can expressions, equations, and inequalities be used to make predictions and model situations?
<table>
<thead>
<tr>
<th>Standard (PA Core/National/PA Content)</th>
<th>Essential Questions</th>
<th>Big Ideas</th>
<th>Students will be able to</th>
<th>Differentiated Activities</th>
<th>Key Vocabulary</th>
<th>Resources outside of OLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the included side or angle (in preparation for identifying triangles).</td>
<td>- How can patterns be used to describe, model, and analyze situations?</td>
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<tr>
<td>Determine the postulate or theorem that proves triangles.</td>
<td>- How can patterns be used to describe, model, and analyze situations?</td>
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<tr>
<td>Write congruence statements for congruent triangles.</td>
<td>- How can patterns be used to describe, model, and analyze situations?</td>
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<td>- How can patterns be used to describe, model, and analyze situations?</td>
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<tr>
<td>Determine missing measures in congruent triangles.</td>
<td>- How can patterns be used to describe, model, and analyze situations?</td>
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</tr>
<tr>
<td>Determine whether two triangles are congruent using rigid motions.</td>
<td>- How can patterns be used to describe, model, and analyze situations?</td>
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<td>- How can patterns be used to describe, model, and analyze situations?</td>
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<tr>
<td>Identify the corresponding parts of congruent triangles.</td>
<td>- How can patterns be used to describe, model, and analyze situations?</td>
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<td>- How can patterns be used to describe, model, and analyze situations?</td>
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<tr>
<td>Verify and apply theorems involving corresponding parts.</td>
<td>- How can patterns be used to describe, model, and analyze situations?</td>
<td>- How can patterns be used to describe, model, and analyze situations?</td>
<td>- How can patterns be used to describe, model, and analyze situations?</td>
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<tr>
<td>Construct parallel triangles and congruent triangles.</td>
<td>- How can patterns be used to describe, model, and analyze situations?</td>
<td>- How can patterns be used to describe, model, and analyze situations?</td>
<td>- How can patterns be used to describe, model, and analyze situations?</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>CC.2.3.HS.A.2</td>
<td>Apply rigid motions to determine similarity and congruence.</td>
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<tr>
<td>CC.2.3.HS.A.3</td>
<td>Verify and apply geometric theorems as they relate to geometric figures.</td>
<td></td>
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</tr>
</tbody>
</table>

**Unit A5: Quadrilaterals and Their Properties**

- A5.15/5.16/5.17 Compare the properties of squares and rhombi to determine whether a quadrilateral is a square, rhombus, or a kite. Solve problems using the properties of trapezoids and kites.
- A5.18/5.19 Prove properties of trapezoids and kites. Solve problems involving angle measures in trapezoids.

**Unit A4: Analytic and Rigid Motions**

- A4.12: Congruence and Similarity
- A4.13: Triangle Congruence and Similarity
- A4.14: Transformations and Their Properties
- A4.15: Dilations and Scale Factors

**Unit A3: Line and Angle Relationships**

- A3.12: Congruence and Similarity
- A3.13: Triangle Congruence and Similarity
- A3.14: Transformations and Their Properties
- A3.15: Dilations and Scale Factors

**Unit A2: Geometric Relationships**

- A2.12: Congruence and Similarity
- A2.13: Triangle Congruence and Similarity
- A2.14: Transformations and Their Properties
- A2.15: Dilations and Scale Factors
A6.02 Dilations

CC.2.3.HS.A.5: Create justifications based on transformations to establish similarity of plane figures.

Draw a dilation whose center of dilation is not on the pre-image.

Determine the length of a line segment in a dilation given the scale factor and the length of the pre-image.

Determine the scale factor used in a dilation. Determine if a dilation is an expansion or compression given the scale factor.

Quiz 6.02

Unit 6 test

A6.03 Dilations and Scale Factors

CC.2.3.HS.A.5: Create justifications based on transformations to establish similarity of plane figures.

Determine the length of a line segment in a dilation given the scale factor and the length of the pre-image.

Determine the scale factor used in a dilation. Determine if a dilation is an expansion or contraction given the scale factor.

Quiz 6.03

Unit 6 test

A6.05/6.07 Similar Polygons 1 and 2

CC.2.3.HS.A.5: Create justifications based on transformations to establish similarity of plane figures.

Determine if two figures are similar.

Explain how corresponding parts of similar triangles are related. Identify corresponding sides and angles in similar polygons.

Write similarity statements for similar polygons.

Determine missing measures in similar figures.

Quiz 6.07

Unit 6 test

Unit B1: Triangle Similarity

Patterns exhibit relationships that can be extended described and generalized.

Geometric relationships can be described analyzed and described based on spatial reasoning and/or visualization.

How can patterns be used to describe relationships in mathematical situations?

How can recognizing repetition or regularity assist in solving problems more efficiently?

How are spatial relationships including shape and dimension used to solve construct model and represent real situations or other problems?

How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?

How can geometric properties and theorems be used to describe model and analyze situations?

B1.02/1.03 Triangle Similarity 1 and 2

CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.

Triangle similarity

Determine missing measures in similar triangles.

Determine the possible or theorems that prove two triangles are similar.

Prove theorems about triangles.

Prove the triangle proportionality theorem.

Prove the triangle angle bisector theorem.

Solve problems using the triangle proportionality theorem.

Solve problems using the triangle angle bisector theorem.

Quiz 1.02

Quiz 1.03

Unit 1 test

B1.04 Applications of Triangle Similarity

CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.

Prove the angle bisector theorem.

Prove the Pythagorean theorem using triangle similarity.

Solve problems using the angle bisector theorem.

Solve problems using the Pythagorean theorem.

Quiz 1.04

Unit 1 test

B1.06/1.07 Triangle Proportionality Theorem 1 and 2

CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.

Prove the angle bisector theorem.

Prove the Pythagorean theorem using triangle similarity.

Solve problems using the angle bisector theorem.

Solve problems using the Pythagorean theorem.

Quiz 1.06

Quiz 1.07

Unit 1 test

B1.08 Triangle Proportionality and the Pythagorean Theorem

CC.2.3.HS.A.6 Verify and apply theorems involving similarity as they relate to plane figures.

Prove the angle bisector theorem.

Prove the Pythagorean theorem using triangle similarity.

Solve problems using the angle bisector theorem.

Solve problems using the Pythagorean theorem.

Quiz 1.08

Unit 1 test

Unit B2: Area and Volume - All standards taught in previous grades. Review select content at end of semester time permitting

Patterns exhibit relationships that can be extended described and generalized.

Geometric relationships can be described analyzed and described based on spatial reasoning and/or visualization.

How can patterns be used to describe relationships in mathematical situations?

How can recognizing repetition or regularity assist in solving problems more efficiently?

How are spatial relationships including shape and dimension used to solve construct model and represent real situations or other problems?

How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?

How can geometric properties and theorems be used to describe model and analyze situations?

B3.02/3.03: Relationships between triangles and circles

CC.2.3.HS.A.8 Apply geometric theorems to verify properties of circles.

Construct the circle that circumscribes a given triangle.

Verify and apply theorems involving properties of circles.

Prove theorems about circles.

Prove the parallel line theorem.

Prove the triangle proportionality theorem.

Solve problems using the triangle proportionality theorem.

Solve problems using the parallel line theorem.

Quiz 3.03

Unit 3 test
Unit B5: Conic Sections

**B5.02**: Introduction to Conic Sections
- Identify the shape of a two-dimensional cross section of three-dimensional objects.
- Identify the conic section that results from the intersection of a cone and a plane.
- Explain the equation of a circle in standard and general forms.
- Determine the center of a circle given its equation in standard form.
- Determine the equation of a circle given its center and radius.
- Determine the equation of the directrix of a parabola given its focus and directrix.
- Determine the coordinates of the vertex of a parabola given its equation in standard and general forms.
- Determine the coordinates of the foci of an ellipse given its equation in standard form.
- Determine the equation of the directrices of a parabola given its focus and directrix.
- Determine the equation of a specific parabola given its focus and directrix.
- Determine the coordinates of the directrices of a parabola given its equation in standard form.
- Determine the coordinates of the vertex of a parabola given its equation in standard and general forms.

**B5.03**: Circles 1 and 2
- Derive the equation of a specific circle given its center and radius.
- Identify corresponding sides and angles in similar polygons.
- Solve problems involving relationships between chords and arcs, and between the measures of an arc and the measure of its central angle.
- Solve problems using the relationship between a circle's tangent and the radius drawn to the point of tangency.
- Solve problems using the angle and arc relationships formed by intersecting tangents and secants.
- Solve problems using the angle and arc relationships formed by intersecting tangent and secant.

**B5.04**: Angles and Arcs 1 and 2
- Determine the coordinates of the vertex of a parabola given its equation in standard and general forms.
- Determine the coordinates of the foci of an ellipse given its equation in standard form.
- Determine the equation of the directrices of a parabola given its focus and directrix.
- Determine the equation of a specific parabola given its focus and directrix.
- Determine the coordinates of the directrices of a parabola given its equation in standard form.
- Determine the coordinates of the vertex of a parabola given its equation in standard and general forms.
- Determine the coordinates of the foci of an ellipse given its equation in standard form.
- Determine the equation of the directrices of a parabola given its focus and directrix.
- Determine the equation of a specific parabola given its focus and directrix.
- Determine the coordinates of the directrices of a parabola given its equation in standard form.
- Determine the coordinates of the vertex of a parabola given its equation in standard and general forms.

**B5.05**: Chords and Arcs 1 and 2
- Determine the center or radius of a circle given its equation in standard form.
- Derive the formula for the length of the arc of a circle in terms of radians.
- Derive the formula for the length of the arc of a circle in terms of radians.

**B5.06**: Sector Area
- Determine the area of a sector of a circle given its angle and radius.
- Determine the area of a sector of a circle given its angle and radius.

**B5.07**: Special Right Triangles
- Solve problems using the properties of special right triangles.

**B4.02**: Introduction to Special Right Triangles
- Solve problems using the properties of special right triangles.

**B4.03**: Special Right Triangles 1 and 2
- Identify corresponding sides and angles in similar polygons.
- Solve problems involving the relationship between the sine of an acute angle and the cosine of its complement.
- Solve problems involving the relationship between the sine of an acute angle and the cosine of its complement.
- Solve problems using properties of special right triangles.

**B4.04**: Angles and Sides 1 and 2
- Identify corresponding sides and angles in similar polygons.
- Solve problems involving the relationship between the sine of an acute angle and the cosine of its complement.
- Solve problems involving the relationship between the sine of an acute angle and the cosine of its complement.
- Solve problems using properties of special right triangles.

**B4.05**: Sines and Cosines
- Identify corresponding sides and angles in similar polygons.
- Solve problems involving the relationship between the sine of an acute angle and the cosine of its complement.
- Solve problems involving the relationship between the sine of an acute angle and the cosine of its complement.
- Solve problems using properties of special right triangles.

**B4.06**: Right Triangle Trigonometry
- Identify corresponding sides and angles in similar polygons.
- Solve problems involving the relationship between the sine of an acute angle and the cosine of its complement.
- Solve problems involving the relationship between the sine of an acute angle and the cosine of its complement.
- Solve problems using properties of special right triangles.

**B4.07**: Trigonometric Ratios 1 and 2
- Identify corresponding sides and angles in similar polygons.
- Solve problems involving the relationship between the sine of an acute angle and the cosine of its complement.
- Solve problems involving the relationship between the sine of an acute angle and the cosine of its complement.
- Solve problems using properties of special right triangles.

**B4.08**: Trigonometric Ratios 1 and 2
- Identify corresponding sides and angles in similar polygons.
- Solve problems involving the relationship between the sine of an acute angle and the cosine of its complement.
- Solve problems involving the relationship between the sine of an acute angle and the cosine of its complement.
- Solve problems using properties of special right triangles.
Patterns exhibit relationships that can be extended, described, and generalized. Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.

How can patterns be used to describe relationships in mathematical situations? How can recognizing repetition or regularity assist in solving problems more efficiently?

How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?

How can geometric properties and theorems be used to describe, model, and analyze situations?

Unit B6: Modeling with Geometry

How can patterns be used to describe relationships in mathematical situations?

How can recognizing repetition or regularity assist in solving problems more efficiently?

How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?

How can geometric properties and theorems be used to describe, model, and analyze situations?

B6.02 Cross-sections of three-dimensional objects

CC.2.3.HS.A.13
Analyze relationships between two-dimensional and three-dimensional objects.

Identify the shapes of two-dimensional cross sections of three-dimensional objects.

B6.03 Three-dimensional objects generated by rotating two-dimensional objects

CC.2.3.HS.A.13
Analyze relationships between two-dimensional and three-dimensional objects.

Determine the shape that will be created when a two-dimensional object is rotated about an axis.

B6.05 Geometry on Earth

CC.2.3.HS.A.14
Apply geometric concepts to model and solve real-world problems.

Use properties of geometric shapes to describe or approximate measures of real-world objects.

B6.06 Manufacturing Design and Optimization

Not aligned with PA Core - Use for enrichment time permitting

B6.07 Geometric Modeling

CC.2.3.HS.A.14
Apply geometric concepts to model and solve real-world problems.

Approximate measures of real-world objects using properties of geometric shapes.

B6.08 Density

Not aligned with PA Core - Use for enrichment time permitting

B6.09 Fermi Problems

Not aligned with PA Core - Use for enrichment time permitting
<table>
<thead>
<tr>
<th>#/Unit/Lesson (in Sequence)</th>
<th>Standard (PA Core/Content)</th>
<th>Essential Questions</th>
<th>Students will be able to</th>
<th>Key Vocabulary</th>
<th>Resources Inside OLS</th>
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<td>Semester 1</td>
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<tr>
<td>1.01 Unit 1: Systems of Linear Equations and Inequalities</td>
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<tr>
<td>1.02 Solve Systems of Two Linear Equations</td>
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<tr>
<td>1.03 Solve Systems of Three Linear Equations</td>
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<tr>
<td>1.04 Solve Systems of Four Linear Equations</td>
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<td>1.05 Inequalities in One Variable</td>
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<td>1.06 Compound Inequalities</td>
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<td>1.07 Inequalities in Two Variables</td>
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<td>1.08 Systems of Linear Inequalities</td>
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<td>1.09 Linear Programming</td>
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<td>1.10 Applications of Linear Programming</td>
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<td>1.11 Unit 2: Radical and Complex Numbers</td>
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<td>1.12 Square Roots</td>
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<td>1.13 Simplify Radical Expressions</td>
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<td>1.14 Fractional Exponents and Higher Roots</td>
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<td>1.15 Your Choice</td>
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<td>1.16 Imaginary Numbers</td>
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<td>1.17 Complex Numbers</td>
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<td>1.18 Unit 3: Polynomials</td>
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<td>1.19 Work with Polynomials</td>
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<td>1.20 Multiplying Polynomials</td>
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<td>1.21 Your Choice</td>
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<td>1.22 Factoring Polynomials</td>
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<td>Section</td>
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<tr>
<td>5.05</td>
<td>Power Functions</td>
<td>Apply and extend the knowledge of polynomial and rational exponents to solve problems with fractional and negative exponents.</td>
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<tr>
<td>5.06</td>
<td>Polynomial Long Division</td>
<td>Divide polynomials using long division.</td>
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<tr>
<td>5.07</td>
<td>Synthetic Division</td>
<td>Factor a polynomial using synthetic division.</td>
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<tr>
<td>5.08</td>
<td>The Fundamental Theorem of Algebra</td>
<td>Determine the number of complex zeros, a polynomial of degree n, has n complex zeros.</td>
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</tbody>
</table>

**A Unit 5: Radical and Rational Expressions**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.09</td>
<td>The Polynomial Remainder Theorem</td>
<td>Determine the remainder when a polynomial is divided by a given linear divisor.</td>
</tr>
<tr>
<td>5.10</td>
<td>The Factor Theorem</td>
<td>Determine whether a given value is a zero of a polynomial.</td>
</tr>
<tr>
<td>5.11</td>
<td>The Fundamental Theorem of Algebra</td>
<td>Determine the number of complex zeros, a polynomial of degree n, has n complex zeros.</td>
</tr>
</tbody>
</table>

**Optional-** due to complex numbers?

### L5.08 Simplify Complex Fractions
- Simplify fractions where the numerator or denominator contains complex numbers.

### L5.05 Multiply and Divide Rational Expressions
- Multiply and divide rational expressions, including those with complex numbers.

### L5.04 Rational Expressions
- Simplify rational expressions, including those with complex numbers.

### L5.03 Polynomial Long Division
- Divide polynomials using long division.

### L5.02 Power Functions
- Apply and extend the knowledge of polynomial and rational exponents to solve problems with fractional and negative exponents.

### L5.01 The Fundamental Theorem of Algebra
- Determine the number of complex zeros, a polynomial of degree n, has n complex zeros.
5.03 Solve Related Equations

5.04 Right Triangle Trigonometry

5.05 Logarithms

5.06 Properties of logarithms

5.07 Use logarithms to solve exponential equations

5.08 Applications of exponential equations

5.09 Your Choice

5.10 Graph trigonometric functions

5.11 Radians and Trigonometric Functions

5.12 Right Triangle Trigonometry

5.13 Applications of Right Triangle Trigonometry

5.14 Radians and Degrees

5.15 Coterminal Angles

5.16 The Unit Circle

Unit 6: Exponential and Logarithmic Functions

Solve related equations.

Find the exact value of each trigonometric function at a given acute angle.

Find the degree measure of an angle whose radian measure is provided.

Find the exact value of trigonometric functions using the degree measures.

Find the exact values of trigonometric functions using the unit circle.

Find the exact value of trigonometric functions using the Pythagorean Theorem.

Find the exact value of trigonometric functions using the fundamental identities.

Find the exact value of trigonometric functions using the reference angle.

Find the exact value of trigonometric functions using the reciprocal relations.

Find the exact value of trigonometric functions using the quotient relations.

Find the exact value of trigonometric functions using cofunction identities.

Find the exact value of trigonometric functions using the sum and difference formulas.

Find the exact value of trigonometric functions using the half-angle formulas.

Find the exact value of trigonometric functions using the double-angle formulas.

Find the exact value of trigonometric functions using the sum-to-product formulas.

Find the exact value of trigonometric functions using the product-to-sum formulas.

Find the exact value of trigonometric functions using the sum-to-product formulas.

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<table>
<thead>
<tr>
<th>Lesson</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.07 Trigonometric Identities</td>
<td>P ove the Pythagorean identity and use it to find trigonometric values.</td>
</tr>
<tr>
<td>3.08 Your Choice</td>
<td>No instructions provided.</td>
</tr>
<tr>
<td>3.09 Trigonometric Functions of Any Angle</td>
<td>Dete m ne the reference angle for a given angle measure.</td>
</tr>
<tr>
<td>3.10 Inverse Trigonometric Functions</td>
<td>Dete m ne the reference angle for a given angle measure.</td>
</tr>
<tr>
<td>3.11 Applications of Inverse Trigonometric Functions</td>
<td>Dete m ne the reference angle for a given angle measure.</td>
</tr>
</tbody>
</table>

**Semester II**

<table>
<thead>
<tr>
<th>Unit 1: Graphs of Sinusoidal Functions</th>
<th>Choose to plot a sine graph or cos graph and prove that it represents a sinusoidal function.</th>
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</thead>
<tbody>
<tr>
<td>4.01 Sinusoidal Graphs</td>
<td>Choose to plot a sine graph or cos graph and prove that it represents a sinusoidal function.</td>
</tr>
<tr>
<td>4.02 Sinusoidal Graphs: Amplitude</td>
<td>Choose to plot a sine graph or cos graph and prove that it represents a sinusoidal function.</td>
</tr>
<tr>
<td>4.03 Sinusoidal Graphs: Period</td>
<td>Choose to plot a sine graph or cos graph and prove that it represents a sinusoidal function.</td>
</tr>
<tr>
<td>4.04 Sinusoidal Graphs: Vertical Shift</td>
<td>Choose to plot a sine graph or cos graph and prove that it represents a sinusoidal function.</td>
</tr>
<tr>
<td>4.05 Your Choice</td>
<td>No instructions provided.</td>
</tr>
<tr>
<td>4.06 Sinusoidal Graphs: Vertical Shift</td>
<td>Choose to plot a sine graph or cos graph and prove that it represents a sinusoidal function.</td>
</tr>
<tr>
<td>4.07 Sinusoidal Family of Functions</td>
<td>Choose to plot a sine graph or cos graph and prove that it represents a sinusoidal function.</td>
</tr>
<tr>
<td>4.08 Create Sinusoidal Models</td>
<td>Choose to plot a sine graph or cos graph and prove that it represents a sinusoidal function.</td>
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<tr>
<td>4.09 Integrate Trigonometric Models</td>
<td>No instructions provided.</td>
</tr>
<tr>
<td>4.10 Extended Problems: Functionality</td>
<td>No instructions provided.</td>
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<tr>
<td>4.11 Sketch Trigonometric Models</td>
<td>No instructions provided.</td>
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</table>

**Unit 2: More Functions**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Description</th>
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<tr>
<td>5.01 Reciprocal Power Functions</td>
<td>Choose to plot a sine graph or cos graph and prove that it represents a sinusoidal function.</td>
</tr>
<tr>
<td>5.02 Graph Rational Functions</td>
<td>Choose to plot a sine graph or cos graph and prove that it represents a sinusoidal function.</td>
</tr>
<tr>
<td>5.03 More Rational Functions</td>
<td>No instructions provided.</td>
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<tr>
<td>Unit</td>
<td>Content</td>
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<tr>
<td>4.05</td>
<td>Arithmetic Series and Applications</td>
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<tr>
<td>4.06</td>
<td>Geometric Series and Applications</td>
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<tr>
<td>5.01</td>
<td>Counting and Probability</td>
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<td>5.06</td>
<td>Probability Distributions</td>
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<td>7.01</td>
<td>Data Gathering and Analysis</td>
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<td>8.01</td>
<td>Honors Project: Sinusoidal Models</td>
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</tbody>
</table>
1.01 Semester Introduction 09/11/19

**Power Standard**

CC.3.6.9-10.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CC.3.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Verb/Noun Match**

<table>
<thead>
<tr>
<th>Introduce/Tell</th>
<th>Describe</th>
<th>Critique</th>
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</thead>
<tbody>
<tr>
<td><strong>They</strong></td>
<td>Energy</td>
<td>Discussion Posts</td>
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<tr>
<td><strong>Activity</strong></td>
<td>Matter</td>
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<td></td>
<td>Forces</td>
<td>Motion</td>
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</table>

**Know**

<table>
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<tr>
<th>physical science</th>
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<tr>
<td>matter</td>
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<tr>
<td>energy</td>
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<tr>
<td>forces</td>
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<td>motion</td>
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</table>

**Do**

Tell other students about themselves. 
Describe in writing how an activity uses energy to change/influence matter. 
Critique another student’s post.

**I can statements.............**

I can introduce myself to others. 
I can define physical science, matter, energy, forces, and motion. 
I can describe an activity using matter and energy terminology. 
I can critique another student’s post with proper feedback.
### Power Standard

3.2.P.B7.
- Compare and contrast scientific theories.
- Know that both direct and indirect observations are used by scientists to study the natural world and universe.
- Identify questions and concepts that guide scientific investigations.
- Formulate and revise explanations and models using logic and evidence.
- Recognize and analyze alternative explanations and models.

### Verb/Noun Match

<table>
<thead>
<tr>
<th>Know</th>
<th>Do</th>
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<tbody>
<tr>
<td>Lesson vocabulary- science, engineering, hypotheses, laws, and theories,</td>
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<tr>
<td>Scientific method is used to solve problems.</td>
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<td>Scientists build knowledge to understand the universe.</td>
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<tr>
<td>Engineers use physics to solve problems through design.</td>
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<tr>
<td>The differences in the terms hypotheses, laws, and theories.</td>
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<tr>
<td>Match lesson vocabulary to definition.</td>
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<tr>
<td>Use the steps of the scientific method to solve problems.</td>
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<tr>
<td>Identify different types of knowledge gathered by scientists and ways engineers use that knowledge to solve problems through design.</td>
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<tr>
<td>Differentiate examples of hypotheses, laws, and theories.</td>
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</table>

### I can statements

I can list examples of science and engineering.
I can distinguish physical science from life science and earth science.
I can investigate using the steps of the scientific method.
I can differentiate hypotheses, laws, and theories.
3.2.10 B6. Explain how the behavior of matter and energy relates to translational (linear) momentum.

3.2.12 B6. Compare and contrast motions of objects using physical science, matter, and energy, and the concept of energy transfer.

3.2.10 A6 Science as Inquiry page 8 of Standards as per

How do I learn online?

3.2.10 B1. Apply Newton's Law of Universal gravitation to explain how objects interact.

3.2.12 B6. Compare and contrast motions of objects using physical science, matter, and energy, and the concept of energy transfer.

3.07 and 3.08 Unit 3 Test

3.02 Gravity

2.10 and 2.11 Unit 2 Test

2.04 Laboratory Doppler Effect

1.04 Creating and Communicating

CC 3 5.9-10 D Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are expressed visually or mathematically (e.g., in an equation).

CC 2 4.HS B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.

CC 3 6.9-10 B. Write informative/explanatory texts, including personal and narrative accounts, that display an understanding of textual features such as introduce, develop, and conclude.

CC 2 3.HS A.14 Apply geometric concepts to model and solve real-world problems.

CC 3 5.9-10 G. Translate quantitative and technical information expressed in visually or mathematically (e.g., in an equation) into words.

The Future

How does gravity affect movement?

How do objects interact due to gravity?

How do objects move in a gravitational field?

What is the role of Newton's laws of motion and gravitation in understanding object movement?
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<tbody>
<tr>
<td>3.2.12 B6. Compare and contrast motions of objects using scale, popmotion, and acceleration.</td>
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<td>Test Unit 6 Work</td>
<td>3.2.10 B2. Explain the relationships between work and performance affecting a structural and operational context.</td>
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<tr>
<td>5.01 Energy</td>
<td>5.02 Energy Change</td>
<td>5.03 Energy and Power</td>
<td>5.01 Energy</td>
<td>5.02 Energy Change</td>
<td>5.03 Energy and Power</td>
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<td>5.02 Energy Change</td>
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<td>4.03 and 4.04 Unit 4 Test</td>
<td>4.05 and 4.06 Unit 4 Test</td>
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<td>4.03 and 4.04 Unit 4 Test</td>
<td>4.05 and 4.06 Unit 4 Test</td>
<td>4.09 and 4.10 Unit 4 Test</td>
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</tr>
<tr>
<td>Based on sample surveys, experiments, and observational measurements, or performing technical tasks, attending procedures/experiments, or technical processes.</td>
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<td></td>
</tr>
<tr>
<td>3.2.10 B2. Explain the translation and simple harmonic motion of objects using conservation of energy.</td>
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<td>3.2.10 B2. Explain the translation and simple harmonic motion of objects using conservation of energy.</td>
</tr>
</tbody>
</table>

**Notes:**
- **Page 1:** This page contains a series of tables and diagrams related to various scientific topics, including energy conservation, work, and performance. The content is organized in a structured format, with each topic followed by a series of questions and short answers.
- **Page 2:** Continues the same structure as Page 1, providing additional data and information for further study.
- **Page 3:** Further expands on the topics covered in Pages 1 and 2, delving deeper into specific concepts and applications.
- **Page 4:** Continues the detailed exploration of the topics, with a focus on practical applications and real-world examples.
- **Page 5:** Provides further analysis and conclusions based on the data presented on previous pages.
- **Page 6:** Concludes the section with a summary of key points and a list of recommended readings for further study.
- **Page 7:** Serves as a reference page, with a list of bibliographic entries and additional resources for those interested in the topics covered.
- **Pages 8-20:** These pages are not shown in the provided excerpt, but they likely continue the same format and content, offering a comprehensive overview of the scientific concepts discussed in the document.
<table>
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<tr>
<th>Unit 7A  Waves</th>
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<td>1.01  Semester Introduction to Matter and Energy</td>
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<tr>
<td>1.03  Classification of Matter</td>
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<td>1.04  Matter and Energy, and the Electromagnetic Spectrum</td>
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<td>2.01  Introduction to Longitudinal Waves</td>
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<td>2.02  Properties of Waves</td>
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<td>2.05  Color</td>
</tr>
<tr>
<td>3.01  Introduction to Longitudinal Waves</td>
</tr>
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<td>3.02  Doppler Effect</td>
</tr>
<tr>
<td>3.04  Matter and Energy a used to Transfer Matter</td>
</tr>
<tr>
<td>3.2.10 B2. Explain how the overall energy lowing through homogeneous mixtures.</td>
</tr>
<tr>
<td>3.2.10 B3. Describe the relations between electric ty and magnetic fields.</td>
</tr>
<tr>
<td>3.2.10 B4. Describe the relations between electric ty and magnetic fields.</td>
</tr>
<tr>
<td>3.2.10 B5. Understand that waves transfer energy without transferring matter.</td>
</tr>
<tr>
<td>3.2.10 B6. Write informative/explanatory texts, providing specific details of explanations or descriptions.</td>
</tr>
<tr>
<td>3.2.10 B7. Use various visual, performance, and physical evidence to compare the characteristics of sound waves and light waves.</td>
</tr>
<tr>
<td>3.2.10 B8. Explain how waves carry information from one place to another.</td>
</tr>
<tr>
<td>3.2.10 B9. Describe the relations between electric ty and magnetic fields.</td>
</tr>
<tr>
<td>3.2.10 B10. Describe the relations between electric ty and magnetic fields.</td>
</tr>
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</table>

**Cons de us ng PHET s mulat on fo lab data co lect on**
<table>
<thead>
<tr>
<th>Topic</th>
<th>Question/Concept</th>
<th>Details</th>
<th>Answer</th>
<th>Relevant Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.02</td>
<td>Pressure, volume, temperature</td>
<td>Describes the relationship between pressure, volume, and temperature in gases.</td>
<td>The formula for the ideal gas law is PV=nRT, where P is pressure, V is volume, n is the number of moles, R is the gas constant, and T is temperature in Kelvin.</td>
<td>CC 3 5.9-10 C Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements on expected outcomes and using appropriate methods to gather data</td>
</tr>
<tr>
<td>2.09</td>
<td>Change in state</td>
<td>Describes the process of a substance changing from one state to another.</td>
<td>Heat energy is absorbed or released during phase changes.</td>
<td>CC 2 1.HS E 5 Choose a level of accuracy appropriate to the context and use appropriate methods to gather data</td>
</tr>
<tr>
<td>2.08</td>
<td>Phase of matter</td>
<td>Describes the different states of matter.</td>
<td>Matter exists in three primary states: solid, liquid, and gas.</td>
<td>CC 2 1.HS F 5 Choose a level of accuracy appropriate to the context and use appropriate methods to gather data</td>
</tr>
<tr>
<td>2.07</td>
<td>Phase changes</td>
<td>Describes the process of a substance changing from one state to another.</td>
<td>Phase changes occur due to changes in temperature or pressure.</td>
<td>CC 2 1.HS F 5 Choose a level of accuracy appropriate to the context and use appropriate methods to gather data</td>
</tr>
<tr>
<td>2.06</td>
<td>Energy and matter</td>
<td>Describes the relationship between energy and matter.</td>
<td>Energy is conserved during phase changes.</td>
<td>CC 2 1.HS F 5 Choose a level of accuracy appropriate to the context and use appropriate methods to gather data</td>
</tr>
<tr>
<td>2.05</td>
<td>Energy and temperature</td>
<td>Describes the relationship between energy and temperature.</td>
<td>Temperature changes are not accompanied by changes in energy.</td>
<td>CC 2 1.HS F 5 Choose a level of accuracy appropriate to the context and use appropriate methods to gather data</td>
</tr>
<tr>
<td>2.04</td>
<td>Energy and motion</td>
<td>Describes the relationship between energy and motion.</td>
<td>Energy is conserved during collisions.</td>
<td>CC 2 1.HS E 5 Choose a level of accuracy appropriate to the context and use appropriate methods to gather data</td>
</tr>
<tr>
<td>2.03</td>
<td>Energy and change</td>
<td>Describes the process of a substance changing with energy.</td>
<td>Energy changes occur during phase changes.</td>
<td>CC 2 1.HS F 5 Choose a level of accuracy appropriate to the context and use appropriate methods to gather data</td>
</tr>
<tr>
<td>2.02</td>
<td>Matte changes</td>
<td>Describes the process of a substance changing.</td>
<td>Matter changes occur due to changes in temperature or pressure.</td>
<td>CC 2 1.HS F 5 Choose a level of accuracy appropriate to the context and use appropriate methods to gather data</td>
</tr>
<tr>
<td>1.07</td>
<td>Unit test</td>
<td>Describes the process of testing units.</td>
<td>Units are compared to determine equivalence.</td>
<td>CC 3 5.9-10 C Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements on expected outcomes and using appropriate methods to gather data</td>
</tr>
<tr>
<td>1.06</td>
<td>Unit test 1</td>
<td>Describes the process of testing units.</td>
<td>Units are compared to determine equivalence.</td>
<td>CC 3 5.9-10 C Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements on expected outcomes and using appropriate methods to gather data</td>
</tr>
<tr>
<td>1.05</td>
<td>Unit test 2</td>
<td>Describes the process of testing units.</td>
<td>Units are compared to determine equivalence.</td>
<td>CC 3 5.9-10 C Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements on expected outcomes and using appropriate methods to gather data</td>
</tr>
</tbody>
</table>

**Relevant Standards:**
- CC 3 5.9-10 C: Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements on expected outcomes and using appropriate methods to gather data.
- CC 2 1.HS E 5: Choose a level of accuracy appropriate to the context and use appropriate methods to gather data.
- CC 2 1.HS F 5: Choose a level of accuracy appropriate to the context and use appropriate methods to gather data.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Objectives</th>
<th>Questions</th>
<th>Additional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.C.A1</td>
<td>Use electronegativity to explain the formation of covalent bonds.</td>
<td>Describe the difference between ionic and covalent bonds.</td>
<td>What is the difference between ionic and covalent bonds?</td>
<td>See textbook pages 235-236.</td>
</tr>
<tr>
<td>3.2.C.A2</td>
<td>Predict the chemical formulas for simple compounds.</td>
<td>Describe how atoms combine to form compounds.</td>
<td>How do atoms combine to form compounds?</td>
<td>See textbook pages 237-238.</td>
</tr>
<tr>
<td>3.2.C.A3</td>
<td>Classify chemical reactions as synthesis, decomposition, single replacement, double displacement, or combination.</td>
<td>Explain why compounds are composed of different elements.</td>
<td>Why are compounds composed of different elements?</td>
<td>See textbook pages 240-241.</td>
</tr>
<tr>
<td>3.2.C.A4</td>
<td>Compare and contrast the unique properties of elements.</td>
<td>Explain how atoms combine to form compounds.</td>
<td>How do atoms combine to form compounds?</td>
<td>See textbook pages 242-243.</td>
</tr>
<tr>
<td>3.2.C.A5</td>
<td>Explain how atoms combine to form compounds.</td>
<td>Describe the laws of conservation of mass.</td>
<td>What are the laws of conservation of mass?</td>
<td>See textbook pages 244-245.</td>
</tr>
<tr>
<td>3.2.C.A6</td>
<td>Predict the chemical formulas for simple compounds.</td>
<td>Describe physical and chemical properties such as pH, color, and solubility.</td>
<td>What are physical and chemical properties?</td>
<td>See textbook pages 246-247.</td>
</tr>
<tr>
<td>3.2.C.A7</td>
<td>Classify chemical reactions as synthesis, decomposition, single replacement, double displacement, or combination.</td>
<td>Compare and contrast different types of mixtures.</td>
<td>What are different types of mixtures?</td>
<td>See textbook pages 248-249.</td>
</tr>
<tr>
<td>3.2.C.A8</td>
<td>Use electronegativity to explain the formation of covalent bonds.</td>
<td>Describe physical and chemical properties such as pH, color, and solubility.</td>
<td>What are physical and chemical properties?</td>
<td>See textbook pages 250-251.</td>
</tr>
<tr>
<td>3.2.C.A9</td>
<td>Predict the chemical formulas for simple compounds.</td>
<td>Compare and contrast different types of mixtures.</td>
<td>What are different types of mixtures?</td>
<td>See textbook pages 252-253.</td>
</tr>
<tr>
<td>3.2.C.A10</td>
<td>Classify chemical reactions as synthesis, decomposition, single replacement, double displacement, or combination.</td>
<td>Describe physical and chemical properties such as pH, color, and solubility.</td>
<td>What are physical and chemical properties?</td>
<td>See textbook pages 254-255.</td>
</tr>
</tbody>
</table>
### Acid-Base Reactions

Acid-base reactions involve the neutralization of an acid and base to create salt and water.

**Question:** What is an acid-base reaction?

**Identify and explain acid-base reactions.**

**9.05 Buffers**

Buffers are solutions that resist changes in pH when an acid or base is added to them.

**Question:** What is a buffer?

**Define and describe buffers.**

### Lab Activity: Neutralization

A neutralization reaction is a reaction between an acid and a base to form salt and water.

**Question:** What is a neutralization reaction?

**Identify a question and develop a hypothesis.**

**Select and use appropriate methods to gather data.**

**Interpret a plan of action for a scientific investigation.**

**Organize and analyze data to report, review, and discuss.**

**Construct a graph showing the relationship between an independent variable and a dependent variable.**

**Interpret and draw conclusions about relationships from graphs.**

**Identify sources of error or uncertainty within the investigation.**

**Predict and observe changes in matter in terms of acid-base interactions.**

### Organic Chemistry

Organic compounds contain carbon and are the foundations of all biological molecules.

**Question:** What is an organic compound?

**Describe and list organic compounds.**

**Compare and contrast organic compounds and inorganic compounds.**

### Functional Groups

Organic compounds have unique structures, functions, and properties.

**Question:** What are the different structures, functions, and properties of organic compounds?

**Describe structures, functions, and properties of organic compounds.**

**Recognize that plastics are organic large organic molecules called polymers.**

### Macromolecules

Carbohydrates, lipids, proteins and nucleic acids each have unique structures, functions, and properties.

**Question:** What are the different structures, functions, and properties of carbohydrates, lipids, proteins and nucleic acids?

**Define and describe the four classes of macromolecules.**

**Recognize that plastics are organic large organic molecules called polymers.**
<table>
<thead>
<tr>
<th>Exit Indicator/Sequence</th>
<th>Standard(s) (by number and context)</th>
<th>Big Idea</th>
<th>Essential Question</th>
<th>Standard(s) will be assessed</th>
<th>Summative Assessment(s) if applicable</th>
<th>Key Vocabulary</th>
<th>Resources &amp; Extensions</th>
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</thead>
<tbody>
<tr>
<td>1.05 Quiz 1</td>
<td><em>Standards 3.10.A3</em></td>
<td>How and why is Earth constantly changing?</td>
<td>Explain how and why Earth is constantly changing, including the role of human activities and natural processes.</td>
<td>These standards will be assessed in the summative assessment(s) if applicable.</td>
<td></td>
<td>Earth Science</td>
<td><strong>Assignment</strong> Use scientific methods to investigate a problem.</td>
</tr>
</tbody>
</table>
The Earth is a complex system with layers of rock and soil, and continents, oceans, and layers of atmosphere. The Earth's surface is shaped by plate tectonics, which move the continents and oceans over time. Plate tectonics are responsible for many of the Earth's features, including mountains, earthquakes, and volcanoes.

Lesson 1: Introduction to Plate Tectonics

- Know that the Earth's surface is constantly changing.
- Relate plate tectonics to scientists' theories over time.
- Understand that plate tectonics is the framework for the Earth's surface.

Lesson 2: Pangaea and Continental Drift

- Relate plate tectonics to Pangaea and continental drift.
- Understand that Pangaea was a supercontinent that broke apart to form the current continents.

Lesson 3: Pangaea and Continental Drift (continued)

- Relate plate tectonics to Pangaea and continental drift.
- Understand that Pangaea was a supercontinent that broke apart to form the current continents.

Lesson 4: Plate Boundaries

- Understand that plate boundaries are where two tectonic plates meet and interact.
- Relate plate tectonics to plate boundaries.

Lesson 5: Plate Boundaries (continued)

- Understand that plate boundaries are where two tectonic plates meet and interact.
- Relate plate tectonics to plate boundaries.

Lesson 6: Plate Tectonics Historical

- Relate plate tectonics to historical events.
- Understand that plate tectonics is the framework for the Earth's surface.

Lesson 7: Earthquakes and Volcanoes

- Understand that plate tectonics are responsible for earthquakes and volcanoes.
- Relate plate tectonics to earthquakes and volcanoes.

Lesson 8: Earthquakes and Volcanoes

- Understand that plate tectonics are responsible for earthquakes and volcanoes.
- Relate plate tectonics to earthquakes and volcanoes.

Lesson 9: Earthquakes and Volcanoes (continued)

- Understand that plate tectonics are responsible for earthquakes and volcanoes.
- Relate plate tectonics to earthquakes and volcanoes.

Lesson 10: Earthquakes and Volcanoes (continued)

- Understand that plate tectonics are responsible for earthquakes and volcanoes.
- Relate plate tectonics to earthquakes and volcanoes.

Lesson 11: Unit Test

- Understand that plate tectonics are responsible for earthquakes and volcanoes.
- Relate plate tectonics to earthquakes and volcanoes.
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<th>Lesson 9</th>
<th>Lab Experiment: Island Chain Development</th>
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<td>Lesson 10</td>
<td>How Earthquakes Happen</td>
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<td>Lesson 11</td>
<td>You Choose</td>
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<td>Lesson 12</td>
<td>Mid-Unit Test</td>
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<tr>
<td>Lesson 13</td>
<td>Mid-Unit Test Case Study</td>
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</tbody>
</table>

### Standards - 3.3.10 A7
- **Constancy and Change**: Relate constancy and change throughout geologic time. Interpret and create models that illustrate major events and geochemical cycles. Apply appropriate scales to illustrate changes to the hydrosphere. Relate constancy and change to the hydrosphere and atmosphere.

### Standards - 3.3.10 A8
- **Earthquakes and Waves**: Describe the causes of and mechanisms for earthquakes, including elastic rebound and subsequent breaking of a fault. Predict the types of earthquakes that can occur at different plate boundaries. Explore the relationship between seismic waves and the location of the epicenter. Relate seismic data, such as EPA and F waves, to the movement of a focus. Divide the Earth into two sections: the core and the mantle. Describe the relationship between seismic waves and the location of the epicenter. Relate seismic data, such as EPA and F waves, to the movement of a focus. Divide the Earth into two sections: the core and the mantle.

### Standards - 3.3.10 A9
- **Mountains and Volcanoes**: Describe how and why the Earth's surface changes. Recognize that plate tectonics is the framework for understanding mountains, volcanoes, and other landforms. Explain how the locations of volcanoes result from geologic processes and features of the ocean floor. Recognize the relationship between hot-spot volcanoes and those that result from subduction. Describe how different types of volcanoes form when magma is extruded. Describe how and why mountains are built up. Investigate the relationship between deformation and the Earth's surface. Recognize that plate tectonics is the framework for understanding mountains, volcanoes, and other landforms. Explain how the locations of volcanoes result from geologic processes and features of the ocean floor. Recognize the relationship between hot-spot volcanoes and those that result from subduction. Describe how different types of volcanoes form when magma is extruded. Describe how and why mountains are built up. Investigate the relationship between deformation and the Earth's surface.

### Standards - 3.3.10 A10
- **Mid-Unit Test**: Complete and focus on the unit test review. Make a hypothesis based on data and evidence. Make and analyze scatter plots to test hypotheses. Make a hypothesis based on data and evidence. Make and analyze scatter plots to test hypotheses. Make a hypothesis based on data and evidence. Make and analyze scatter plots to test hypotheses.

### Standards - 3.3.10 A11
- **Mid-Unit Test Case Study**: Make a hypothesis based on data and evidence. Make and analyze scatter plots to test hypotheses. Make a hypothesis based on data and evidence. Make and analyze scatter plots to test hypotheses. Make a hypothesis based on data and evidence. Make and analyze scatter plots to test hypotheses.

### Standards - 3.3.10 A12
- **Mid-Unit Test Case Study**: Make a hypothesis based on data and evidence. Make and analyze scatter plots to test hypotheses. Make a hypothesis based on data and evidence. Make and analyze scatter plots to test hypotheses. Make a hypothesis based on data and evidence. Make and analyze scatter plots to test hypotheses.

### Standards - 3.3.10 A13
- **Final Exam**: Make a hypothesis based on data and evidence. Make and analyze scatter plots to test hypotheses. Make a hypothesis based on data and evidence. Make and analyze scatter plots to test hypotheses. Make a hypothesis based on data and evidence. Make and analyze scatter plots to test hypotheses.
<table>
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<tr>
<th>Exercise</th>
<th>Details</th>
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<tbody>
<tr>
<td>1.2.1.1 Dynamics of the Earth</td>
<td>The Earth is a complex and dynamic system, constantly changing. Relating this to the theory that the Earth's surface is not static.</td>
</tr>
<tr>
<td>1.2.1.2 Dynamics of the Earth</td>
<td>The Earth is a complex and dynamic system, constantly changing. Relating this to the theory that the Earth's surface is not static.</td>
</tr>
<tr>
<td>1.2.1.3 Dynamics of the Earth</td>
<td>The Earth is a complex and dynamic system, constantly changing. Relating this to the theory that the Earth's surface is not static.</td>
</tr>
<tr>
<td>1.2.1.4 Dynamics of the Earth</td>
<td>The Earth is a complex and dynamic system, constantly changing. Relating this to the theory that the Earth's surface is not static.</td>
</tr>
<tr>
<td>1.2.1.5 Dynamics of the Earth</td>
<td>The Earth is a complex and dynamic system, constantly changing. Relating this to the theory that the Earth's surface is not static.</td>
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</tbody>
</table>

**Note:** The above table is a simplified representation of the possible exercises and details related to dynamics of the Earth. Each exercise likely involves a comprehensive study of the Earth's dynamic nature.
Lesson 1: Earth's History

Lesson 14: Weathering and Erosion

Lesson 13: Earth Materials Change

Lesson 12: The Rock Cycle

Lesson 11: Composition of the Earth

Lesson 4: Geological History

Lesson 2: Earth's History and Change

UNIT 3: Compositional Change

UNIT 4: Geological History

UNIT 3: Compositional Change

UNIT 1: Geometric History

UNIT 2: Earth's History and Change

UNIT 1: Geometric History

UNIT 2: Earth's History and Change

UNIT 3: Compositional Change

UNIT 1: Geometric History

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UNIT 1: Geometric History

UNIT 2: Earth's History and Change

UNIT 3: Compositional Change

UNIT 1: Geometric History

UNIT 2: Earth's History and Change

UNIT 3: Compositional Change

UNIT 1: Geometric History
The Earth's complex system is connected by various processes that occur locally, regionally, and globally. Understanding these processes, such as temperature fluctuations and how they affect the Earth's atmosphere and hydrosphere, is crucial for comprehending how the Earth has evolved over millions of years.

Constancy and change are fundamental concepts in the study of Earth's history. Elucidating the past through the fossil record, anatomy and DNA, and ecologies allows us to interpret events that correspond to the Earth's geological history. Relating constancy and change through scales and models is essential for understanding the range of temporal and spatial scales across the Earth.

Identifying and describing the properties of each atmospheric layer is necessary for accurately interpreting the past. By studying the Earth's time scale, we can learn how major biological and geological events correspond to the Earth's geological history.

Determining how the environment of deposition changed over time at a particular location is critical. Using the fossil record to interpret past events, determining the relative ages of rocks based on geological data, and applying relative and absolute dating methods to determine the absolute age of rocks using our knowledge of events that may have occurred in a place are essential steps in understanding the Earth's history.
The Earth is a complex and dynamic system of interacting components. Components include the hydrosphere, biosphere, and atmosphere, each of which influence and interact with the others. The Earth is constantly changing due to the interplay of these systems.

- **Hydrosphere:** Water bodies, oceans, rivers, lakes, and groundwater, affecting climate, weather, and ecosystems.
- **Biosphere:** The part of the Earth where life exists, including plants, animals, and microorganisms, interacting with ecosystems and weather patterns.
- **Atmosphere:** The gaseous layer surrounding the Earth, containing various gases that influence weather and climate.

Understanding these components and their interactions is crucial for comprehending how the Earth operates and changes over time. This interdependence leads to complex weather patterns, climate variability, and the need for ongoing study to better predict and manage these natural processes.
1.02 Quiz Weathervs Climate

1.04 Quiz Companying the Weather

1.11 Climate Change

1.13 Lab Temperature of Water and Soil

Definite climatic zones are a result of uneven distribution of solar energy, as described by weather observations made over many years. These zones are influenced by factors such as latitude, elevation, and topography. The Earth's atmosphere and oceans are key contributors to these patterns.

The greenhouse effect occurs when certain gases in the atmosphere absorb and re-emit infrared radiation. This process is crucial for maintaining a habitable temperature on Earth. The greenhouse effect is enhanced by human activities, leading to global warming.

Explained and explain the concepts discussed in the semester.

Discuss how weather is influenced by both natural and artificial factors. Draw conclusions about the relationship between heat and surface. Make observations.

Make a hypothesis. Explain that climate, weather, and culture are the result of uneven distribution of solar energy, as described by weather observations made over many years. These zones are influenced by factors such as latitude, elevation, and topography. The Earth's atmosphere and oceans are key contributors to these patterns.

Draw conclusions about the relationship between heat and surface. Make observations.

Draw conclusions about the relationship between heat and surface. Make observations.

Determine that climate, weather, and culture are the result of uneven distribution of solar energy, as described by weather observations made over many years. These zones are influenced by factors such as latitude, elevation, and topography. The Earth's atmosphere and oceans are key contributors to these patterns.

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Raw text is not available for this page.
The Earth is a complex and dynamic set of not connected systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.
Lesson 12: Conservation

The Earth's processes are affected by human actions.

How do Earth's processes and human actions affect each other?

Given a scenario, determine the effectiveness of specific conservation actions on the quality of the environment.

Lesson 13: Population Growth

The Earth's processes affect and are affected by human actions.

How do Earth's processes and human actions affect each other?

Describe environmental events (e.g., flooding, drought, earthquakes, fires, pollution, and severe weather) and their effects on the growth and health of human populations.

Lesson 14: Population Changes

The Earth's processes affect and are affected by human actions.

How do Earth's processes and human actions affect each other?

Calculate the effect of various natural and human-made factors on population changes and predict the results.

Lesson 15: Your Choice

The Earth's processes affect and are affected by human actions.

How do Earth's processes and human actions affect each other?

Lesson 16: Unit Test

The Earth's processes affect and are affected by human actions.

How do Earth's processes and human actions affect each other?

Lesson 17: Semester Review and Test

Title: Earth Science
1A. The Science of Biology

What is the science of biology?

- Biology is the study of living things and their environment.
- It involves understanding the characteristics of living things and how they interact with their environment.
- Biology is not just about living things, but also about non-living aspects such as energy, matter, and the physical world.

1A. The Chemistry of Life

Chemical reactions are driven by matter and energy flowing through different organizational levels of biological systems which form different products. Sugar molecules are carbohydrates with hydrocarbon backbones. These serve as the basis for amino acids and other larger organic molecules needed by the cell.
### 24. Cell Biology

All organisms are made of cells and can be characterized by common aspects of their structure and function.

**How do organisms live, grow, respond to their environment, and reproduce?**

<table>
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<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
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<td>Lesson 2</td>
<td>Cell Transport</td>
<td>Diffusion and osmosis, Facilitated diffusion, Endocytosis, Exocytosis</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Cell Organelles</td>
<td>Cytoskeleton, Mitochondria, Lysosomes, Endoplasmic Reticulum, Nucleus</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Cell Membrane</td>
<td>Structure and Function of the Plasma Membrane</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Cell Energy</td>
<td>ATP, Nucleic Acids, Proteins, Lipids, Polymers</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>Cell Organelles</td>
<td>Categories and Functions, Mitochondria, Endoplasmic Reticulum, Nucleus</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>Cell Energy</td>
<td>ATP, Nucleic Acids, Proteins, Lipids, Polymers</td>
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</table>

**Lesson 2: Cell Transport**

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<tbody>
<tr>
<td>Diffusion and Osmosis</td>
<td>Facilitated diffusion, Endocytosis, Exocytosis</td>
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<td>Diffusion</td>
<td>Osmosis</td>
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<td>Facilitated diffusion</td>
<td>Endocytosis, Exocytosis</td>
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<td>Endocytosis</td>
<td>Exocytosis</td>
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**Lesson 3: Cell Organelles**

<table>
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<tr>
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<tr>
<td>Cytoskeleton</td>
<td>Mitochondria, Lysosomes, Endoplasmic Reticulum, Nucleus</td>
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<tr>
<td>Mitochondria</td>
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<tr>
<td>Lysosomes</td>
<td>Endoplasmic Reticulum, Nucleus</td>
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<tr>
<td>Endoplasmic Reticulum</td>
<td>Nucleus</td>
</tr>
<tr>
<td>Nucleus</td>
<td>Endoplasmic Reticulum, Mitochondria</td>
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**Lesson 4: Cell Membrane**

<table>
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<th>Topic</th>
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<tr>
<td>Cell Membrane Structure and Function</td>
<td>Plasma Membrane, Lipid Bilayer, Protein Channels</td>
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<td>Plasma Membrane</td>
<td>Lipid Bilayer, Protein Channels</td>
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<tr>
<td>Lipid Bilayer</td>
<td>Protein Channels</td>
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<td>Protein Channels</td>
<td>Plasma Membrane</td>
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**Lesson 5: Cell Energy**

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**Lesson 6: Cell Organelles**

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<td>Mitochondria, Endoplasmic Reticulum, Nucleus</td>
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<td>Mitochondria</td>
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<td>Endoplasmic Reticulum</td>
<td>Nucleus</td>
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<td>Nucleus</td>
<td>Endoplasmic Reticulum, Mitochondria</td>
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**Lesson 7: Cell Energy**

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<td>ATP</td>
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**Lesson 21: Unt Test**

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**Lesson 12: Cell Transport**

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<td>Exocytosis</td>
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**Lesson 13: Complex Carbohydrates**

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<th>Examples</th>
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<tr>
<td>Complex Carbohydrates</td>
<td>Sugars, Polysaccharides, Glycolysis</td>
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<td>Sugars</td>
<td>Polysaccharides, Glycolysis</td>
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**Lesson 14: Amino Acids and Proteins**

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**Lesson 15: Amino Acids and Proteins**

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<td>Proteins</td>
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**Lesson 16: Nucleic Acids**

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**Lesson 17: Proteins and Enzymes**

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**Lesson 18: DNA and RNA**

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**Lesson 19: ATP**

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<td>Proteins, Lipids, Polymers</td>
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**Lesson 20: Nucleic Acids**

<table>
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<tr>
<td>Nucleic Acids</td>
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<td>DNA</td>
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**Lesson 21: Unt Test**

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</table>
### Lesson 26: Differentiation

**How and why do cells differentiate?**

Cells become specialized to carry out specific functions, leading to the development of tissues, organs, and systems.

**Differentiation is the process by which cells become specialized.**

**Explanation:** During differentiation, cells become specialized to carry out specific functions, leading to the development of tissues, organs, and systems.

**Example:** In the developing embryo, cells differentiate into different types, such as muscle cells, nerve cells, and skin cells, each with its own unique function.

**Questions:**

1. **What is the process called when cells become specialized for a specific function?**
   - **Differentiation**

2. **Why do cells differentiate?**
   - **Differentiation allows cells to specialize for specific functions, leading to the development of tissues, organs, and systems.**

3. **What is the importance of differentiation?**
   - **Differentiation is important because it allows cells to specialize for specific functions, leading to the development of tissues, organs, and systems.**

**Answers:**

1. **Differentiation**

2. **Differentiation allows cells to specialize for specific functions, leading to the development of tissues, organs, and systems.**

3. **Differentiation is important because it allows cells to specialize for specific functions, leading to the development of tissues, organs, and systems.**

### Myoglobin

**Lesson 23: Reproduction and Development**

**Understand that cells can replicate DNA and produce genetic material.**

**Explanation:** Cells can replicate DNA and produce genetic material to ensure that genetic information is passed on accurately.

**Example:** During cell division, the DNA is replicated and distributed equally to the daughter cells, ensuring that each new cell receives a complete set of genetic information.

**Questions:**

1. **What process allows cells to replicate DNA and produce genetic material?**
   - **Replication**

2. **Why is replication important?**
   - **Replication is important because it allows cells to produce genetic material, which is then passed on to daughter cells during cell division.**

**Answers:**

1. **Replication**

2. **Replication is important because it allows cells to produce genetic material, which is then passed on to daughter cells during cell division.**

---

**Note:** The table and diagram content is not transcribed due to the nature of the content. The table includes questions and answers related to cellular functions, differentiation, and genetic processes.
How are the characteristics of one generation passed to the next? How can individuals of the same species have different characteristics?

1. DNA molecules contain genetic information that is found in all cells. Genes are sections of DNA that code for proteins, which are important for cell functioning.

2. DNA synthesizes turn the genetic information contained in the DNA into RNA and proteins.

3. Gene expression turns the genetic information contained in the DNA into RNA and proteins.

4. A genotype is a combination of genes that an organism possesses, and a phenotype is the observable characteristics of an organism.

5. Pedigrees show the inheritance of traits through generations.

6. A dominant allele is one that is expressed over a recessive allele, while a recessive allele is one that is not expressed unless it is paired with another recessive allele.

7. A trait is a characteristic that is inherited, and a trait can be influenced by both genetic and environmental factors.

8. Mendel's experiments laid the foundation for the study of genetics. His laws of inheritance describe how traits are passed from parents to offspring.

9. Crosses between individuals with different traits allow us to observe patterns of inheritance and understand how traits are passed from generation to generation.

10. The Central Dogma of Biology states that information flows from DNA to RNA to proteins. DNA cannot directly produce proteins, and proteins cannot directly produce DNA.
2B. Evolution

How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?

2B. Evolution

Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.

28. Gene Expression

What molecules contain genetic information that is found in all cells. Genes are sections of DNA that code for proteins, which are important for self-functioning.

Lesson 2  Protein Expression

What are mRNAs? What are tRNAs? What is the process of translation?

Lesson 6  DNA Replication

What is RNA polymerase? What is DNA polymerase? What is the process of DNA replication?

Lesson 4  Gene Expression

What is transcription? What is translation? What is the role of RNA polymerase in gene expression?
## 10. Ecology and the Environment

Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and the physical environment.

### How and why do organisms interact with their environment and what are the effects of these interactions?

<table>
<thead>
<tr>
<th>BIO.B.3.1.2</th>
<th>Describe the factors that affect immigration and emigration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO.B.3.1.3</td>
<td>Explain how changes in population size affect the gene pool.</td>
</tr>
<tr>
<td>BIO.B.4.2.1</td>
<td>Describe how energy flows through different trophic levels.</td>
</tr>
<tr>
<td>BIO.B.4.2.2</td>
<td>Describe the behavior and characteristics of aquatic and terrestrial ecosystems.</td>
</tr>
</tbody>
</table>

### Factors affecting population size

- **Biotic Factors**: Predation, competition, disease, and parasitism.
- **Abiotic Factors**: Temperature, light, water, and soil conditions.

### Energy Flow through Ecosystems

- **Trophic Levels**: Producers (plants and algae), primary consumers (herbivores), secondary consumers (omnivores and carnivores), and decomposers.
- **Energy Pyramid**: A graphical representation showing the flow of energy from one trophic level to the next, with energy losses at each level.

### Population Dynamics

- **Exponential Growth**: Occurs in ideal conditions with unlimited resources and no constraints.
- **Logistic Growth**: Occurs when resources are limited, leading to a leveling off of population growth.

### Genetic Diversity

- **Genetic Drift**: Causes random changes in allele frequencies over time, leading to genetic divergence.
- **Gene Flow**: Movement of alleles from one population to another, affecting genetic diversity.

### Ecological Succession

- **Primary Succession**: Occurs on previously unoccupied land, starting with pioneer species.
- **Secondary Succession**: Occurs on land already occupied by vegetation, often following a disturbance.

### Human Impact on Ecosystems

- **Deforestation**: Results in habitat loss and altered carbon cycling.
- **Pollution**: Affects water and air quality, harming organisms and ecosystems.

### Case Studies

- **Extinction**: The extinction of species due to habitat loss, hunting, and climate change.
- **Endangered Species**: Species at risk of extinction, requiring conservation efforts.

### Resources for Further Study

- [Virtual Labs](https://www.glencoe.com/students/biology/hs/evolution-and-ecology/virtual-labs/biological-evolution-and-ecological-succession/)
- [Video: Flow of Energy](https://www.youtube.com/watch?v=y8QS71UsZE)
- [Video: Food Chains and Food Webs](https://www.youtube.com/watch?v=5.04)
- [Video: The Big Picture](https://www.youtube.com/watch?v=5.03)

### Additional Information

- Understanding the relationship between human activities and ecological changes is crucial for sustainable development and conservation efforts.
<table>
<thead>
<tr>
<th>Semester &amp; Review and Test</th>
<th>Take semester final assessment</th>
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<tr>
<td>5.14 Quizzes and the Final Assessment Guide</td>
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<tr>
<td>5.20 Quizzes and Test Semester B Review</td>
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<td>Lesson 1 Semester Review</td>
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<tr>
<td>Lesson 25 Unit Test</td>
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<tr>
<td>Environment Unit 5 Ecology and the Environment</td>
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<td>Lesson 24 Your Choice Environment Unit 5 Ecology and the Environment</td>
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<td>Lesson 22 Pollution Environment Unit 5 Ecology and the Environment</td>
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<td>Lesson 19 Natural Resources Unit 5 Ecology and the Environment</td>
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<td>Lesson 15 Carbon and Oxygen Cycles Unit 5 Ecology and the Environment</td>
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<td>Lesson 13 Changes in Ecosystems Unit 5 Ecology and the Environment</td>
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<td><strong>Unit:</strong> The Study of Chemistry</td>
<td><strong>Lesson 11: M Unit Test</strong></td>
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<td><strong>Get oriented to online learning and the OLS.</strong></td>
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<tr>
<td><strong>Objective:</strong></td>
<td><strong>Chem A.1.1.1 Classify physical or chemical changes within a system of elements and compounds as pure substances.</strong></td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td><strong>Chem A.1.1.4 Relate the physical properties of matter to its atomic number, density, andates between pure substances and mixtures.</strong></td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td><strong>Chem A.1.1.4 Relate the physical properties of matter to its atomic number, density, and states of matter.</strong></td>
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</table>

**Measurements, data and calculations must be expressed in proper units and rounded to the correct number of significant figures.**

**Identify Learning Targets:** Accurate and precise measurements are essential in science to ensure the validity of experiments and conclusions. Measurements involve the use of physical objects, such as rulers, balances, and timers, to quantify observations. Significant figures are used to indicate the precision of a measurement, and calculations must be performed with care to maintain this precision throughout the process.
Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, and surrounding electrons.
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<tr>
<td>Describe the structure of an atom, including the nucleus and electrons.</td>
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<td>Identify elements by their atomic number, electron configurations, and chemical properties.</td>
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<td>Describe the periodic table and its use in understanding the behavior of elements.</td>
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**Section 1: The Periodic Table**

Each row has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. The periodic table orders elements in increasing number of protons and places those with similar chemical properties in columns.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Properties of chemical compounds are related to electrostatic interaction between particles.</strong></td>
<td>4.11 Molar-units Test Part 2: Containing multiple-choice questions, each with one correct answer and multiple incorrect answers. The correct answer is indicated in the question.</td>
<td>4.11</td>
</tr>
<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.05 Quiz: Composed of multiple-choice questions with more than one correct answer, requiring the elimination of incorrect options. Problems specify that the answers can be one or more than one.</td>
<td>4.05</td>
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<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.13 Quiz: Contains multiple-choice questions focused on chemical bonding principles, including Lewis dot structures and skeletal formulas. Students must determine the correct bond type and predict the resulting molecular shape.</td>
<td>4.13</td>
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<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.03 Quiz: Includes multiple-choice questions that assess understanding of Lewis dot structures and skeletal formulas. Problems require identifying bond types and molecules resulting from them.</td>
<td>4.03</td>
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<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.02 Quiz: Features multiple-choice questions that test knowledge of Lewis dot structures and skeletal formulas. Questions include identifying bond types and predicting molecular shapes.</td>
<td>4.02</td>
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<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.01 Quiz: Contains multiple-choice questions that evaluate comprehension of Lewis dot structures and skeletal formulas. Problems ask students to determine bond types and predict molecular properties.</td>
<td>4.01</td>
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<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.15 Quiz: Includes multiple-choice questions examining Lewis dot structures and skeletal formulas. Questions require identifying bond types and predicting molecular shapes.</td>
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<td><strong>Chemical Bonding</strong></td>
<td>4.04 Quiz: Features multiple-choice questions focusing on Lewis dot structures and skeletal formulas. Students must determine bond types and predict molecular properties.</td>
<td>4.04</td>
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<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.14 Quiz: Contains multiple-choice questions assessing understanding of Lewis dot structures and skeletal formulas. Problems require determining bond types and predicting molecular properties.</td>
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<td><strong>Chemical Bonding</strong></td>
<td>4.12 Quiz: Features multiple-choice questions focused on Lewis dot structures and skeletal formulas. Students must identify bond types and predict molecular properties.</td>
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<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.10 Quiz: Includes multiple-choice questions that evaluate comprehension of Lewis dot structures and skeletal formulas. Problems ask students to determine bond types and predict molecular properties.</td>
<td>4.10</td>
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<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.16 Quiz: Contains multiple-choice questions examining Lewis dot structures and skeletal formulas. Questions require determining bond types and predicting molecular shapes.</td>
<td>4.16</td>
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<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.07 Quiz: Features multiple-choice questions focusing on Lewis dot structures and skeletal formulas. Students must determine bond types and predict molecular properties.</td>
<td>4.07</td>
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<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.08 Quiz: Includes multiple-choice questions that assess understanding of Lewis dot structures and skeletal formulas. Problems require identifying bond types and predicting molecular shapes.</td>
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<td><strong>Chemical Bonding</strong></td>
<td>4.06 Quiz: Features multiple-choice questions focused on Lewis dot structures and skeletal formulas. Students must identify bond types and predict molecular properties.</td>
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<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.09 Quiz: Contains multiple-choice questions assessing understanding of Lewis dot structures and skeletal formulas. Problems require determining bond types and predicting molecular properties.</td>
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<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.17 Quiz: Features multiple-choice questions focusing on Lewis dot structures and skeletal formulas. Students must determine bond types and predict molecular properties.</td>
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<td><strong>Chemical Bonding</strong></td>
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<td><strong>Chemical Bonding</strong></td>
<td>4.19 Quiz: Features multiple-choice questions focused on Lewis dot structures and skeletal formulas. Students must identify bond types and predict molecular properties.</td>
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<tr>
<td><strong>Chemical Bonding</strong></td>
<td>4.20 Quiz: Contains multiple-choice questions assessing understanding of Lewis dot structures and skeletal formulas. Problems require determining bond types and predicting molecular properties.</td>
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<tr>
<td>Unit 5A: Chemical Reactions</td>
<td>Orientation and Introduction to online learning in High School - Page 1</td>
<td>Orientation and Introduction to online learning in High School - Page 2</td>
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<tr>
<td><strong>Unit 5A: Chemical Reactions</strong>&lt;br&gt;[Lesson 1] Stoichiometry and Its Applications</td>
<td>The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.</td>
<td>Not oriented to online learning and the OLS.</td>
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</table>
Unit 1: States of Matter

Lesson 1: Gay-Lussac's Law

- Defining Gay-Lussac's Law
- Applications of Gay-Lussac's Law

Lesson 2: Charles' Law

- Defining Charles' Law
- Applications of Charles' Law

Lesson 3: Boyle's Law

- Defining Boyle's Law
- Applications of Boyle's Law

Lesson 4: Mole-Volume Relations

- Molar Volume of a Gas
- Mole Volume of a Gas

Lesson 5: Mole-Mass Relations

- Molar Mass of a Substance
- Mole Mass of a Substance

Lesson 6: Calculating Yields of a Chemical Reaction

- Balanced Chemical Equations
- Calculating Yields

Lesson 7: Stoichiometry

- Law of Conservation of Mass
- Law of Multiple Proportions

Lesson 8: Chemistry and Molecules

- Atomic Theory
- Molecules and Compounds

Lesson 9: Chemistry and Atoms

- Atomic Structure
- Chemical Bonding

Lesson 10: Chemistry and Ions

- Ionic Compounds
- Ionic Bonding

Lesson 11: Chemistry and Formulas

- Empirical Formulas
- Molecular Formulas

Lesson 12: Chemistry and Equations

- Balanced Chemical Equations
- Stoichiometric Calculations

Lesson 13: Chemistry and Reactions

- Chemical Reactions
- Reaction Rates

Lesson 14: Chemistry and Solutions

- Solutions
- Solubility

Lesson 15: Chemistry and Mixtures

- Mixtures
- Separation Techniques

Lesson 16: Chemistry and Energy

- Energy Changes in Chemical Reactions
- Enthalpy and Exergy

Lesson 17: Chemistry and Waves

- Waves
- Wave Phenomena

Lesson 18: Chemistry and Waves

- Wave Phenomena
- Wave Vibrations

Lesson 19: Chemistry and Waves

- Wave Patterns
- Wave Interference

Lesson 20: Chemistry and Waves

- Wave Equations
- Wave Traveling

Lesson 21: Chemistry and Waves

- Wave Reflection
- Wave Transmission

Lesson 22: Chemistry and Waves

- Wave Refraction
- Wave Diffract
What are the effects of temperature on a molecule's behavior?

How does mixing on a molecular level affect the properties of a solution?

How can we compare, explain, and contrast the properties of solids with those of liquids and gases?

How do changes in temperature and pressure affect the volume of gases?

How does temperature affect the solubility of gases?

How do changing conditions (temperature and pressure) affect the properties of gases?

How do we measure gas volume?

What is the relationship between average kinetic energy and temperature?

How can we relate the atomic structure of liquids and solids to their properties?

How do we interpret phase diagrams?

How do we calculate the percentage concentration of a solution?

How do we calculate the percent concentration of a solution?

How do we apply the concept of random molecular motion to explain the diffusion of gases?

How can we use the concept of pressure to explain the behavior of gases?

How do we calculate the percentage concentration of a solution based on given information?
PHET Mola ty
PHET Concent at on
9.04 Semeste  Test  Pa t 1

Review and Test
Unit 9B: Semester
Lesson 10  Unit Test
Lesson 2  Solutions
You  Cho ce / Rev ew
Lesson 2  Solutions   Lesson 9
Lesson 2  Solutions   Lesson 7

Ph (d) and calculated (e.g., mola ty, pe cent by mass, pe cent by volume)

Science Read ng CC.3.5.9 10.F. Analyze the autho s pu pose n p ov d ng

Compar e and cont ast the un que p ope t es of wate  to othe  l qu ds.

3.2.10.A2. Compar e and cont ast d ffe ent bond types that esu t n the
differe nce between pure substances and m xtu es  d ffe entate
p ope t es.

3.2.C.A1. D ffe ent ate between phys cal p ope t es and chem cal

CHEM A.1.2.4 Desc be va ous  ways that concent at on  can be exp esse
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Compar e and cont ast the un que p ope t es of wate  to othe  l qu ds.
<table>
<thead>
<tr>
<th>K12 Unit/Lesson (In Sequence)</th>
<th>Standard (PA Core/National/PA Content)</th>
<th>Big Ideas</th>
<th>Essential Questions</th>
<th>Students will be able to</th>
<th>Summative Assessments (Assignments, Quizzes &amp; Tests)</th>
<th>Evidence of Learning</th>
<th>Outline Instructional</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.05 Measure Angles</td>
<td>Use geometric figures and their properties to represent transformations in the plane.</td>
<td>Measure Angles</td>
<td>What key terms do I need to understand when working with transformations?</td>
<td>Define and use vocabulary appropriate for working with transformations.</td>
<td>Quiz 1.05 (Unit 1 test)</td>
<td>Modified Test Eliminate an answer choice, Provide formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for.</td>
<td>Key Vocabulary</td>
</tr>
<tr>
<td>A1.08/A1.10 Transformations 1 and 2</td>
<td>Use geometric figures and their properties to represent transformations in the plane.</td>
<td>Transformations in the coordinate plane</td>
<td>How can I accurately execute a transformation in the coordinate plane?</td>
<td>Classify a transformation, given the pre-image and image.</td>
<td>Quiz 1.07 (Unit 1 test)</td>
<td>Modified Test Eliminate an answer choice, Provide formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.</td>
<td></td>
</tr>
<tr>
<td>A1.10/A1.11 Use Algebra to describe transformations 1 and 2</td>
<td>Use geometric figures and their properties to represent transformations in the plane.</td>
<td>Ordered-pair rules for transformations</td>
<td>How do I write an ordered-pair rule for a transformation?</td>
<td>Classify a transformation, given an ordered-pair rule.</td>
<td>Quiz 1.11 (Unit 1 test)</td>
<td>Modified Test Eliminate an answer choice, Provide formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.</td>
<td></td>
</tr>
<tr>
<td>A1.14 Dilations</td>
<td>Use geometric figures and their properties to represent transformations in the plane.</td>
<td>Dilations of figures in the coordinate plane</td>
<td>How do I dilate a figure in the coordinate plane?</td>
<td>Draw dilations whose center of dilation is not on the pre-image.</td>
<td>Quiz 1.14 (Unit 1 test)</td>
<td>Modified Test Eliminate an answer choice, Provide formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.</td>
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</tr>
<tr>
<td>A3.01 Vertical Angles</td>
<td>Verify and apply geometric theorems as they relate to geometric figures.</td>
<td>Vertical Angles</td>
<td>How can I prove that vertical angles are congruent?</td>
<td>Prove that vertical angles are congruent.</td>
<td>Quiz 3.03 (Unit 3 test)</td>
<td>Modified Test Eliminate an answer choice, Provide formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.</td>
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<tr>
<td>A3.04/3.05 Congruent Polygons and their Corresponding Parts</td>
<td>CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence</td>
<td>Congruent triangles</td>
<td>How can I prove that triangles are congruent?</td>
<td>Determine missing measures in congruent triangles.</td>
<td>Quiz 3.05 (Unit 3 test)</td>
<td>Modified Test Eliminate an answer choice, Provide formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.</td>
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<tr>
<td>A3.07/3.08 Triangle Congruence: SSS, SAS, and ASA 1 and 2</td>
<td>CC.2.3.HS.A.2 Apply rigid transformations to determine and explain congruence</td>
<td>Congruent triangle theorems</td>
<td>How do I identify an included side or angle in similar triangles?</td>
<td>Write congruence statements for congruent triangles.</td>
<td>Quiz 3.08 (Unit 3 test)</td>
<td>Modified Test Eliminate an answer choice, Provide formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.</td>
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</table>

**Identify Learning Targets**

- **Unit A1: 1.02/1.03 Basic Geometric Terms and Definitions**
- **Unit A3: 1.02/1.03 Congruence and Constructions**
- **Unit A1: 2.01/2.03 Geometric Transformations**

**Outline Instructional**

- **Unit A1: Measure Angles**
- **Unit A2: Reasoning, Proof, and Congruence**
- **Unit A3: Congruence and Constructions**

**Vocabulary**

- Measure Angles
- Transformation
- Vocabulary
- Dilations
- Vertical Angles
- Congruent Triangles
- Theorems

**Evidence of Learning**

- Quiz 1.03 (Unit 1 test)
- Quiz 1.05 (Unit 1 test)
- Quiz 1.07 (Unit 1 test)
- Quiz 1.11 (Unit 1 test)
- Quiz 1.14 (Unit 1 test)
- Quiz 3.03 (Unit 3 test)
- Quiz 3.05 (Unit 3 test)
- Quiz 3.08 (Unit 3 test)

**Summative Assessments**

- Assignments
- Quizzes & Tests

**Suggestions for Differentiated Activities, Assignments and/or Modifications**

- Modified Test Eliminate an answer choice, Provide formula Sheet, ability to re-take test or quiz up to 1 additional time, checks for understanding, LOCK DOWN BROWSER OFF to provide opportunity to review study guides and or formula sheets.
<table>
<thead>
<tr>
<th>Unit A6</th>
<th>Similarity and Their Properties</th>
</tr>
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<tbody>
<tr>
<td>A6.11</td>
<td>CC.2.3.IL.A.4 Apply the concept of congruence to create geometric constructions</td>
</tr>
<tr>
<td></td>
<td>Constructing regular polygons</td>
</tr>
<tr>
<td></td>
<td>How do I construct a regular polygon?</td>
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<td></td>
<td>Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</td>
</tr>
<tr>
<td>A6.12</td>
<td>CC.2.3.IL.A.2 Apply rigid transformations to determine and explain congruence.</td>
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<td>Perform rigid motions</td>
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<td>How can I perform a rigid motion on the coordinate plane? How can I tell if a shape has undergone a rigid motion?</td>
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<td>Determine whether two figures will be congruent, given an ordered-pair rule. Explain whether two figures are congruent using rigid motions.</td>
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<td>A6.13</td>
<td>CC.2.3.IL.A.3 Verify and apply geometric theorems as they relate to geometric figures</td>
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<tr>
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<td>What types of special angles are formed when a transversal intersects parallel lines? How can I determine the measure of each angle that is formed?</td>
</tr>
<tr>
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<td>Name the theorem or postulate used to determine the angle relationship, given two parallel lines and a transversal. Prove theorems regarding angle relationships, given two parallel lines and a transversal. Solve problems using theorems regarding angle relationships, given two parallel lines and a transversal. Identify relationships between lines and identify angle relationships formed by transversals.</td>
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<td>A6.14</td>
<td>CC.2.3.IL.A.3 Verify and apply geometric theorems as they relate to geometric figures</td>
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<td>Parallel lines and transversals</td>
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<td>How can I prove that two lines cut by a transversal are parallel by examining the angles formed by the transversal?</td>
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<td>Prove that two lines are parallel, based on given angle conditions.</td>
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<td>Prove the angle sum theorem for triangles. Prove the exterior angle theorem for triangles. Solve problems using the angle sum theorem for triangles. Solve problems using the exterior angle theorem for triangles.</td>
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<td>A6.15</td>
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<td>Triangle Sum Theorem</td>
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<td>How can I prove the interior and exterior angle sum theorems for triangles? How can I use the theorems to solve problems?</td>
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<td>Prove that the base angles of an isosceles triangle are congruent. Solve problems involving angle measures in isosceles triangles. Solve problems involving isosceles triangles. Solve problems involving equilateral triangles.</td>
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<td>Properties of isosceles and equilateral triangles</td>
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<td>What are the properties of isosceles and equilateral triangles? How can I use those properties to solve problems with isosceles and equilateral triangles?</td>
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<td>Prove that the diagonals of a rhombus are perpendicular. Prove that each diagonal of a rhombus bisects a pair of opposite angles. Compare the properties of squares and rhombi to the properties of other quadrilaterals. Solve problems using properties of rhombi and squares.</td>
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<td>A6.02 Dilations</td>
<td>CC.2.3.HS.A.5 Create justifications based on transformations to establish similarity of plane figures</td>
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<td>A6.03 Dilations and Scale Factors</td>
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<td>A6.05/6.07 Similar Polygons 1 and 2</td>
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### Table 1: Overview of Content

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<th>Quiz(es)</th>
<th>Multiple Choice Questions</th>
<th>Open-Ended Questions</th>
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<td>Unit 5</td>
<td>Test 5</td>
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**Quiz 1:**
- Quiz 1.1
- Quiz 1.2
- Quiz 1.3

**Quiz 2:**
- Quiz 2.1
- Quiz 2.2
- Quiz 2.3

**Quiz 3:**
- Quiz 3.1
- Quiz 3.2
- Quiz 3.3

**Quiz 4:**
- Quiz 4.1
- Quiz 4.2
- Quiz 4.3

**Quiz 5:**
- Quiz 5.1
- Quiz 5.2
- Quiz 5.3

**Multiple Choice Questions:**
- Multiple Choice Question 1.1
- Multiple Choice Question 1.2
- Multiple Choice Question 1.3

**Open-Ended Questions:**
- Open-Ended Question 1.1
- Open-Ended Question 1.2
- Open-Ended Question 1.3

**Additional Resources:**
- Additional Resources 1
- Additional Resources 2
- Additional Resources 3

---

**Unit 1:**
- Describe the concepts involved in solving equations.
- Analyze inequalities and use them to solve linear equations and inequalities.

**Unit 2:**
- Determine whether a number satisfies an equation.
- Identify the slope of a line at a point.

**Unit 3:**
- Write an equation in a given context.
- Use a single statement to solve an inequality involving absolute value.

**Unit 4:**
- Write an equation in a given context.
- Use a single statement to solve an inequality involving absolute value.

**Unit 5:**
- Write an equation in a given context.
- Use a single statement to solve an inequality involving absolute value.
CC 2 1 HS 2 Apply poet es or al and algebraic numbers to solve word problems.

CC 2 2 HS D 2 Write expressions in equivalent forms to solve problems.

CC 2 2 HS D 10 Represent and interpret equations and inequalities algebraically and graphically.

Multiply expressions involving variables and constants.

Multiply algebraic expressions involving variables and constants.

Evaluate an expression involving sums and differences of real numbers.

Evaluate an expression involving addition of real numbers.

Quiz 5 11 5 12 Unit 5 Test (Multiple Choice) Unit 5 Test (Open Ended)

Modify Test 3 choices for each question not more than 20 questions delete open ended question Opportunity to take quiz additional time untiltml http www ma hp anet om ed cat on p -algebra-normal solve equations different ways to solve equations

Unit 6A - Solving equations
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 1</td>
<td>- Identify and solve linear equations.</td>
</tr>
<tr>
<td>2</td>
<td>Unit 2</td>
<td>- Understand and solve inequalities.</td>
</tr>
<tr>
<td>3</td>
<td>Unit 3</td>
<td>- Solve and interpret systems of equations.</td>
</tr>
<tr>
<td>4</td>
<td>Unit 4</td>
<td>- Represent and solve algebraic problems.</td>
</tr>
<tr>
<td>5</td>
<td>Unit 5</td>
<td>- Analyze and solve algebraic equations.</td>
</tr>
</tbody>
</table>

Examples:

- **Unit 1: Linear Equations**
  - Solve for an unknown variable in a linear equation.
  - Understand the concept of equality in algebraic expressions.

- **Unit 2: Inequalities**
  - Solve and graph inequalities on a number line.
  - Understand the different types of inequalities (greater than, less than, etc.).

- **Unit 3: Systems of Equations**
  - Solve systems of linear equations using substitution and elimination methods.
  - Understand the graphical representation of systems of equations.

Resources:
- [Math Setup](https://www.mathhelp.com)
- [Equations Notebook](https://www.mathnotes.com)

Opportunity to take quizzes anytime 3 times each in Units 1-4.
<table>
<thead>
<tr>
<th>Workshop 1</th>
<th>Workshop 2</th>
<th>Workshop 3</th>
<th>Workshop 4</th>
<th>Workshop 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Identify Learning Targets</strong></td>
<td>2. <strong>Learn ng Targets</strong></td>
<td>3. <strong>Practices</strong></td>
<td>4. <strong>Ke y Vocabula y</strong></td>
<td>5. <strong>Assessment</strong></td>
</tr>
</tbody>
</table>

### Workshop 1: Part 1

- **Beg n Book Workshop**
  - P ev ew and beg n us ng Read 180 Top c So twa e
  - Select books based on Lex le level and nte ests
  - Take the SRI
  - P ev ew the Top c So twa e Lea n ng Zones

- **P roject**
  - Read 180 Cu cu um
  - Learn ng Targets
  - P ractices

### Workshop 2: Part 2

- **Instruct onal**
  - Outl ine
  - Identify Learning Targets
  - Learn ng Targets
  - P ractices

### Workshop 3: Part 3

- **Identify Learning Targets**
  - Learn ng Targets
  - P ractices

### Workshop 4: Part 4

- **Identify Learning Targets**
  - Learn ng Targets
  - P ractices

### Workshop 5: Part 5

- **Identify Learning Targets**
  - Learn ng Targets
  - P ractices

### Object ve(s) of Lea n ng

- The student wll understand and pa t c pate n cente
- How wll lead ng ndependently help me be a be te  eade ?
- How wll v ew ng the ancho v deo help my comp ehens on of the ...
- How wll I become p of c ent n f nd ng ma n dea and deta ls?
- How wll I use ta get vocabula y n my w tten esponses?

### Outl ine

- **Instruct onal**
  - Outl ine
  - Identify Learning Targets
  - Learn ng Targets
  - P ractices

- **Teache v obse vat ons**
  - Student nd evers
  - State a po nt of v ew and suppo t t n d scuss on and n w tng

- **spo ts, cu ent events) to expand the co e knowledge necessa y to connect top cs
...**

- **Read 180 Cu cu um**
  - Learn ng Targets
  - P ractices

- **P ractices**
  - Learn ng Targets
  - P ractices

- **Ke y Vocabula y**
  - Learn ng Targets
  - P ractices

### Assessment

- **A sse ssme nt**
  - Object ve(s) of Lea n ng
  - P ractices

- **Assessme nt**
  - Object ve(s) of Lea n ng
  - P ractices

### Nea pod p esentat on

- **Nea pod p esentat on**
  - Outl ine
  - Identify Learning Targets
  - Learn ng Targets
  - P ractices

### Top c  Introduction to 180 Classroom Procedures (1 2 Weeks)

- **Top c  Introduction to 180 Classroom Procedures (1 2 Weeks)**
  - Outl ine
  - Identify Learning Targets
  - Learn ng Targets
  - P ractices

### Read 180 Cu cu um

- **Read 180 Cu cu um**
  - Object ve(s) of Lea n ng
  - P ractices

### SRI

- **SRI**
  - Object ve(s) of Lea n ng
  - P ractices

### Ta get vocabula y

- **Ta get vocabula y**
  - Object ve(s) of Lea n ng
  - P ractices

### Student nd evers

- **Student nd evers**
  - Outl ine
  - Identify Learning Targets
  - Learn ng Targets
  - P ractices

### Lea n ng Zones

- **Lea n ng Zones**
  - Outl ine
  - Identify Learning Targets
  - Learn ng Targets
  - P ractices
<table>
<thead>
<tr>
<th>Unit</th>
<th>Test</th>
<th>Topic</th>
<th>Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Test</td>
<td>Creating and evaluating algebraic expressions</td>
<td>Using variables to represent quantities in real-world problems, formulating expressions and equations, understanding the properties of operations.</td>
</tr>
<tr>
<td>2</td>
<td>Test</td>
<td>Solving equations and inequalities</td>
<td>Modeling with equations and inequalities, solving equations and inequalities, understanding the meaning of solutions.</td>
</tr>
<tr>
<td>3</td>
<td>Test</td>
<td>Creating and analyzing graphs</td>
<td>Understanding the relationship between the graph of a function and the graph of its inverse, interpreting key features of graphs.</td>
</tr>
</tbody>
</table>

- Graphing is a powerful tool for visualizing and solving mathematical problems. It helps in understanding relationships between variables, creating models, and making predictions. Graphs are used to represent algebraic equations and inequalities, allowing for a visual interpretation of solutions. Graphs enable the identification of key points such as intercepts, vertices, and asymptotes, which are crucial for solving equations and inequalities. Graphs also help in evaluating functions, identifying domains and ranges, and understanding the behavior of functions. Graphing is essential for making sense of real-world data and for solving complex problems. It is a foundational skill for students in higher-level mathematics and science courses.
Outline

Identify Learning Targets

ENG208/209 Semester A (Honor Project Included)

ENG208/209 Semester B (Honor Project Included)
SEMES ER 1
303A US History

Unit and Lessons
Un t 1:Amer can Beginnings
Lesson 1: Semester Introduction
Lesson 2: Discuss: : Getting To
Know You

Identify Learning Targets
Standard # and Brief
Description

Big Ideas

8.1.U.A._Evaluate patterns of continuity
and change over time, applying context of
events.
8.1 U B._Evaluate the
interpretat on of h storical events and
What s
sources, considering the use of fact
History?

Evidence of Learning
Essential
Questions

8.3.U.A._Compare the ro e groups and

Un t 1:Amer can Beginnings individuals p ayed in the social, pol tical,
Lesson 5: The North American cultu al, and economic development of
Continent the U.S.

What s the
role of
geography?

Un t 1:Amer can Beginnings
Lesson 3: Peopling the Americas
Meadowcroft Rockshelter
Virtual Field r p
eacher
Generated

8.3.U.A._Compare the ro e groups and
individuals p ayed in the social, pol tical,
cultu al, and economic development of
the U.S.8 2.U.B._Evaluate the importance
of various h storical documents, artifacts, Is History
accurate?
and p aces in Pennsylvania which are
8.3.U.A._Compare the ro e groups and
individuals p ayed in the social, pol tical,
Un t 1:Amer can Beginnings cultu al, and economic development of
Lesson : First Americans the U.S.
How cultures

are unique?

8.3.U.C._Evaluate how con inu ty and
change have impacted the United Sta es. What s the

Un t 1:Amer can Beginnings Be ief systems and religions Commerce
Lesson 6: Worlds Meet and industry Technology Pol tics and

impact of
global
government Physical and human
movement?
geog a
Social o ga iza io s
What s the
8.3.U.C._Evaluate how con inu ty and
change have impacted the United Sta es. importance
Look at Wampanoag ribe
of daily life &
Be
ief
systems
and
religions
Commerce
Virtual Field rip
and industry Technology Pol tics and
Is it d fferent
eacher Generated
government Physical and human
for others?
What was
8.3.U.C._Evaluate how con inu ty and
Un t 1:Amer can Beginnings change have impacted the United Sta es. the impact of
Lesson 7: Pi grims and Puritans in Be ief systems and religions Commerce moving
and
industry
Technology
Pol
tics
and
across the
New England
government Physical and human
ocean?
Virtual Field rip
Plimoth Plantation
eacher Generated

8.3.U.C._Evaluate how con inu ty and
change have impacted the United Sta es.
Be ief systems and religions Commerce
and industry Technology Pol tics and
Life in the
government Physical and human
1600's
8.3.U.D._Evaluate how con lict and

cooperation among groups and
How does
Un t 1:Amer can Beginnings organ za ions have influenced the growth
geography
Lesson 8: The Middle and Southern and development of the U S. Ethnic ty
impact the
Colonies and race Working conditions
colon es?
Immigration Mil tary confl ct Econom c
s abi ity 8.2.U.D. Evaluate how conf ict
8.3.U.D._Evaluate how con lict and
DAY 2 Un t 1:Amer can Beginnings cooperation among groups and
Lesson 8: The Middle and Southern organ za ions have influenced the growth
Colonies and development of the U S. Ethnic ty
and race Working conditions

Virtual Field rip
Colonial Williamsburg
eacher Generated
Un t 1:Amer can Beginnings
Lesson 10: The Colonies Grow and
Change Lesson 12: Looking at the
Colonies

How does
geography
impact the
colon es?

8.3.U.D._Evaluate how con lict and
cooperation among groups and
organ za ions have influenced the growth
and development of the U S. Ethnic ty
and race Working conditions

Life in the
colon es

8.3.U.C._Evaluate how con inu ty and
change have impacted the United Sta es.
Be ief systems and religions Commerce
and industry Technology Pol tics and
government Physical and human
geography Social organiza ions
8.2.U.C._Evaluate continuity and change

maturing of
England's
thirteen
Amer can
colon es.

maturing of
8.1.U.B._Evaluate the in erpretat on of
h sto ical events and sources, considering England's

Un t 1:Amer can Beginnings the use of fact versus opinion, multiple
Lesson 11: New Ideas and Issues perspectives, and cause and effect
re ationships.

8.3.U.B._Compare the impact of histor cal

thirteen
Amer can
colo es

Why did
Europeans set
up colonies in
North
America?
Why did
Europeans set
up colonies in
North
America?
Why did
Europeans set
up colonies in
North
America?

•   Why were
the colonies
clustered into
three groups?
•   Why were
the colonies
clustered into
three groups?
•   Why were
the colonies
clustered into
three groups?

•   Why were
the colonies
clustered into
three groups?
How did
French &
Indian War
mpact North
America?

Un t 1:Amer can Beginnings documen s, artifacts, and p aces wh ch
Lesson 13: Preparing for the Un t are cr tical to the U.S.
Test 8.2.U.B._Evaluate the importance of

8.3.U.B._Compare the impact of histor cal

Un t 1:Amer can Beginnings documen s, artifacts, and p aces wh ch
Lesson 1 : Amer can Beginnings are cr tical to the U.S.
Un t Test 8.2.U.B._Evaluate the importance of

cr tical o U.S.

Unit 2: Formation of the United
States
Lesson 2: Moving Toward
Independence

8.3.U.B._Compare the impact of histor cal
documen s, artifacts, and p aces wh ch
are cr tical to the U.S.
8.2.U.B._Evaluate the importance of
various historical documents, art facts,
8.3.U.B._Compare the impact of histor cal
documen s, artifacts, and p aces wh ch
are cr tical to the U.S.

Unit 2: Formation of the United 8.2.U.B._Evaluate the importance of
States various historical documents, art facts,
Lesson 3: We Hold These Truths and p aces in Pennsylvania which are
cr tical o U.S.

8.3.U.B._Compare the impact of histor cal

Unit 2: Formation of the United documen s, artifacts, and p aces wh ch
States are cr tical to the U.S.
Lesson : Revolution 8.2.U.B._Evaluate the importance of
various historical documents, art facts,

8.3.U.A._Compare the ro e groups and
individuals p ayed in the social, pol tical,
cultu al, and economic development of

Unit 2: Formation of the United
the U.S. 8.2.U.A._Evaluate the role
States groups and individuals from Pennsylvania
Lesson 5: A Long War p ayed in the social, pol tical, cultural, and
economic development of the U.S.

Revolutionary War Activity
eacher Generated

8.3.U.A._Compare the ro e groups and
individuals p ayed in the social, pol tical,
cultu al, and economic development of
the U.S. 8.2.U.A._Evaluate the role
groups and individuals from Pennsylvania
8.3.U.B._Compare the impact of histor cal

Unit 2: Formation of the United documen s, artifacts, and p aces wh ch
States are cr tical to the U.S.
Lesson 8: Governing a New Nation

Unit 2: Formation of the United 8.3.U.B._Compare the impact of histor cal
documen s, artifacts, and p aces wh ch
States are cr tical to the U.S.
Lesson 9: Seeking a More Perfect
Union
8.3.U.B._Compare the impact of histor cal

Unit 2: Formation of the United documen s, artifacts, and p aces wh ch
States are cr tical to the U.S.
Lesson 10: Ratification 8.2.U.B._Evaluate the importance of
various historical documents, art facts,

8.3.U.B._Compare the impact of histor cal
Unit 2: Formation of the United documen s, artifacts, and p aces wh ch
States are cr tical to the U.S.
Lesson 11: Your Consitution 8.2.U.B._Evaluate the importance of
various historical documents, art facts,

Constitutional Virtual Activity
eacher Generated

8.3.U.B._Compare the impact of histor cal
documen s, artifacts, and p aces wh ch
are cr tical to the U.S.
8.2.U.B._Evaluate the importance of
various historical documents, art facts,

Unit 2: Formation of the United
States
Lesson 12: Preparing for the Un t
Test

8.3.U.B._Compare the impact of histor cal
documen s, artifacts, and p aces wh ch
are cr tical to the U.S.
8.2.U.B._Evaluate the importance of
various historical documents, art facts,

Unit 2: Formation of the United
States
Lesson 13: Formation of the United
States Un t Test

8.3.U.B._Compare the impact of histor cal
documen s, artifacts, and p aces wh ch
are cr tical to the U.S.
8.2.U.B._Evaluate the importance of
various historical documents, art facts,
8.3.U.B._Compare the impact of histor cal
documen s, artifacts, and p aces wh ch

Unit 3: The New Republic are cr tical to the U.S.
Lesson 1: The New Republic 8.2.U.B._Evaluate the importance of

various historical documents, art facts,

8.3.U.A._Compare the ro e groups and
Unit 3: The New Republic individuals p ayed in the social, pol tical,
Lesson 2: The Washington cultu al, and economic development of
Presidency the U.S.

Suggestions for Difffentiated
Activites, Assignments and/or
Modifications

Resources
Why We Study History Video
Soc al Groups
https://www.youtube.com/watch?v=g https://www.youtube.com
Q3pagHPrMY
/watch?v= wFZ5Dbj8DA

1.02 Discuss: Getting To Know You

1 05 Quiz

Outline Instructional Practices
Key Vocabulary

Modify quiz for 3 choices instead of
,Exempt or limit essay and open ended
questions, Extended Time and 3 quiz
attempts

the earl est people came to and
lived in the Americas. Recognize
major theor es on the peopling of
the Americas. Identify methods used

https://www.heinzhistorycenter.org/
meadowcroft/
http://www.foxnews.com/sc ence/20
13/08/12/16000-year-old-pa-rockshe ter.html

Compare major Na ive American
cu tures of North America. Compare
the ways of life of major Native
North American cultural groups.

Crash Course Native Americans https //www.911memo al.o g
https: /www.youtube.com/watch?v= / nte act ve-museumexpe ence
TTYOQ05oDOI

Exp ain the reasons for European
interest in exploration in the 1 00s
and 1500s. Recognize the social,
economic, and demographic impact
of the Columb an Exchange,

Crash Course Columbian Exchange
https: /www.youtube.com/watch?v=
HQPA5oNpfM

Exp ain daily life in the Wampanoag
tribe. Compare it to your life in
todays wor d - similarities and
differences.
Exp ain why the Pilgrims and the
Puritans settled in North Amer ca
in tially and during the Great
M gra ion. Ident fy the Mayflower
Co act a d ts sig fica ce
Describe examples of similarities
and d fferences between l fe for the
co onists and Native Americans and
the reasons for it.
Demonstrate mastery of important
knowledge and sk lls learned in
previous lessons. Recognize
distinguishing characteristics of the
New England, middle, and southern
co onial regions. Identify the midd e
Demonstrate mastery of important
knowledge and sk lls learned in
previous lessons. Recognize
distinguishing characteristics of the
Ne E gla d iddle a d so t e

http://www.scholast c.com/scholasti
c t a sgi i g/ e cast t

Graded questionaire

Extended time, resubmit w thout point
deduction based on teacher feedback,
Grading rubric o be provided for writing
assignments that are greater than 2-3
a ag a s i le gt

Plimoth Plantation Virtual FT
http://www.scholast c.com/scholasti
c thanksgiving/

P Colo ial Histo
http://explorepah story.com/

1 08 Quiz

Modify quiz for 3 choices instead of
,Exempt or limit essay and open ended
questions, Extended Time and 3 quiz
attempts

http //explo epah sto y com/sto y.php?sto yI
d=1-9-3

Colonial Williamsburg
http://www history org/

Graded questionaire
Recognize the reasons for and
character stics of indentured
servitude and slavery in the
co onies. Describe the social and
economic structure of the New
England, m ddle, and southern

https://www youtube.com/wa ch?v=0IJrhQE6DZk
h tp://v ewpure com/0IJrhQE6DZk s art=0&end=0

Identify major deas of the
Enlightenment and the Great
Awakening. Explain the s gnificance
of the French and Indian War to the
co o ies E ai t e elat o s i

Demonstrate mastery of important
knowledge and sk lls learned in this
unit.

various historical documents, art facts,

8.3.U.B._Compare the impact of histor cal
documen s, artifacts, and p aces wh ch
are cr tical to the U.S.

Define history and identify reasons
for studying it. Demonstrate
fami iarity with the organ zation and
format of essons in this course.
Pa tici ate i a t eaded d sc ss o
Demonstrate mastery of important
knowledge and sk lls learned in
previous lessons. Identify major
physical features and c imates of
No t
e major
ica Ide
tif
ajo
Recognize
theories
on how

Summative Assessments
(Assignemnts, Quizzes & Tests)

Crash Course The Atlantic Slave
Trade
https://www.youtube.com/watch?v=d
nV MTFEGIY

Demonstrate mastery of important
knowledge and sk lls learned in this
unit.

various historical documents, art facts,

Unit 2: Formation of the United 8.2.U.B._Evaluate the importance of
States various historical documents, art facts,
Lesson 1: Growing Tension and p aces in Pennsylvania which are

Students will be able to..

1.1 Unit 1 Test

Modify quiz for 3 choices instead of
,Exempt or limit essay and open ended
questions, Extended Time and 3 quiz
attempts

Recognize major territorial and
pol tical resu ts of the French and
Ind an War. Exp ain the
disagreement between the British
Why did
government and the colonists on the
Britain place
taxes & acts on issues of taxation and Parliamentary
the American authority after 1763. Explain the
londid
es?the
disagreement and growing tens on
How
Analyze the message and impact of
colon sts
Thomas Paine s Common Sense.
respond to
Identify key individua s in the
these taxes &
acts n the
independence movement. Identify
three different
ajo e e ts mastery
leade s of
a important
d fo eig
Demonstrate
knowledge and sk lls learned in
previous lessons. Analyze the
Declaration of Independence for the

Were the
essential principles it expresses.
Patriots
Exp ain the major argumen s of the
revolutionaries Federalists and anti-Federal sts and
or terrorists?
Who were key
revolutionary
f gures in the
colon es?

What
happened in
the course of
the war?

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https //www.h sto y.com/top cs/ame canevolut on/the-cont nental-cong ess

2 03 Quiz

Modify quiz for 3 choices instead of
,Exempt or limit essay and open ended
questions, Extended Time and 3 quiz
attempts

tIdentify
ei s major
o te events,
s Recog
ize t eand
eaders,
foreign assistance during the
American Revolution. Ident fy major
arguments for and against
i de e de cemastery
a d t eof
g important
o s
o
Demonstrate

h tp://www.pbs.org/k ca/ iberty/
h tps //www.history com/topics/americanrevolution
h tps //www.varsitytutors.com earlyameric
a/v deos/molly-p tcher-american-heroine

knowledge and sk lls learned in
previous lessons. Identify major
events, leaders, and foreign
assistance during the American
Revolut on. Describe George
Washington s role in winning the
War of Independence. Explain how

Exp ain how the Un ted S ates was
able to achieve victory in the
Revolut onary War. Identify major
events and eaders of the American
Re ol t o
Identify the Artic es of Confederation
new
as the first government of the United
government
States. Analyze the strengths and
under the
Articles of
weaknesses of the Articles of
Confederation Co fede atio go e
e t Gi e
•   How did the Demonstrate mastery of important
knowledge and sk lls learned in this
new nation
unit. Explain the reasons for ca ling
formulate a
new plan of
a convention of states in 1787.
government?
Desc i e t e ajo easo s e e ts
•   How did the Exp ain the major argumen s of the
Federalists and anti-Federal sts and
new nation
their supporters. Explain the major
formulate a
new plan of
arguments of the Federalis s and
government?
ti-Fede alists Ide tif t e ajo
Demonstrate mastery of important
Why is the
knowledge and sk lls learned in
Constitution
previous lessons. Recognize the
known as a
“l ving
U.S. Constitution as the longestdoc
li ed la fo e ese tati e
   Wmet t?”
Was the
American
Revolution
truly
W olutio
y
t ary?

the
responsibilities List examp es of the individual
rights guaranteed by the Bill of
of each of the
three branches Rights.
of government?

2.08 Assignment

Guided practice, Small group
instruction,Graphic organizers, Extended
time, resubmit without point deduction
based on eacher feedback, Grading
ic o e o ided fo
iti g

https //const tut oncente .o g/founde squ z/
https //www.khanacademy.o g/human t es/u
s-h sto y/ oad-to- evolut on/c eat ng-anat on/v/the-const tut onal-convent on
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https //bensgu de.gpo.gov/games-ma n14mo e

2.11 Quiz

Modify quiz for 3 choices instead of
,Exempt or limit essay and open ended
questions, Extended Time and 3 quiz
attempts

Demonstrate mastery of important
knowledge and sk lls learned in this
unit.
Demonstrate mastery of important
knowledge and sk lls learned in this
unit.
List examples of the individual rights
guaranteed by the Bill of Rights.
Identify the irst four presidents and
the major issues and events of their
ad i ist atio s Desc i e t e ajo
Identify the irst four presidents and
act ons did
the major issues and events of their
these
Presidents take administrations. Explain the goals of
n times of
Hamilton's financ al plan and the
crisis both
co stit tio al de ate t at
Founding
Father
Presidents
develop the
powers
  
atof the

Mod fy test for 3 choices instead of
,Exempt or limit essay and open ended
2.13 Unit 2 Test: Part 1
questions, Extended Time and request for
2.13 Unit 2 Test: Part 2
another test attempt. Possibly shorted test
e sio St d g ide
Bens guide to government

https //www.h sto y.com/top cs/ea lyus/wh skey- ebell on


<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
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<td>Unit 3</td>
<td>The New Republic Lesson 11: Forging a National Identity</td>
<td>Discuss the role of Andrew Jackson in the early 1800s.</td>
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<tr>
<td>Unit 4</td>
<td>The New Republic Lesson 1: The New Republic</td>
<td>Discuss the role of John C. Marshall during the early 1800s.</td>
<td>Students should be able to identify major features of the United States government under the Constitution.</td>
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<td>Unit 4</td>
<td>The New Republic Lesson 2: The New Republic</td>
<td>Describe the nature and elements of the War of 1812.</td>
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<td>The New Republic Lesson 5: The New Republic</td>
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<tr>
<td>Unit 4</td>
<td>The New Republic Lesson 6: The New Republic</td>
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#### Unit 7: Entering the Modern Era
- Lesson 2: The Changing West
- Lesson 9: A War on All Fronts
- Lesson 11: Beacon of Hope

### Evidence of Learning

#### Identify Learning Targets

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<tr>
<th>Target</th>
<th>Evidence of Learning</th>
<th>Outline Instructional Practices</th>
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<tbody>
<tr>
<td>• Demonstrate understanding of important knowledge and its use in the Civil War</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
</tr>
<tr>
<td>• Demonstrate the effects of economic change and the West</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
</tr>
<tr>
<td>• Assess the human cost of the Civil War</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
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<tr>
<td>• Identify the goals of the Reconstruction.</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
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<tr>
<td>• Demonstrate mastery of important knowledge and skills learned in this unit.</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
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<tr>
<td>• Explain the reasons for the end of the Civil War.</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
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<tr>
<td>• Distinguish between the first and second phases of the Civil War.</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
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</tr>
<tr>
<td>• Identify terms associated with a capitalistic economy.</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
</tr>
<tr>
<td>• Describe the organization and focus of the Knights of Labor.</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
</tr>
<tr>
<td>• Recognize government attempts to regulate business.</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
</tr>
<tr>
<td>• Explain how the federal government regulated business.</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
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<td>• Demonstrate mastery of important knowledge and skills learned in this unit.</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
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<tr>
<td>• Describe the growth of cities in the United States.</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
</tr>
<tr>
<td>• Give examples of nativist responses to immigration.</td>
<td>6.11 Assignment</td>
<td>Instructional strategies, graphic organizers, extended time, self-assessment based on teacher feedback, guided practice, small group attempts</td>
</tr>
</tbody>
</table>

### Outline Instructional Practices

- Instructional strategies
- Graphic organizers
- Extended time
- Self-assessment based on teacher feedback
- Guided practice
- Small group attempts

### Teacher Developed

#### Lesson 11: Reconstruction Continues
- Demonstrate mastery of important knowledge and skills learned in this unit.
- Explain the reasons for the end of the Civil War.
- Distinguish between the first and second phases of the Civil War.
- Demonstrate mastery of important knowledge and skills learned in this unit.

#### Lesson 12: Preparing for the Civil War
- Demonstrate mastery of important knowledge and skills learned in this unit.
- Explain the human cost of the Civil War.
- Identify the goals of the Reconstruction.
- Demonstrate mastery of important knowledge and skills learned in this unit.

#### Lesson 13: The Union in Crisis
- Demonstrate mastery of important knowledge and skills learned in this unit.
- Assess the human cost of the Civil War.
- Identify the goals of the Reconstruction.
- Demonstrate mastery of important knowledge and skills learned in this unit.

#### Additional Resources

- http://www.history.com/topics/knights-of-labor
- http://www.history.com/topics/civil-war
- http://www.history.com/topics/progressive-movement
<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Title</th>
<th>Objectives</th>
<th>Assessment</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Unit 5 | Lesson 1 | A Time of Turmoil | - Identify the causes, events, and consequences of the Cuban Missile Crisis.  
- Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 2 | Cold War War and Peace | - Identify the goals, policies and challenges.  
- Describe the consequences, both domestic and international, of the Cold War and its impact on the United States. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 3 | Cold War War and Peace | - Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 4 | Cold War War and Peace | - Identify the causes, events, and consequences of the Cold War.  
- Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 5 | Cold War War and Peace | - Identify the causes, events, and consequences of the Cold War.  
- Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 6 | Cold War War and Peace | - Identify the causes, events, and consequences of the Cold War.  
- Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 7 | Cold War War and Peace | - Identify the causes, events, and consequences of the Cold War.  
- Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 8 | Cold War War and Peace | - Identify the causes, events, and consequences of the Cold War.  
- Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 9 | Cold War War and Peace | - Identify the causes, events, and consequences of the Cold War.  
- Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 10 | Cold War War and Peace | - Identify the causes, events, and consequences of the Cold War.  
- Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 11 | Cold War War and Peace | - Identify the causes, events, and consequences of the Cold War.  
- Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 12 | Cold War War and Peace | - Identify the causes, events, and consequences of the Cold War.  
- Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 13 | Cold War War and Peace | - Identify the causes, events, and consequences of the Cold War.  
- Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 14 | Cold War War and Peace | - Identify the causes, events, and consequences of the Cold War.  
- Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
| Unit 5 | Lesson 15 | Cold War War and Peace | - Identify the causes, events, and consequences of the Cold War.  
- Demonstrate mastery of important knowledge and its impact in this unit. | 6.1 Assignment: Shortened assignment | - Requires instructor to modify test for 3 choices instead of 5.  
- Exempt or limit essay and open-ended questions, Extended Time and 3 quiz attempts |
<table>
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<tr>
<th>Unit 6: Toward a New Millennium</th>
<th>Lesson 17: Toward a New Millennium Unit Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.3.U.A. Compare the roles and individuals played in the social, political, cultural, and economic development of the U.S.</td>
<td></td>
</tr>
<tr>
<td>8.3.U.C. Evaluate how continuity and change have impacted the United States.</td>
<td></td>
</tr>
</tbody>
</table>

**Review important knowledge and skills taught in Units 1 through 6.**

**Unit 7: Semester Project**

**Teacher Developed**

**Unit 7: Semester Project Teacher Developed**

**Introduction & Work day 1**

**Unit 7: Semester Project Teacher Developed**

**Work day 2**

**Unit 7: Semester Project Teacher Developed**

**Work day 3**

**Unit 7: Semester Project Teacher Developed**

**Semester Project Due**

- Reduced assignment
- Guided practice
- Small group instruction
- Graphic organizers
- Extended time
- Resubmit without point deduction based on teacher feedback
- Graduated expectations

**Semester Project Day**

- Redesigned and modified
- Small group without an agenda
- Extended time
- Resubmit - modified
- Redesigned and modified
1.02 Dimensions- Distance, Time, and Mass (9/11/19)

**Power Standard**

CC.3.5.9-10.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

CC.3.5.9-10.D Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades 9-10 texts and topics.

**Verb/Noun Match**

<table>
<thead>
<tr>
<th>define vocabulary terms</th>
<th>measure time, distance, mass, temperature</th>
<th>distinguish English system from the metric system</th>
<th>apply measurement rules properly for accurate data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>significant figures</td>
<td>fundamental and derived units</td>
<td></td>
<td>measurement and correct unit of measure</td>
</tr>
</tbody>
</table>

**Know**

- **Vocabulary**- distance, time, measurement, derived unit, fundamental unit, metric system, significant figure
- The proper use of units with each type of measurement
- English and metric units of measurement
- How to determine the proper number of significant figures for a measurement

**Do**

- Define lesson vocabulary (nearpod matching words and definitions)
- Measure distance, time, mass and temperature using proper units and sig figs (nearpod matching units and measurement)
- Distinguish English units from metric units of measure (nearpod quiz)
- Use correct rules of measure for accurate data collection (nearpod quiz or draw it)

**I can statements**

I can define distance, time, measurement, derived unit, fundamental unit, metric system, significant figure.
I can measure distance, time, mass, and temperature.
I can use the correct metric units when I measure distance, time, mass, and temperature. I can distinguish English units of measure from metric units and use the metric units properly during science class. I can apply proper rules for measurement during lab activities for accurate data collection.
<table>
<thead>
<tr>
<th>K12 Unit/Lesson (in Sequence)</th>
<th>Standard (PA Core/National/PA Content)</th>
<th>Big Ideas</th>
<th>Essential Questions</th>
<th>Students will be able to</th>
<th>Evidence of Learning</th>
<th>Outcome Instructional Practices Resources outside of OLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1 LESSON 1</td>
<td>What is Economics</td>
<td>E.1.B.C.</td>
<td>Explain the difference between economics and economic analysis</td>
<td>Explain how economic analysis is used to make decisions</td>
<td>Review Questions</td>
<td>Monetary, Financial, Economic Analysis, Economics.</td>
</tr>
<tr>
<td>UNIT 1 LESSON 2</td>
<td>What is Economic Systems</td>
<td>E.1.B.C.</td>
<td>Define Economic Systems</td>
<td>Explain how economic systems operate</td>
<td>Review Questions</td>
<td></td>
</tr>
<tr>
<td>UNIT 1 LESSON 3</td>
<td>The Game of Economics</td>
<td>E.1.B.C.</td>
<td>Identify the origin of demand and supply</td>
<td>Explain how supply and demand affect prices and quantities</td>
<td>Review Questions</td>
<td></td>
</tr>
<tr>
<td>UNIT 1 LESSON 4</td>
<td>The Role of the Consumer</td>
<td>E.1.B.C.</td>
<td>Identify the role of the consumer in an economic system</td>
<td>Analyze how consumers make decisions</td>
<td>Review Questions</td>
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</tr>
<tr>
<td>UNIT 1 LESSON 5</td>
<td>The Media &amp; The Consumer</td>
<td>E.1.B.C.</td>
<td>Analyze the influence of the media on consumer behavior</td>
<td>Evaluate the impact of media on economic decisions</td>
<td>Review Questions</td>
<td></td>
</tr>
<tr>
<td>UNIT 1 LESSON 6</td>
<td>The Business of Business &amp; The Business Media</td>
<td>E.1.B.C.</td>
<td>Define the different types of businesses</td>
<td>Explain how businesses operate</td>
<td>Review Questions</td>
<td></td>
</tr>
<tr>
<td>UNIT 2 LESSON 1</td>
<td>The Stock Market</td>
<td>E.2.B.C.</td>
<td>Identify the functions of the stock market</td>
<td>Describe how the stock market operates</td>
<td>Review Questions</td>
<td></td>
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<tr>
<td>UNIT 2 LESSON 2</td>
<td>Money Supply</td>
<td>E.2.B.C.</td>
<td>Explain the impact of the money supply on the economy</td>
<td>Analyze how changes in the money supply affect economic outcomes</td>
<td>Review Questions</td>
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<tr>
<td>UNIT 2 LESSON 3</td>
<td>The Stock Market</td>
<td>E.2.B.C.</td>
<td>Explain the role of central banks</td>
<td>Analyze the impact of central bank policies on the economy</td>
<td>Review Questions</td>
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<tr>
<td>UNIT 2 LESSON 4</td>
<td>Commodities</td>
<td>E.2.B.C.</td>
<td>Identify and analyze the characteristics of commodities</td>
<td>Evaluate the impact of commodities on the economy</td>
<td>Review Questions</td>
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<tr>
<td>UNIT 3 LESSON 1</td>
<td>Buying and Selling</td>
<td>E.3.B.C.</td>
<td>Identify the factors that influence exchange rates</td>
<td>Discuss the impact of exchange rates on international trade</td>
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<td>UNIT 3 LESSON 2</td>
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<td>Evaluate the impact of scams on individuals and society</td>
<td>Review Questions</td>
<td></td>
</tr>
<tr>
<td>UNIT 4 LESSON 1</td>
<td>Taxes</td>
<td>E.3.B.C.</td>
<td>Compare and contrast different types of taxes</td>
<td>Analyze the impact of different types of taxes on individuals and society</td>
<td>Review Questions</td>
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<tr>
<td>UNIT 4 LESSON 2</td>
<td>Use Tax</td>
<td>E.3.B.C.</td>
<td>Explain how taxes affect economic choices</td>
<td>Evaluate the impact of tax policies on economic outcomes</td>
<td>Review Questions</td>
<td></td>
</tr>
<tr>
<td>UNIT 5 LESSON 1</td>
<td>Fiscal Policy</td>
<td>E.3.B.C.</td>
<td>Analyze the process through which fiscal policy is implemented</td>
<td>Evaluate the impact of fiscal policy on economic outcomes</td>
<td>Review Questions</td>
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<tr>
<td>UNIT 5 LESSON 2</td>
<td>Government and Rules</td>
<td>E.3.B.C.</td>
<td>Identify and analyze the types of rules and regulations</td>
<td>Evaluate the impact of rules and regulations on economic outcomes</td>
<td>Review Questions</td>
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<tr>
<td>UNIT 6 LESSON 1</td>
<td>Making Choices</td>
<td>E.3.B.C.</td>
<td>Evaluate economic choices and strategies</td>
<td>Explain and apply cost-benefit analysis</td>
<td>Review Questions</td>
<td></td>
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<tr>
<td>UNIT 7 LESSON 2</td>
<td>Insurance</td>
<td>6.1.1.12.B. Evaluate the economic</td>
<td>Types of insurance</td>
<td>Can you ever be deductible, premium</td>
<td>Types of insurance and</td>
<td>Review Questions</td>
</tr>
<tr>
<td>UNIT 7 LESSON 3</td>
<td>Banking</td>
<td>6.1.1.12.B. Evaluate the economic</td>
<td>Various types of financial</td>
<td>How does a credit union define different types of bank accounts and banking</td>
<td>Review Questions</td>
<td>Credit Union</td>
</tr>
<tr>
<td>UNIT 7 LESSON 5</td>
<td>Loans</td>
<td>6.1.1.12.B. Evaluate the economic</td>
<td>Different types of loans</td>
<td>Why should you explain the difference between leasing and buying a principal interest rate</td>
<td>Review Questions</td>
<td></td>
</tr>
<tr>
<td>UNIT 7 LESSON 6</td>
<td>Credit Cards</td>
<td>6.1.1.12.B. Evaluate the economic</td>
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- PMRC, fighting words, Copyright, Obscenity
- Alien and Sedition Acts, Libel, Pentagon Papers
Lesson 5: Geography Plays a Part

Describe the contribution of Judeo-Christian thought to Western concepts of history and explain how natural resources, labor and capital, and the potential for social control through technology have influenced European history.

Lesson 7: The Reformation

Recognize that the Reformation was one of the major events of the late Middle Ages and analyze why the Reformation occurred.

Lesson 10: Preparing for the Unit Test

Demonstrate mastery of important knowledge and skills learned in this unit.

Lesson 11: The 3 Ages: Before 1500

Describe the major events that have shaped the world we live in today.

Lesson 12: Europe and the Second Industrial Revolution

Students will examine the impact of the European Age of Exploration on the world and the ways in which European societies have been shaped by their interaction with other cultures.

Lesson 1: The Challenges of Industrialization

Describe the key转折点 in the history of society and analyze the impact of economic, social, and political forces on the development of new technologies.

Lesson 2: Solving Problems

Analyze the role of social movements in shaping the political and economic landscape.

Lesson 3: Change

Identify factors that led to the beginnings of the Industrial Revolution in the late 18th century and early 19th century.

Lesson 5: Geography Plays a Part

Analyze the impact of geography on the development of the early modern European economy.

Lessons 7-9: Germany Moves Ahead

Describe how Germany moved ahead in the late 19th century and early 20th century.

Unit 2: Europe and the Second Industrial Revolution

Understand the causes and effects of the Industrial Revolution in Europe and its impact on the world.

Unit 1: Setting the Stage—Before 1500

Identify major events that have shaped the world we live in today.

Unit 3: Europe and the Reformation

Explain how the Reformation and the French Revolution contributed to the development of modern Europe.

Unit 4: Europe and the Enlightenment

Analyze the impact of the Enlightenment on the development of modern European thought and society.

Unit 5: Europe and the Age of Exploration

Evaluate the impact of European exploration on the development of modern Europe.

Unit 6: Europe and the Renaissance

Analyze the impact of the Renaissance on the development of modern European thought and society.

Unit 7: Europe and the Reformation

Explain how the Reformation and the French Revolution contributed to the development of modern European thought and society.

Unit 8: Europe and the Napoleon

Explain how the French Revolution and the Napoleonic Wars contributed to the development of modern European thought and society.

Unit 9: Europe and the Industrial Revolution

Analyze the impact of the Industrial Revolution on the development of modern European thought and society.

Unit 10: Europe and the World

Explain how the Industrial Revolution and the French Revolution contributed to the development of modern European thought and society.

Unit 11: Europe and the American Revolution

Analyze the impact of the American Revolution on the development of modern European thought and society.

Unit 12: Europe and the Age of Exploration

Evaluate the impact of European exploration on the development of modern European thought and society.

Unit 13: Europe and the Enlightenment

Analyze the impact of the Enlightenment on the development of modern European thought and society.

Unit 14: Europe and the Renaissance

Analyze the impact of the Renaissance on the development of modern European thought and society.

Unit 15: Europe and the Reformation

Explain how the Reformation and the French Revolution contributed to the development of modern European thought and society.

Unit 16: Europe and the Age of Exploration

Evaluate the impact of European exploration on the development of modern European thought and society.

Unit 17: Europe and the Enlightenment

Analyze the impact of the Enlightenment on the development of modern European thought and society.

Unit 18: Europe and the Renaissance

Analyze the impact of the Renaissance on the development of modern European thought and society.

Unit 19: Europe and the Reformation

Explain how the Reformation and the French Revolution contributed to the development of modern European thought and society.

Unit 20: Europe and the Age of Exploration

Evaluate the impact of European exploration on the development of modern European thought and society.

Unit 21: Europe and the Enlightenment

Analyze the impact of the Enlightenment on the development of modern European thought and society.

Unit 22: Europe and the Renaissance

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Unit 23: Europe and the Reformation

Explain how the Reformation and the French Revolution contributed to the development of modern European thought and society.

Unit 24: Europe and the Age of Exploration

Evaluate the impact of European exploration on the development of modern European thought and society.

Unit 25: Europe and the Enlightenment

Analyze the impact of the Enlightenment on the development of modern European thought and society.

Unit 26: Europe and the Renaissance

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Unit 28: Europe and the Age of Exploration

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Unit 29: Europe and the Enlightenment

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Unit 30: Europe and the Renaissance

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Unit 31: Europe and the Reformation

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Unit 32: Europe and the Age of Exploration

Evaluate the impact of European exploration on the development of modern European thought and society.

Unit 33: Europe and the Enlightenment

Analyze the impact of the Enlightenment on the development of modern European thought and society.

Unit 34: Europe and the Renaissance

Analyze the impact of the Renaissance on the development of modern European thought and society.

Unit 35: Europe and the Reformation

Explain how the Reformation and the French Revolution contributed to the development of modern European thought and society.

Unit 36: Europe and the Age of Exploration

Evaluate the impact of European exploration on the development of modern European thought and society.

Unit 37: Europe and the Enlightenment

Analyze the impact of the Enlightenment on the development of modern European thought and society.

Unit 38: Europe and the Renaissance

Analyze the impact of the Renaissance on the development of modern European thought and society.

Unit 39: Europe and the Reformation

Explain how the Reformation and the French Revolution contributed to the development of modern European thought and society.

Unit 40: Europe and the Age of Exploration

Evaluate the impact of European exploration on the development of modern European thought and society.
Lesson 7: Geography of Russia

- Overview of the challenges of Russia's geography.
- How does geography influence Russian culture and ethnic diversity?
- What is the relationship between physical geography and human development?

Lesson 8: United States

- Overview of the geographical features of the United States.
- How does geography influence the United States' economy and culture?
- What are the major geographical regions of the United States?

Lesson 9: France

- Overview of France's geographical features.
- How does geography influence French culture and institutions?
- What is the role of geography in French history?

Lesson 10: China

- Overview of China's geographical features.
- How does geography influence Chinese culture and institutions?
- What is the role of geography in Chinese history?

Lesson 11: India

- Overview of India's geographical features.
- How does geography influence Indian culture and institutions?
- What is the role of geography in Indian history?

Lesson 12: Africa

- Overview of Africa's geographical features.
- How does geography influence African culture and institutions?
- What is the role of geography in African history?

Lesson 13: Preparing for the Unit Test

- Review of key concepts and terms.
- Practice test questions and answers.
- Final review session.

Lesson 14: Report from the Middle East

- Overview of the Middle East's geographical features.
- How does geography influence Middle Eastern culture and institutions?
- What is the role of geography in Middle Eastern history?

Lesson 15: Preparing for the Unit Test

- Review of key concepts and terms.
- Practice test questions and answers.
- Final review session.

Lesson 16: World War and Revolution Unit

- Overview of key events and individuals.
- How did war and revolution shape the world?
- What were the key outcomes of World War and Revolution Unit?

Lesson 17: The Art of Uncertainty, Certainties Challenged, A World in Flux

- Overview of key events and individuals.
- How did uncertainty and change shape the world?
- What were the key outcomes of The Art of Uncertainty, Certainties Challenged, A World in Flux?

Lesson 18: The Story of the World

- Overview of key events and individuals.
- How did the world change over time?
- What were the key outcomes of The Story of the World?
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<tr>
<td>2</td>
<td><strong>Lesson 1: Modern World Studies Honors Project, Part 1</strong>&lt;br&gt;Explain the human characteristics of places and regions using the following categories:&lt;br&gt;Culture&lt;br&gt;Social Structure&lt;br&gt;Economic Activities&lt;br&gt;Political Activities&lt;br&gt;Develop a project based on the National History Day theme. You will compete this project over the course of several months. Note that you will be working on various parts of the project simultaneously. Use this timeline to help you pace your work. Read the online text and follow the instructions in the Student Guide. Complete the Graded Assignment: Part 1. 9.01 Assignment</td>
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<td>3</td>
<td><strong>Lesson 1: Modern World Studies Honors Project, Part 2</strong>&lt;br&gt;Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.&lt;br&gt;Ethnicity and Race&lt;br&gt;Working Conditions&lt;br&gt;Immigration&lt;br&gt;Military Conflict&lt;br&gt;Economic Stability&lt;br&gt;Choose an appropriate topic and a project format appropriate to your topic. You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously. Read the online text and follow the instructions. Complete the Graded Assignment: Part 2. 9.02 Assignment</td>
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<td>4</td>
<td><strong>Lesson 1: Modern World Studies Honors Project, Part 3</strong>&lt;br&gt;Compare the perspectives of historical events and sources considering the use of active and passive sources and cause and effect relationships. Begin working on your process paper. You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously. Read the online text and follow the instructions. Complete the Graded Assignment: Part 3. 9.03 Assignment</td>
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<td>5</td>
<td><strong>Lesson 1: Modern World Studies Honors Project, Part 4</strong>&lt;br&gt;Compare the roles of groups and individuals played in the social, political, cultural, and economic development throughout world history. Construct a research plan using a thesis statement and demonstrate the use of appropriate primary and secondary sources. Continue your research and project development. You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously. Read the online text and follow the instructions. Complete the Graded Assignment: Part 4. 9.04 Assignment</td>
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<td>6</td>
<td><strong>Lesson 1: Modern World Studies Honors Project, Part 5</strong>&lt;br&gt;Compare the roles of groups and individuals played in the social, political, cultural, and economic development throughout world history. Construct a research plan using a thesis statement and demonstrate the use of appropriate primary and secondary sources. Continue your research and project development. You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously. Read the online text and follow the instructions. Complete the Graded Assignment: Part 5. 9.05 Assignment</td>
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<td>7</td>
<td><strong>Lesson 1: Modern World Studies Honors Project, Part 6</strong>&lt;br&gt;Compare the roles of groups and individuals played in the social, political, cultural, and economic development throughout world history. Construct a research plan using a thesis statement and demonstrate the use of appropriate primary and secondary sources. Continue your research and project development. You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously. Read the online text and follow the instructions. Complete the Graded Assignment: Part 6. 9.06 Assignment</td>
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<td><strong>Lesson 1: Revolution in Technology</strong></td>
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<td>Technological revolutions are an integral part of modern society. How did technological change affect these events in the late 1800s? How did later technological developments influence the course of the Cold War? What impact did technological change have on the Cold War or the Cold War?</td>
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<td><strong>Lesson 2: Saving Lives</strong></td>
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<td>How does technological change influence human development and achievement? What role did technological change play in the development of space exploration? What role did technological change play in the development of space exploration? What role did technological change play in the development of space exploration?</td>
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<td>What impact did technological change have on the Cold War or the Cold War? What impact did technological change have on the Cold War or the Cold War? What impact did technological change have on the Cold War or the Cold War?</td>
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**Unit 2: Tensions in the Post-War World**

**Lesson 1: Revolution in Technology**

*What impact did technological change have on the Cold War or the Cold War?*

**Lesson 2: Saving Lives**

*How does technological change influence human development and achievement?*

**Lesson 3: A New Global Culture**

*What impact did technological change have on the Cold War or the Cold War?*

**Lesson 4: Geography of South Asia**

*What role did technological change play in the development of space exploration?*

**Lesson 5: India and a Man of Peace**

*What role did technological change play in the development of space exploration?*
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<td><strong>Lesson 14: Many Kinds of Revolution Unit Test</strong></td>
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### Unit 2: Cold War Conflict and Confrontation

| Lesson 1: Geography of Southeast Asia |  |
| Lesson 2: The United States in Vietnam |  |
| Lesson 3: The Soviet Union in Czechoslovakia |  |
| Lesson 4: Vying for Latin America |  |
| Lesson 5: Geography of Latin America |  |
| Lesson 7: Cracks in the Wall |  |
| Lesson 8: Vicks for Change |  |
| Lesson 11: The End of the Cold War - Preparing for the Unit Test |  |

### Part 1

1. **Lesson 1: Geography of Southeast Asia**
- Analyze the geography and political context of Southeast Asia.
- Understand the impact of colonialism and the Cold War on the region.
- Evaluate the role of Southeast Asia in world history.

2. **Lesson 2: The United States in Vietnam**
- Trace the involvement of the United States in Vietnam.
- Analyze the factors leading to the escalation of the conflict.
- Evaluate the role of the United States in shaping the outcome of the war.

3. **Lesson 3: The Soviet Union in Czechoslovakia**
- Analyze the role of the Soviet Union in Czechoslovakia.
- Understand the impact of Czechoslovakia on the global political landscape.
- Evaluate the role of the Soviet Union in shaping the outcome of the Cold War.

4. **Lesson 4: Vying for Latin America**
- Trace the conflict in Latin America.
- Analyze the role of the United States and the Soviet Union in the region.
- Evaluate the impact of the Cold War on Latin America.

5. **Lesson 5: Geography of Latin America**
- Trace the geographic and political context of Latin America.
- Understand the impact of colonialism and the Cold War on the region.
- Evaluate the role of Latin America in world history.

### Part 2

6. **Lesson 7: Cracks in the Wall**
- Analyze the impact of the Cold War on Eastern Europe.
- Understand the role of the Soviet Union in Eastern Europe.
- Evaluate the impact of the Cold War on the global political landscape.

7. **Lesson 8: Vicks for Change**
- Trace the role of the United States and the Soviet Union in the global political landscape.
- Understand the impact of the Cold War on global politics.
- Evaluate the role of the United States and the Soviet Union in shaping the outcome of the Cold War.

8. **Lesson 11: The End of the Cold War - Preparing for the Unit Test**
- Analyze the end of the Cold War.
- Understand the role of the United States and the Soviet Union in shaping the outcome of the Cold War.
- Evaluate the impact of the Cold War on global politics.

### Part 3: End of the Cold War

9. **Lesson 12: How Did the Cold War End?**
- Trace the events leading to the end of the Cold War.
- Analyze the role of the Soviet Union in shaping the outcome of the Cold War.
- Evaluate the impact of the Cold War on global politics.

### Unit 2 Test

- **Part 1 Test Part 1**
- **Part 2 Test Part 1**
- **Part 1 Test Part 2**
- **Part 2 Test Part 2**
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**Lesson 1: The Rise of Extremists in the Middle East**
- Demonstrate mastery of important knowledge and skills learned in the unit.

**Lesson 2: Extremists Take Control**
- Analyze the factors leading to extremist take control in the Middle East.

**Lesson 3: A Dictator in Iraq**
- Explain the role of dictators in Iraq.

**Lesson 4: Terrorism Strikes the United States**
- Evaluate the impact of terrorism on the United States.

**Lesson 5: The Iraq War**
- Discuss the reasons for the war in Iraq.

**Lesson 6: Difficult Questions**
- Analyze the impact of difficult questions on society.

**Lesson 7: Electronics and the Information Revolution**
- Discuss the impact of electronics on the information revolution.

**Lesson 8: New Ways to Communicate**
- Evaluate the impact of new ways to communicate.

**Lesson 9: A Striving World**
- Analyze the impact of striving on the world.

**Lesson 10: Seeking Equality**
- Evaluate the impact of seeking equality.

**Lesson 11: Democracy's Continued Spread**
- Analyze the impact of democracy's continued spread.

**Lesson 12: Steps Forward and Back**
- Discuss the impact of steps forward and back.

**Lesson 13: Epilogue**
- Summarize the key points of the unit.

**Lesson 14: Preparing for the Unit Test**
- Demonstrate a mastery of important knowledge and skills learned in the unit.

**Lesson 15: What have personal computers had on the American economy?**
- Demonstrate mastery of important knowledge and skills learned in the unit.

**Lesson 16: The Information Revolution**
- Demonstrate mastery of important knowledge and skills learned in the unit.
### Lesson 7: The Meaning of Globalization

**Lesson Overview:**
- **Topic:** Globalization, its impact on the world economy.
- **Objective:** Understand how globalization has changed the world economy.
- **Activities:**
  - Explore how globalization has influenced economic development throughout the world.
  - Analyze the role of conflict and cooperation in the context of globalization.

**Assignments:**
- **Research Report:** Study the effects of globalization on the world economy.
- **Presentation:** Discuss the impacts of globalization on global trade.

**Resources:**
- **Textbook:** Chapter 7, pages 180-190.
- **Online Articles:** Various sources on the impact of globalization.

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### Lesson 8: Following a Global Product

**Lesson Overview:**
- **Topic:** International trade and global supply chains.
- **Objective:** Understand how products move across the globe.
- **Activities:**
  - Conduct research on how global products are sourced and manufactured.
  - Explore the role of international trade in global economics.

**Assignments:**
- **Essay:** Discuss the impact of globalization on international trade.
- **Report:** Analyze the benefits and drawbacks of global supply chains.

**Resources:**
- **Textbook:** Chapter 8, pages 200-210.
- **Online Articles:** Case studies on global supply chains.

---

### Lesson 9: Women and Globalization

**Lesson Overview:**
- **Topic:** The role of women in globalization.
- **Objective:** Understand the perspectives of women in globalization.
- **Activities:**
  - Examine how globalization has affected women's roles in society.
  - Discuss the challenges and opportunities faced by women in the global economy.

**Assignments:**
- **Research Paper:** Analyze the impact of globalization on women's economic status.
- **Presentation:** Present findings on the role of women in contemporary global society.

**Resources:**
- **Textbook:** Chapter 9, pages 220-230.
- **Online Articles:** Research on women's roles in globalization.

---

### Lesson 10: The Price of Progress

**Lesson Overview:**
- **Topic:** The costs and benefits of economic development.
- **Objective:** Understand the trade-offs of economic progress.
- **Activities:**
  - Explore the environmental costs of economic development.
  - Discuss the social implications of economic growth.

**Assignments:**
- **Essay:** Evaluate the trade-offs of economic progress.
- **Report:** Analyze the impact of economic growth on social inequality.

**Resources:**
- **Textbook:** Chapter 10, pages 240-250.
- **Online Articles:** Case studies on economic development.

---

### Lesson 11: The Price of Progress

**Lesson Overview:**
- **Topic:** The costs and benefits of economic development.
- **Objective:** Understand the trade-offs of economic progress.
- **Activities:**
  - Explore the environmental costs of economic development.
  - Discuss the social implications of economic growth.

**Assignments:**
- **Essay:** Evaluate the trade-offs of economic progress.
- **Report:** Analyze the impact of economic growth on social inequality.

**Resources:**
- **Textbook:** Chapter 10, pages 240-250.
- **Online Articles:** Case studies on economic development.
| Unit 8  Honors Project  | Lesson 1  Modern World Studies  | Honors Project Part | Standard  8.1.9.C | Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. | For all assignments, including project design and final presentations, a detailed list of sources and their impact should be included. | For all assignments, including project design and final presentations, a detailed list of sources and their impact should be included. | 8.03 Assignment |
|-----------------------|-------------------------------|--------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------| 8.04 Assignment |
| Unit 8  Honors Project  | Lesson 1  Modern World Studies  | Honors Project Part | Standard  8.1.9.C | Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. | For all assignments, including project design and final presentations, a detailed list of sources and their impact should be included. | For all assignments, including project design and final presentations, a detailed list of sources and their impact should be included. | 8.05 Assignment |
| Unit 8  Honors Project  | Lesson 1  Modern World Studies  | Honors Project Part | Standard  8.1.9.C | Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. | For all assignments, including project design and final presentations, a detailed list of sources and their impact should be included. | For all assignments, including project design and final presentations, a detailed list of sources and their impact should be included. | 8.06 Assignment |

Now it's time to work on your project design and to decide how you will present your exhibit entries. You will also write documentation for each exhibit entry.

You will complete this project over the course of several months. Note that you will be working on various parts of the project simultaneously.

Describe project entries, including captions and justifications.

Describe three events related to a theme in contemporary world history, each from a different decade between 1950 and 2000.
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<th>Lesson: Semester Introduction</th>
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**Unit 3: Cold War Conflict and Consequences**

**Lesson 1: Geography of Southeast Asia**
- Geography influences events, so learn about the states of Southeast Asia and the location and resources of the region.
- What are some strategies that can be used to study the Southeast Asian region?

**Lesson 2: The United States in Vietnam**
- General Description
- The Cold War in Southeast Asia: The United States and South Vietnam
- The United States and North Vietnam
- The United States and the United Nations

**Lesson 3: The Soviet Union in Czechoslovakia**
- The Soviet Union and the United Nations
- The Soviet Union and Eastern Europe
- The Soviet Union and the United States

**Lesson 4: Vying for Latin America**
- The United States and Latin America
- Latin America and the United States
- Latin America and the Soviet Union

**Lesson 5: Geography of Latin America**
- Geography influences events, so learn about the states of Latin America.
- What are some strategies that can be used to study the Latin American region?

**Lesson 7: Cracks in the Wall**
- The United States and Eastern Europe
- The Soviet Union and Eastern Europe
- The United States and the Soviet Union

**Lesson 8: Vicks for Change**
- How communism declined
- How communism ended
- The United States and Eastern Europe

**Lesson 11: The End of the Cold War — Preparing for the Unit Test**
- Demonstrate mastery of important knowledge and skills learned in the unit.
## Lesson 1: The Rise of Terrorism in the Middle East

**Objectives:**
- Understand the causes of terrorism in the Middle East.
- Analyze the impact of terrorism on the Middle East.

**Key Questions:**
1. What are the main causes of terrorism in the Middle East?
2. How has terrorism affected the region?

---

## Lesson 2: Extremists Take Control

**Objectives:**
- Understand the rise of extremist groups in the Middle East.
- Analyze the impact of extremist groups on the region.

**Key Questions:**
1. Why have extremist groups gained power in the Middle East?
2. What is the impact of extremist groups on societies and governments?

---

## Lesson 3: A Dictator in Iraq

**Objectives:**
- Understand the rise of dictatorship in Iraq.
- Analyze the impact of dictatorship on society.

**Key Questions:**
1. What led to the rise of dictatorship in Iraq?
2. What are the consequences of dictatorship for democracy?

---

## Lesson 4: Terrorism Strikes the United States

**Objectives:**
- Understand the impact of September 11, 2001.
- Analyze the role of technology in terrorism.

**Key Questions:**
1. How did the September 11 attacks change the world?
2. What role did technology play in the events of September 11?

---

## Lesson 5: The Iraq War

**Objectives:**
- Understand the impact of the Iraq War.
- Analyze the role of technology in modern warfare.

**Key Questions:**
1. What were the causes of the Iraq War?
2. What impact has the Iraq War had on technology and society?

---

## Lesson 6: Difficult Questions

**Objectives:**
- Understand the complexities of modern conflict.
- Analyze the role of technology in modern conflict.

**Key Questions:**
1. What are the challenges of modern conflict?
2. How has technology changed the nature of modern conflict?

---

## Lesson 7: The Rise of Terrorism in the Twenty-First Century

**Objectives:**
- Understand the impact of terrorism on the world.
- Analyze the role of technology in terrorism.

**Key Questions:**
1. How has terrorism evolved in the twenty-first century?
2. What role has technology played in the rise of terrorism?

---

## Lesson 8: Electronics and the Information Revolution

**Objectives:**
- Understand the impact of technology on society.
- Analyze the role of technology in modern society.

**Key Questions:**
1. How has technology transformed society?
2. What impact has technology had on modern society?

---

## Lesson 9: New Ways to Communicate

**Objectives:**
- Understand the impact of technology on communication.
- Analyze the role of technology in modern communication.

**Key Questions:**
1. How has technology changed communication?
2. What impact has technology had on modern communication?

---

## Lesson 10: A Striking World

**Objectives:**
- Understand the impact of technology on the world.
- Analyze the role of technology in modern society.

**Key Questions:**
1. How has technology transformed the world?
2. What impact has technology had on modern society?

---

## Lesson 11: Seeking Equality

**Objectives:**
- Understand the impact of technology on equality.
- Analyze the role of technology in achieving equality.

**Key Questions:**
1. How has technology contributed to equality?
2. What role has technology played in achieving equality?

---

## Lesson 12: Democracy's Continued Spread

**Objectives:**
- Understand the impact of technology on democracy.
- Analyze the role of technology in modern democracy.

**Key Questions:**
1. How has technology contributed to democracy?
2. What role has technology played in modern democracy?

---

## Lesson 13: Steps Forward and Steps Back

**Objectives:**
- Understand the impact of technology on society.
- Analyze the role of technology in modern society.

**Key Questions:**
1. How has technology transformed society?
2. What role has technology played in modern society?

---

## Lesson 14: Epilogue

**Objectives:**
- Understand the impact of technology on society.
- Analyze the role of technology in modern society.

**Key Questions:**
1. How has technology transformed society?
2. What role has technology played in modern society?

---

## Lesson 15: Preparing for the Unit Test

**Objectives:**
- Review key concepts and skills learned in the unit.
- Prepare for the unit test.

**Key Questions:**
1. What are the key concepts and skills learned in the unit?
2. How can I best prepare for the unit test?

---

## Lesson 16: Unit Test

**Objectives:**
- Assess knowledge and skills acquired in the unit.
- Evaluate performance.

**Key Questions:**
1. How well do I understand the key concepts and skills learned in the unit?
2. What strategies can I use to improve my performance on the unit test?
Lesson 1: Intro to "We Didn't Start the Fire"

- These are the basics of understanding and using a writing tool.
- Select one of the following texts to read: "We Didn't Start the Fire" by Bob Dylan or "The Sound of Music" by Richard Rodgers and Oscar Hammerstein II.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 2: Using the Internet

- These are the basics of understanding and using the Internet.
- Select one of the following texts to read: "The History of the Internet" by Tim Berners-Lee or "The Future of the Internet" by Jaron Lanier.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 3: Research, Part 1

- These are the basics of understanding and using research.
- Select one of the following texts to read: "The Basics of Research" by Jane Smith or "The Art of Research" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 4: Research, Part 2

- These are the basics of understanding and using research.
- Select one of the following texts to read: "The Basics of Research" by Jane Smith or "The Art of Research" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 5: Research, Part 3

- These are the basics of understanding and using research.
- Select one of the following texts to read: "The Basics of Research" by Jane Smith or "The Art of Research" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 6: Research, Part 4

- These are the basics of understanding and using research.
- Select one of the following texts to read: "The Basics of Research" by Jane Smith or "The Art of Research" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 7: The Presentation, Part 1

- These are the basics of understanding and using presentation.
- Select one of the following texts to read: "The Basics of Presentation" by Jane Smith or "The Art of Presentation" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 8: The Presentation, Part 2

- These are the basics of understanding and using presentation.
- Select one of the following texts to read: "The Basics of Presentation" by Jane Smith or "The Art of Presentation" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 9: Option Test

- These are the basics of understanding and using an option test.
- Select one of the following texts to read: "The Basics of Option Test" by Jane Smith or "The Art of Option Test" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 10: Option Test

- These are the basics of understanding and using an option test.
- Select one of the following texts to read: "The Basics of Option Test" by Jane Smith or "The Art of Option Test" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 11: Option Test

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- Select one of the following texts to read: "The Basics of Option Test" by Jane Smith or "The Art of Option Test" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 12: Option Test

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- Select one of the following texts to read: "The Basics of Option Test" by Jane Smith or "The Art of Option Test" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 13: Option Test

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- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 14: Option Test

- These are the basics of understanding and using an option test.
- Select one of the following texts to read: "The Basics of Option Test" by Jane Smith or "The Art of Option Test" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 15: Board Question

- These are the basics of understanding and using a board question.
- Select one of the following texts to read: "The Basics of Board Question" by Jane Smith or "The Art of Board Question" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 16: Option Test

- These are the basics of understanding and using an option test.
- Select one of the following texts to read: "The Basics of Option Test" by Jane Smith or "The Art of Option Test" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 17: Option Test

- These are the basics of understanding and using an option test.
- Select one of the following texts to read: "The Basics of Option Test" by Jane Smith or "The Art of Option Test" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day

Lesson 18: Option Test

- These are the basics of understanding and using an option test.
- Select one of the following texts to read: "The Basics of Option Test" by Jane Smith or "The Art of Option Test" by John Doe.
- Practice writing a short essay on one of the selections.
- Test: Day
Lesson 2: Europe Goes to War

- Demonstrate mastery of important knowledge and skills learned in this unit.
- Describe the causes and effects of World War I in Europe.
- Compare the roles of civilians and governments during World War I.
- Explain the impact of World War I on European societies.

Lesson 3: China’s War

- Demonstrate mastery of important knowledge and skills learned in this unit.
- Analyze the causes and effects of China’s war.
- Evaluate the role of China in the global context.
- Explain the impact of China’s war on its societies.

Lesson 4: Imperialism in Africa and Asia

- Demonstrate mastery of important knowledge and skills learned in this unit.
- Describe the causes and effects of imperialism in Africa and Asia.
- Compare the roles of European nations and African/Asian peoples during imperialism.
- Explain the impact of imperialism on world history.

Lesson 5: The War Goes On

- Demonstrate mastery of important knowledge and skills learned in this unit.
- Describe the causes and effects of World War I in Europe.
- Compare the roles of civilians and governments during World War I.
- Explain the impact of World War I on European societies.

Lesson 6: The Rise of Modern Japan

- Demonstrate mastery of important knowledge and skills learned in this unit.
- Analyze the causes and effects of Japan’s modernization.
- Compare the roles of the Meiji government and the Japanese people during modernization.
- Explain the impact of modernization on Japan.

Lesson 7: The Second Industrial Revolution

- Demonstrate mastery of important knowledge and skills learned in this unit.
- Describe the causes and effects of the Second Industrial Revolution.
- Compare the roles of individuals and governments during the Second Industrial Revolution.
- Explain the impact of the Second Industrial Revolution on the world.

Lesson 8: The Age of Imperialism

- Demonstrate mastery of important knowledge and skills learned in this unit.
- Analyze the causes and effects of imperialism.
- Compare the roles of European nations and Asian peoples during imperialism.
- Explain the impact of imperialism on world history.

Lesson 9: The Treaty of Versailles

- Demonstrate mastery of important knowledge and skills learned in this unit.
- Analyze the causes and effects of the Treaty of Versailles.
- Compare the roles of the战胜国 and the ヴェルサイユ in the aftermath of World War I.
- Explain the impact of the Treaty of Versailles on world history.

Lesson 10: Where in the World?

- Demonstrate mastery of important knowledge and skills learned in this unit.
- Describe the causes and effects of World War I in the Asia-Pacific region.
- Compare the roles of Asian nations and European powers during World War I.
- Explain the impact of World War I on the Asia-Pacific region.

**Unit 3 Review**

- 3.12 Unit 3 Test: Part 2
- 3.11 Unit 3 Test: Part 1
- 3.10 Unit 3 Test: Part 1
- 3.9 Unit 3 Test: Part 1
- 3.8 Unit 3 Test: Part 1
- 3.7 Unit 3 Test: Part 1
- 3.6 Unit 3 Test: Part 1
- 3.5 Unit 3 Test: Part 1
- 3.4 Unit 3 Test: Part 1
- 3.3 Unit 3 Test: Part 1
- 3.2 Unit 3 Test: Part 1
- 3.1 Unit 3 Test: Part 1
The end of the Treaty of Versailles marked the end of World War I. The Treaty of Versailles set up the terms of peace between the Allied Powers and Germany. The treaty required Germany to accept full responsibility for starting the war and to make reparations for the damage caused. The treaty also imposed severe restrictions on Germany's military and economic capabilities, which had a significant impact on the German economy and society. The Treaty of Versailles was signed on June 28, 1919, and it ended World War I. The treaty was not well received in Germany, and it led to the rise of Adolf Hitler and the Nazi Party in the 1930s. The Treaty of Versailles is considered one of the most significant events in modern history, as it shaped the political and economic landscape of Europe for decades to come.
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<th>Task</th>
<th>Description</th>
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<tr>
<td><strong>Lesson 1: Looking Back, Part 1</strong></td>
<td>Demonstrate mastery of important knowledge and skills learned in this unit.</td>
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<tr>
<td><strong>Lesson 2: Looking Back, Part 2</strong></td>
<td>Demonstrate mastery of important knowledge and skills learned in this unit.</td>
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<tr>
<td><strong>Lesson 3: Leadership</strong></td>
<td>Demonstrate understanding of concepts in a well-organized outline.</td>
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<tr>
<td><strong>Lesson 4: The Road to Victory</strong></td>
<td>Summarize the major principles of the Universal Declaration of Human Rights.</td>
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<td><strong>Lesson 5: Looking Back, Part 3</strong></td>
<td>Demonstrate mastery of important knowledge and skills learned in this unit.</td>
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<tr>
<td><strong>Lesson 6: Global War Part 1</strong></td>
<td>Demonstrate mastery of important knowledge and skills learned in this unit.</td>
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<td><strong>Lesson 7: Victory</strong></td>
<td>Describe the aggressive moves made by Japan, Italy, and Germany during the 1930s and 1940s.</td>
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<td><strong>Lesson 8: The Road to Victory</strong></td>
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<td><strong>Lesson 16: A Woman for All</strong></td>
<td>Describe the aggressive moves made by Japan, Italy, and Germany during the 1930s and 1940s.</td>
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<td>Lesson 2</td>
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Lesson 0: Meaning, Action, and Context

It introduces how events will examine specific issues and themes of perspectives and

even how and dualities and societies that have changed over time

EQ #1 What causes change over time?

EQ #2 How does the action of past events help us make useful decisions?

EQ #3 How am I connected to those in the past?

Define your reasons for studying this

Demonstrate my ability with the organization and

Support to the Human Odyssey from Modern Times

to Contemporary

Recognize and apply important insights that describe

time and observe how these terms are used in this study.

0 Lesson 3

0
Lesson 3: Research at Sanda - 84 W AE
Evaluate the overlooked groups and individuals played in the social, political, cultural, and economic development throughout world history.

Conduct research on a current topic:

- How will you state your research?
- Use several sources to ensure that the information is accurate.
- A good place to start gathering basic information is the Internet.

Lesson 5: Research at Sanda - 84 W DE
Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world.

Conduct research on a current topic:

- How do you write a working working hypothesis?
- Conduct research on a current topic - As you take notes, code as much information about your sources as possible.

Lesson 6: Research at Sanda - 84 W AE
Evaluate the overlooked groups and individuals played in the social, political, cultural, and economic development throughout world history.

Conduct research on a current topic:

- How do you write a bibliography? Conduct research on a current topic - Bibliography annotated bibliography submission.

Lesson 2: The presentation at Sanda - 89 B
Compare the content presentation of this social science discipline with multiple perspectives and causes and effects relationships.

Today you will begin work on the presentation

- What is a summary?
- Develop a research-based presentation

Lesson 3: The presentation at Sanda - 2
Compare the content presentation of this social science discipline with multiple perspectives and causes and effects relationships.

Finish writing your research to completing your presentation

- Complete your research presentation
- Develop a research-based presentation

73 Graded Assignment: Final Research Project
Due

Lesson 3: Review Sanda - 89 B
Compare the content presentation of this social science discipline with multiple perspectives and causes and effects relationships.

Revise important knowledge and skills learned in this unit.

- What are some strategies that I can use to do my best on a test?
- Review important knowledge and skills taught in Units through 7.

Review Banks 2 Semes test 9 Interview
- Pick one Semes test 9 Interview

Lesson 4: Semesters test
Compare the content presentation of this social science discipline with multiple perspectives and causes and effects relationships.

Demonstrate mastery of important knowledge and skills learned in this unit.

- Test Day
- Review important knowledge and skills taught in Units through 8.04 Semesters test
Lesson 0: Introduction to how societies will examine specific issues and themes of events and analyze how norms and societies have changed over time.

EQ #1: What causes change over time?

EQ #2: How does the examination of past events help us make future decisions?

EQ #3: How am I connected to those in the past?

Define identity as reasons for studying this.

Demonstrate agency with the organization and motivate the Human Odyssey from Modern Times to Our Contemporary Essay.

Recognize and apply important elements that describe time and see how these terms are used in this study.
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<td>4.1B Unit 6 Test Part 2</td>
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<td>Lesson 2: Preparing at Home</td>
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**LESSON 1**

**Unit 1: A New Century**

Lesson 1: Preparing at Home  | Demonstrate mastery of important knowledge and skills taught in previous lessons. | 4.1A Unit 6 Test Part 1 | 4.1B Unit 6 Test Part 2 |
<p>| Lesson 2: Preparing at Home  | Demonstrate mastery of important knowledge and skills taught in previous lessons. | 7.01 Checkpoint | 7.02 Checkpoint |
| Lesson 1: Preparing at Home  | Demonstrate mastery of important knowledge and skills taught in previous lessons. | 7.03 Quiz | 7.04 Quiz |
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| Lesson 1: Preparing at Home  | Demonstrate mastery of important knowledge and skills taught in previous lessons. | 7.07 Quiz | 7.08 Quiz |
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| Lesson 1: Preparing at Home  | Demonstrate mastery of important knowledge and skills taught in previous lessons. | 7.11 Checkpoint | 7.12 Checkpoint |
| Lesson 2: Preparing at Home  | Demonstrate mastery of important knowledge and skills taught in previous lessons. | 7.13 Checkpoint | 7.14 Checkpoint |
| Lesson 1: Preparing at Home  | Demonstrate mastery of important knowledge and skills taught in previous lessons. | 7.15 Checkpoint | 7.16 Checkpoint |
| Lesson 2: Preparing at Home  | Demonstrate mastery of important knowledge and skills taught in previous lessons. | 7.17 Checkpoint | 7.18 Checkpoint |
| Lesson 1: Preparing at Home  | Demonstrate mastery of important knowledge and skills taught in previous lessons. | 7.19 Checkpoint | 7.20 Checkpoint |
| Lesson 2: Preparing at Home  | Demonstrate mastery of important knowledge and skills taught in previous lessons. | 7.21 Checkpoint | 7.22 Checkpoint |</p>
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<th>Lesson 1: A Changing Mood</th>
<th>1. How does the impact of social change have impacted the United States?</th>
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<td>Lesson 2: Your Choice</td>
<td>2. Should human events have an impact on the United States?</td>
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<td>Lesson 3: Your Choice</td>
<td>3. Did American presidents have an impact on United States?</td>
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<td>5. How does the Cold War impact the United States?</td>
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<td>7.1 Unit 7: Semester Review and Test</td>
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<td>8.1 Unit 8: Semester Review and Test</td>
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<td>Lesson 9: Voices of Change</td>
<td>9.1 Unit 9: Semester Review and Test</td>
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<td>Lesson 12: Entering a New Century</td>
<td>12.1 Unit 12: Entering a New Century</td>
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*Note: 5.13 Preparing for the Unit Test 5.13 Quiz

**Unit 5: A Time of Turmoil**

- Lesson 1: Preparing for the Unit Test
- Lesson 2: Your Choice
- Lesson 3: Your Choice
- Lesson 4: The Cold War
- Lesson 5: The Cold War
- Lesson 6: Toward a New Millennium
- Lesson 7: The Post-Cold War
- Lesson 8: Voices of Change
- Lesson 9: Voices of Change
- Lesson 10: Divisions

**Unit 6: Toward a New Millennium**

- Lesson 1: A Changing Mood
- Lesson 2: Your Choice
- Lesson 3: Your Choice
- Lesson 4: The Cold War
- Lesson 5: The Cold War
- Lesson 6: Toward a New Millennium
- Lesson 7: The Post-Cold War
- Lesson 8: Voices of Change
- Lesson 9: Voices of Change
- Lesson 10: Divisions

**Unit 7: Semester Review and Test**

- Lesson 1: Preparing for the Unit Test
- Lesson 2: Your Choice
- Lesson 3: Your Choice
- Lesson 4: The Cold War
- Lesson 5: The Cold War
- Lesson 6: Toward a New Millennium
- Lesson 7: The Post-Cold War
- Lesson 8: Voices of Change
- Lesson 9: Voices of Change
- Lesson 10: Divisions

**Unit 8: Voices of Change**

- Lesson 1: Preparing for the Unit Test
- Lesson 2: Your Choice
- Lesson 3: Your Choice
- Lesson 4: The Cold War
- Lesson 5: The Cold War
- Lesson 6: Toward a New Millennium
- Lesson 7: The Post-Cold War
- Lesson 8: Voices of Change
- Lesson 9: Voices of Change
- Lesson 10: Divisions

**Unit 9: Divisions**

- Lesson 1: Preparing for the Unit Test
- Lesson 2: Your Choice
- Lesson 3: Your Choice
- Lesson 4: The Cold War
- Lesson 5: The Cold War
- Lesson 6: Toward a New Millennium
- Lesson 7: The Post-Cold War
- Lesson 8: Voices of Change
- Lesson 9: Voices of Change
- Lesson 10: Divisions

**Unit 10: Divisions**

- Lesson 1: Preparing for the Unit Test
- Lesson 2: Your Choice
- Lesson 3: Your Choice
- Lesson 4: The Cold War
- Lesson 5: The Cold War
- Lesson 6: Toward a New Millennium
- Lesson 7: The Post-Cold War
- Lesson 8: Voices of Change
- Lesson 9: Voices of Change
- Lesson 10: Divisions

**Unit 11: The Rise of the Government**

- Lesson 1: Preparing for the Unit Test
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- Lesson 3: Your Choice
- Lesson 4: The Cold War
- Lesson 5: The Cold War
- Lesson 6: Toward a New Millennium
- Lesson 7: The Post-Cold War
- Lesson 8: Voices of Change
- Lesson 9: Voices of Change
- Lesson 10: Divisions

**Unit 12: Entering a New Century**

- Lesson 1: Preparing for the Unit Test
- Lesson 2: Your Choice
- Lesson 3: Your Choice
- Lesson 4: The Cold War
- Lesson 5: The Cold War
- Lesson 6: Toward a New Millennium
- Lesson 7: The Post-Cold War
- Lesson 8: Voices of Change
- Lesson 9: Voices of Change
- Lesson 10: Divisions
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<th>Big Ideas</th>
<th>Essential Questions</th>
<th>Students will be able to...</th>
<th>Key Vocabulary</th>
<th>Resources</th>
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<td>Lesson 1 American Beginnings</td>
<td>4.1.1.U. Evaluate patterns of continuity and change over time, applying context to historical events</td>
<td>What is History?</td>
<td>What is history?</td>
<td>Central themes and major events</td>
<td>Why We Study History Videos</td>
<td><a href="https://www.youtube.com/watch?v=3Mqo2F5L050">https://www.youtube.com/watch?v=3Mqo2F5L050</a></td>
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<td>Lesson 2 Discussion Getting to Know You</td>
<td>4.1.1.U. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple</td>
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### Resources
- [Social Groups](https://www.youtube.com/watch?v=APbZxgA5EZA)
- [Virtual Field Trip](https://www.history.com/topics/american-history/virtual-field-trips)
- [Crisis Map](https://www.history.com/topics/american-history/crisis-map)
- [YouTube Videos](https://www.youtube.com/watch?v=APbZxgA5EZA)
- [Scholastic](http://www.scholastic.com/scholastic)
- [FOX News](http://www.foxnews.com/society)
Unit 4: Change and Growth Lesson 7: Legends

- Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States between 1820 and 1850.
- Demonstrate mastery of important knowledge and skills learned in this unit.

https://www.history.com/topics/american-history/trail-of-tears

Texas: The Lone Star

- Compare and contrast the North and the South in the early 1860s.
- Analyze the role of the West in the growing sectionalism of the 1850s.

- Demonstrate mastery of important knowledge and skills learned in this unit.

- Demonstrate mastery of important knowledge and skills learned in this unit.

Unit 5: The War Begins

- Compare the impact of historical documents, artifacts, and places which are critical to the United States.
- Identify the leaders of major reform movements of the early nineteenth century, their goals, the obstacles they faced, and their achievements.
- Recognize the impact of the Dred Scott decision.
- Recognize the views of the North and South toward each other by studying the Emancipation Proclamation and the Gettysburg Address.
- Recognize the impact of the Dred Scott decision.
- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Describe the causes and results of the California Gold Rush.
- Identify the major trails west, the reasons for them, and the people or groups who used them.
- Compare the experiences of these.

Unit 6: Internal Division

- Analyze the main causes and consequences of the Mexican-American War.
- Analyze the causes and results of the Mexican-American War.
- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Describe the causes and results of the Mexican-American War.
- Identify the major trails west, the reasons for them, and the people or groups who used them.
- Compare the experiences of these.

Unit 6: The Union in Crisis Lesson 1: Growing Apart

- Demonstrate mastery of important knowledge and skills learned in the Union's victory.
- Explain the role of the Civil War in the South.
- Identify key leaders and people involved in the battle of Gettysburg.
- Demonstrate mastery of important knowledge and skills learned in this unit.
- Explain how Abraham Lincoln was elected president in 1860.
- Recognize major economic and social challenges the nation faced at the end of the Civil War.
- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Describe the causes and the Civil War Reconstruction.
- Assess the human cost of the Civil War.
- Recognize the impact of the Dred Scott decision.
- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Describe the causes and results of the Mexican-American War.
- Identify the major trails west, the reasons for them, and the people or groups who used them.
- Compare the experiences of these.

Unit 6: The Union in Crisis Lesson 2: Debate and Division

- Demonstrate mastery of important knowledge and skills learned in this unit.
- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Describe the causes and results of the Mexican-American War.
- Identify the major trails west, the reasons for them, and the people or groups who used them.
- Compare the experiences of these.

Unit 6: The Union in Crisis Lesson 3: Disunion

- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Describe the causes and results of the Mexican-American War.
- Identify the major trails west, the reasons for them, and the people or groups who used them.
- Compare the experiences of these.

Unit 6: The Union in Crisis Lesson 4: The War Begins

- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Describe the causes and results of the Mexican-American War.
- Identify the major trails west, the reasons for them, and the people or groups who used them.
- Compare the experiences of these.

Unit 6: The Union in Crisis Lesson 5: The War Ends

- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Describe the causes and results of the Mexican-American War.
- Identify the major trails west, the reasons for them, and the people or groups who used them.
- Compare the experiences of these.

Unit 6: The Union in Crisis Lesson 6: The War's Aftermath

- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Describe the causes and results of the Mexican-American War.
- Identify the major trails west, the reasons for them, and the people or groups who used them.
- Compare the experiences of these.

Unit 6: The War Between the States

- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Describe the causes and results of the Mexican-American War.
- Identify the major trails west, the reasons for them, and the people or groups who used them.
- Compare the experiences of these.

Unit 6: The Reconstruction Era

- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Describe the causes and results of the Mexican-American War.
- Identify the major trails west, the reasons for them, and the people or groups who used them.
- Compare the experiences of these.

Unit 6: The Union in Crisis Lesson 11: Reconstructing a Nation

- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Describe the causes and results of the Mexican-American War.
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| Lesson 1: Settling the American West | \begin{itemize} 
  \item Understand the significance of the 13th, 14th, and 15th Amendments. 
  \item Explain the reasons for the end of Reconstruction and the Compromise of 1877 and its impact on the U.S. 
\end{itemize} |
| Lesson 2: The Changing West | \begin{itemize} 
  \item Demonstrate mastery of important knowledge and skills learned in this unit. 
\end{itemize} |
| Lesson 3: The End of a Way of Life | \begin{itemize} 
  \item Demonstrate mastery of important knowledge and skills learned in this unit. 
\end{itemize} |
| Lesson 4: Populists | \begin{itemize} 
  \item Explain the role of railroads in the development of the West. 
  \item Describe the impact of new industries and increased population on the environment. 
  \item Explain how the federal government gave away land to individuals through the Homestead Act and to companies through the Pacific Railroad Acts. 
\end{itemize} |
| Lesson 5: New Industries Emerge | \begin{itemize} 
  \item Demonstrate mastery of important knowledge and skills learned in this unit. 
\end{itemize} |
| Lesson 6: Inventions and Industrialists | \begin{itemize} 
  \item Demonstrate mastery of important knowledge and skills learned in previous lessons. 
  \item Describe the American Exceptionalism of the 19th century. 
\end{itemize} |
| Lesson 7: Entering the Modern Era | \begin{itemize} 
  \item Recognize Terence Powderly and the Knights of Labor. 
  \item Describe the organization and focus of the American Federation of Labor. 
\end{itemize} |
| Lesson 8: The Price of Industrialization | \begin{itemize} 
  \item Recognize government attempts to regulate business in the late 19th century. 
  \item Describe the premise of Carnegie’s Gospel of Wealth. 
\end{itemize} |

**SEMESTER 2 US History**

**Identify Learning Targets**

- Demonstrate mastery of important knowledge and skills learned in this unit.

**Outline Instructional Practices**

- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Give examples of nativist responses to previous lessons.
- Identify major immigrant groups and their patterns of settlement.
- Distinquish between the first and second waves of immigration and the nation’s response to each.
- Demonstrate mastery of important knowledge and skills learned in previous lessons.
- Give examples of nativist responses to immigration and immigrants.
- Demonstrate mastery of important knowledge and skills learned in this unit.

| Unit 1A New Century Lesson 1: Semester Introduction | Semester Introduction | \begin{itemize} 
  \item Why did the Radical Republicans use and build up their power in Reconstruction? 
\end{itemize} |
| Unit 1A New Century Lesson 2: Cities Grow | Semester Review | \begin{itemize} 
  \item Explain the impact of urbanization on the American city. 
\end{itemize} |
| Unit 1A New Century Lesson 3: City Life | Semester Review | \begin{itemize} 
  \item Explain the impact of urbanization on the American city. 
  \item Demonstrate mastery of important knowledge and skills learned in previous lessons. 
\end{itemize} |
| Unit 1A New Century Lesson 4: Populists | Review important knowledge and skills taught in Units 1 through 7. | \begin{itemize} 
  \item Describe the role of railroads in the development of the West. 
  \item Describe the American Exceptionalism of the 19th century. 
\end{itemize} |
| Lesson 1: New Century Lessons 6: Progressives | 3.1.1.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | Progressives | Is multiracial art? | - Were examples of individuals and organizations, and their goals within the Progressive movement. | https://www.youtube.com/watch?v=3loF0P3O8WQ

| Lesson 1: New Century Lessons 7: Taking on Power | 3.1.1.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | Progressive Policies | Was the New Faire | - Describe muckrakers, including muckraking art and the work of Jane Addams. | https://www.youtube.com/watch?v=tS4V7Xy6yV8

| Lesson 1: New Century Lessons 8: Less Than Equal | 3.1.1.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | Equality | To what extent had | - Describe the contributions of individuals to reform movements of the early twentieth century. | https://www.youtube.com/watch?v=57m7-t5kZk4

| Lesson 1: New Century Lesson 10: Demanding a Voice | 3.1.1.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | Right to Vote | Did the Nineteenth | - Demonstrate mastery of important knowledge and skills learned in this unit. | https://www.youtube.com/watch?v=Azn4ShLsUo8

| Lesson 1: New Century Lesson 11: Making a Difference | 3.1.1.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | Reform Movements 1890-1919 Century | Can reform move? | - Demonstrate mastery of important knowledge and skills learned in this unit. | https://www.youtube.com/watch?v=chD-YcXt5u4

| Lesson 1: New Century Lesson 13: Preparing for the Last Test | 3.1.1.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | Foreign Economics & Policy | Was American exceptional? | - Determine the impact of tests in the late 1800s. | https://www.history.com/topics/american-exceptionalism

| Lesson 2: Turning Points Lesson 8: The Great War | 3.1.2.C. Evaluate how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | WWI Global Impact | Was world war inescapable? | - Demonstrate mastery of important knowledge and skills learned in this unit. | https://www.nytimes.com/2020/01/10/world/europe/war-history.html

| Lesson 2: Turning Points Lesson 9: The War at Home | 3.1.11.8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | Isolationism | Was it possible for | - Demonstrate mastery of important knowledge and skills learned in this unit. | https://www.history.com/topics/world-war-i

| Lesson 2: Turning Points Lesson 11: Assessing the Great War | 3.1.2.C. Evaluate how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | WWI Impact on U.S. | Was the Treaty of Versailles the end of the Great War? | - Demonstrate mastery of important knowledge and skills learned in this unit. | https://www.nytimes.com/2020/01/10/world/europe/war-history.html

| Lesson 2: Turning Points Lesson 12: Embracing the Past | 3.1.2.C. Evaluate how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | Post WWI boom | Was the Treaty of Versailles the end of the Great War? | - Demonstrate mastery of important knowledge and skills learned in this unit. | https://www.nytimes.com/2020/01/10/world/europe/war-history.html

| Lesson 2: Turning Points Lesson 15: Action and Reaction | 3.1.1.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | Roaring 20's | Did woman expand | - Assess events and trends of the 1920s to assess the impact of the era on American life and culture. | https://www.history.com/topics/us-20s-and-1930s

| Lesson 2: Turning Points Lesson 16: Analyzing an Edge | 3.1.11.8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | Roaring 20's Culture | Was the decade of | - Assess events and trends of the 1920s to assess the impact of the era on American life and culture. | https://www.nytimes.com/2020/01/10/world/europe/war-history.html

| Lesson 2: Turning Points Lesson 18: Preparing for the Last Test | 3.1.2.C. Evaluate how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | Great Depression | Was the Great Depression the end of the middle west? | - Demonstrate mastery of important knowledge and skills learned in this unit. | https://www.history.com/topics/american-exceptionalism

| Lesson 2: Turning Points Lesson 19: Turning Points Unit Test | 3.1.2.C. Evaluate how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | Great Depression | Was the Great Depression the end of the middle west? | - Demonstrate mastery of important knowledge and skills learned in this unit. | https://www.history.com/topics/american-exceptionalism

| Lesson 3: Democracy Teddy Lesson 1: The Bubble Burst | 3.1.1.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. Evaluate how conflict and change have impacted the United States. | Great Depression | How can the crisis in the stock market crash of 1929 and the Great Depression affect the middle west? | - Describe the causes of the Dust Bowl and its effects on the land area on plains farmers and their migration west. | https://www.history.com/topics/great-depression

| Lesson 3: Democracy Teddy Lesson 2: Depression | 3.1.1.C. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. | Great Depression | Should government intervene in the economy? | - Examine programs of the New Deal to assess their impact. | https://www.youtube.com/watch?v=mI2yFhJ1Mow

| Lesson 3: Democracy Teddy Lesson 3: Swelling Solutions | 3.1.1.C. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. | Government challenges | Alexis de Tocqueville's ideas on the role of economic and political philosophies that characterized the first hundred years of FDR's administration. | - Examine programs of the New Deal to assess their impact. | https://www.youtube.com/watch?v=501r1cO8R7c

| Lesson 3: Democracy Teddy Lesson 4: Confronting the Crisis | 3.1.1.C. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. | New Deal Programs | Was the New Deal a success? | - Examine programs of the New Deal to assess their impact. | https://www.youtube.com/watch?v=501r1cO8R7c

| Lesson 3: Democracy Teddy Lesson 5: New Strategies | 3.1.1.C. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. | New Deal Programs | Did Franklin Roosevelt | - Examine programs of the New Deal to assess their impact. | https://www.youtube.com/watch?v=501r1cO8R7c

| Lesson 3: Democracy Teddy Lesson 7: Reflections | 3.1.1.C. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. | New Deal Programs | Did minorities reap | - Examine programs of the New Deal to assess their impact. | https://www.youtube.com/watch?v=501r1cO8R7c

| Lesson 3: Democracy Teddy Lesson 9: War Clouds | 3.1.1.C. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. B.U.C. | New Deal Programs | Did Kasım sempat | - Examine programs of the New Deal to assess their impact. | https://www.youtube.com/watch?v=501r1cO8R7c
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ELEMENTARY COURSES (K-5)

Download Elementary Course List

Course Details

Subject: Art

Course Name: ART 1 SUMMIT

Course Description: Following the timeline of the K12 History program, first grade Art lessons introduce students to the art and architecture of different cultures, such as Mesopotamia and ancient Egypt, Greece, and China. Students will:

- Identify landscapes, still-lifes, and portraits.
- Study elements of art, such as line, shape, and texture.
- Create artwork similar to works they learn about, using many materials and techniques—inspired by Vincent van Gogh's *The Starry Night*, students paint their own starry landscape using bold brushstroke, and they make clay sculptures inspired by a bust of Queen Nefertiti and the Great Sphinx.

Course Length: Two Semesters
ELEMENTARY COURSES (K-5)

Middle School Courses (6-8) (/middle-school-courses.html)
High School Courses (9-12) (/high-school-courses.html)

Download Elementary Course List

Course Details

Subject: Art
Course Name: ART 2 SUMMIT
Course Description: Following the timeline of the K12 History program, second grade Art lessons introduce students to the art and architecture of ancient Rome, medieval Europe, Islam, Mexico, Africa, China, and Japan. Students will:

- Examine elements and principles of art, such as line, shape, pattern, and more.
- Study and create self-portraits, landscapes, sculptures, and more.
- Create artwork similar to works they learn about, using many materials and techniques—after studying Winslow Homer’s Snap the Whip, students paint their own narrative landscape and design stained glass windows inspired by the Cathedral of Notre Dame in Paris.

Course Length: Two Semesters
ELEMENTARY COURSES (K-5)

Download Elementary Course List

Course Details

Subject: Art

Course Name: ART 3 SUMMIT

Course Description: Following the timeline of the K12 History program, third grade Art lessons introduce students to the art and architecture of the Renaissance throughout Europe, including Italy, Russia, and Northern Europe. Students will:

- Extend their knowledge of elements and principles of art, such as form, texture, and symmetrical balance.
- Draw, paint, and sculpt a variety of works, including self-portraits, landscapes, and still-life paintings.
- Investigate artworks from Asia, Africa, and the Americas.
- Create artworks inspired by works they learn about, using many materials and techniques—after studying da Vinci’s Mona Lisa, students use shading in their own drawings, and they make prints showing the features and symmetry of the Taj Mahal.
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ELEMENTARY COURSES (K-5)

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Course Details

Subject: Art
Course Name: ART 4 SUMMIT
Course Description: Following the time line of the K12 History program, fourth grade Art lessons introduce students to the artists, cultures, and great works of art and architecture from French and American Revolutions through modern times. Students will:

- Study and create artworks in various media, including portraits, quilts, sculpture, collage, and more.
- Investigate the arts of the United States, Europe, Japan, Mexico, and Africa.
- Learn about Impressionism, Cubism, Art Nouveau, Regionalism, and more.
- Create artworks inspired by works they learn about, using many materials and techniques—after studying sculptures and paintings of ballerinas by Edgar Degas, students create their own clay sculptures of a figure in action, and, inspired by works of Grandma Moses, they...
ELEMENTARY COURSES (K-5)

Middle School Courses (6-8) (/middle-school-courses.html)
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Course Details

Subject: Art
Course Name: ART K SUMMIT
Course Description: Kindergarten students are introduced to the elements of art—line, shape, color, and more. Students will:

- Learn about important paintings, sculpture, and architecture.
- Study the works of artists like Henri Matisse, Joan Miró, Rembrandt van Rijn, Ando Hiroshige, Paul Cézanne, Pablo Picasso, and Faith Ringgold.
- Create artwork similar to works they learn about, using many materials and techniques, including brightly colored paintings inspired by Henri Matisse, and mobiles inspired by Alexander Calder.

Course Length: Two Semesters
Course: Unit 1: Let's Get Started
ELEMENTARY COURSES (K-5)

Course Details

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

Course Length: Two Semesters
Prerequisite: None
Course Outline:

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

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

Unit 3: Family
- Can do Statements: 1. I can recognize family words. 2. I can say who is in my family.
- Authentic Story: Pull the Radish

Unit 4: Colors
- Can do Statements: 1. I can name different colors. 2. I can name my favorite color.
- Authentic Story: The Magic Brush
BEGINNING FRENCH I

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

Course Outline:

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

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

**Unit 3: Family**
- Can do Statements: 1. I can recognize family words 2. I can say who is in my family.
- Authentic Story: The Sticky Rice Cake

**Unit 4: Colors**
- Can do Statements: 1. I can name different colors. 2. I can name my favorite color.
- Authentic Story: The Village with the Thousand Colors
ELEMENTARY COURSES (K-5)

Course Details

**Subject**  
World Languages

**Course Name**  
BEGINNING SPANISH I

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

**Course Length**  
Two Semesters

**Prerequisite**  
None

**Course Outline**

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

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

**Unit 3: Family**
- Can do Statements: 1. I can recognize family words. 2. I can introduce my family.
- Authentic Story: The Herons

**Unit 4: Colors**
- Can do Statements: 1. I can name different colors. 2. I can name my favorite color.
- Authentic Story: The Deer’s Skin
**Course Details**

**Subject**  
World Languages

**Course Name**  
BEGINNING SPANISH II

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

**Course Length**  
Two Semesters

**Prerequisite**  
None

**Course Outline**  

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

**Unit 2: Numbers**
- Can do Statements: 1. I can count from 0 to 20. 2. I can say how old I am. 3. I can solve simple mathematical equations.
- Authentic Story: The Cricket and the Ant
ELEMENTARY COURSES (K-5)

Course Details

Subject: Art
Course Name: EARLY AMERICAN ART SUMMIT
Course Description: Following the timeline of the K12 History program, Summit Early American Art introduces students to the artists, cultures, and great works of art and architecture of North America, from pre-Columbian times through 1877. Students will:

- Study and create various works, both realistic and abstract, including sketches, masks, architectural models, prints, and paintings.
- Investigate the arts of the American Indians, and Colonial and Federal America.
- Create artworks inspired by works they learn about, using many materials and techniques—after studying John James Audubon’s extraordinary paintings of birds, students make bird paintings with realistic color and texture, and they make weavings inspired by the colors and patterns of Navajo blankets.
EARLY AMERICAN HISTORY SUMMIT

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

Course Outline

**Unit 1: The Earliest Americans**
- History and A History of US
- Maps and Directions
- Grids (optional)
- North American Beginnings
- Cliff Dwellers
- Indians of the Northwest
- Touring the Continent
- The Plains Indians
- The Mound Builders
- The Eastern Woodland Indians

**Unit 2: European Exploration**
- Navigating Uncharted Waters
- Discovering New Lands
- Columbus Journeys On
- The Spanish Conquest
ELA 4 Summit provides a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program. Dedicated time for keyboarding practice is also included. The course is made up of 12 units. Each unit contains workshops that center on one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently in a variety of genres and formats—fiction, poetry, drama, nonfiction, and magazines—before exploring each text through various activities. In writing workshops, students analyze model writing samples and then work through the writing process to develop original compositions of their own. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.
ELEMENTARY COURSES (K-5)

Middle School Courses (6-8) (/middle-school-courses.html)
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Download Elementary Course List

Course Details

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

Course Length: Two Semesters

Course Outline:

SEMESTER 1
Unit 1: Author Study
Unit 2: Fascinating Tales from History
Unit 3: A Wonder of the World
Unit 4: A Wrinkle in Time
Unit 5: Finding Their Way
Unit 6: Moments in History
Mid-Year Review and Assessment

SEMESTER 2
ELEMENTARY COURSES (K-5)

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Course Details

**Subject**: English

**Course Name**: ELA BLUE SUMMIT

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

- **Phonics**: PhonicsWorks prepares students to become independent readers through systematic, multisensory instruction in phonemic awareness and decoding skills, using a kit of magnetized letter tiles and a variety of games and activities.

- **Literature and Comprehension**: Plenty of read-aloud literature kindles the imagination while building comprehension and vocabulary. The emphasis is on classic literature—fairy tales, fables, and folktales—including many works that embody exemplary virtues.

- **Language Skills**: Traditional poems, nursery rhymes, and riddles help students develop comprehension, vocabulary, and a love of language. Offline vocabulary instruction is accompanied by online review and practice. “All About Me” lays the foundations of the writing process as students brainstorm, discuss, illustrate, write, and share ideas with others.

- **Handwriting**: Students will learn to print letters in handwriting instruction using Zaner-Bloser curriculum.

**Course Length**: Two Semesters

**Course Outline**

**PHONICS**

- Letter sounds
- Vowels
- Digraphs
- Trigraphs
- Endings
- Telling and asking sentences
- Compound words
ELEMENTARY COURSES (K-5)

Course Details

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

- **Phonics**: There are 36 units in the Phonics program. Each unit contains five lessons. In the first four lessons, students learn new skills or practice what they’ve previously learned. The fifth lesson in each unit begins with online review and practice activities that reinforce skills learned in the unit, and is followed by an offline unit assessment. In some lessons, students will read an online decodable reader. These are short, interactive stories that consist entirely of words students can read. Students will acquire the critical skills and knowledge required for reading and literacy.

- **Literature and Comprehension**: The K12 Language Arts Literature and Comprehension program consists of 24 units with reading selections from the Classics anthology, nonfiction magazines, trade books, and other books students choose for themselves. Progressing from read-aloud texts to shared reading to guided reading instruction, students will listen to and read a variety of poetry, fiction, and nonfiction to develop their reading comprehension skills.

- **Handwriting**: Students will continue with handwriting instruction using Zaner-Bloser curriculum.

- **Spelling**: There are 18 units in K12 Spelling, which begins in the second semester of Grade 1. Each unit contains five lessons. The first lesson of a unit introduces new spelling words. In the second and third lessons, you and your students work together to practice the spelling words introduced in the first lesson. There is an online review in Lesson 4 and an offline assessment in Lesson 5. Students will master the spelling skills needed to read and write proficiently.

- **Vocabulary**: K12 Vocabulary exposes students to a wide variety of words. Students will learn, review, and practice words online. There are 18 units in K12 Vocabulary. In the first eight lessons of each unit, students will study three sets of related words. Lesson 9 of each unit is a review of all the words. The 10th lesson is always a Unit Checkpoint, testing students on all the words they studied.

- **Writing Skills**: The program includes 18 alternating units of Grammar, Usage, and Mechanics lessons and Composition lessons. In odd-numbered units, students will learn grammar, usage, and mechanics skills that will help them communicate in standard English. The fourth lesson of each unit is an online review of the unit’s skills, and the fifth
ELEMENTARY COURSES (K-5)

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Download Elementary Course List

Course Details

Subject
English

Course Name
ELA ORANGE SUMMIT

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

- **Literature and Comprehension**: Guided reading instruction builds comprehension strategies and gradually transitions students to independent reading assignments. Leveled reading selections progressively expose students to new challenges, including greater length, more complex content, and new vocabulary. The emphasis is on classic literature from many cultures, poetry, and nonfiction articles. Students also make their own reading choices to help foster a lifelong love of reading.

- **Writing Skills**: Students learn about parts of speech, usage, capitalization, and punctuation, then apply this knowledge as they write sentences and paragraphs. Students are introduced to the process of writing, as they pre-write, draft, revise, and proofread their work before they share it with others. Written products include letters, poems, literature reviews, research reports, and presentations.

- **Vocabulary**: Students increase their vocabulary through word study, comprehension, and word analysis, then apply their knowledge in a variety of authentic contexts.

- **Spelling**: Students continue their exploration of spelling conventions with lessons in sound-symbol relationships and patterns.

- **Handwriting**: Students will continue to practice their printing skills using Zaner-Bloser materials.

Course Length
Two Semesters

Course Outline
LITERATURE AND COMPREHENSION

Unit 1: Furry Friends
- Course Introduction: ”The Lion and the Fox”: ”The Hound and the Hare”

Unit 2: Flying Friends
ELA PURPLE SUMMIT

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

Within the 18 units of this program, students will read a variety of poetry, fiction, and nonfiction. The reading selections in each unit share a common theme, topic, or genre. The accompanying lessons will develop students’ literal and inferential comprehension skills. Students will read selections from the provided materials and then work online to analyze and examine the selections in more depth. They will work offline to further evaluate selections, make connections among works and the broader world, and apply the skills that they have learned in written assignments and creative projects. Students will also select books that they want to read from a list that is provided and analyze those works. In Critical Skills Practice units, students will practice important test-taking skills by reading passages and answering multiple-choice questions about what they have read. These questions are similar to those found on common standardized assessments and state tests.

Students will begin cursive writing instruction using the Zaner-Bloser curriculum and materials. By the second semester students should begin the use of cursive writing to complete assignments.

There are 36 units in K12 Spelling. Each unit contains five lessons. The first lesson of a unit introduces new spelling words. In the second and third lessons, you and your students work together to practice the spelling words introduced in the first lesson. These first three lessons are offline. The fourth lesson in each unit is an online review activity. Finally, the fifth lesson consists of an offline Unit Checkpoint that checks students’ mastery of the spelling words. Each lesson is designed to take approximately 15 minutes. Students will master the spelling skills needed to read and write proficiently.

K12 Vocabulary exposes students to a wide variety of words. Students will learn, review, and practice words online. K12 Vocabulary is made up of 18 units of 10 lessons each. Lessons are entirely online. Each lesson should take about 10 minutes. In the first 8 lessons of each unit, students will study 3 sets of related words. Lesson 9 of each unit is a review of all the words. Lesson 10 is always a Unit Checkpoint, testing students on all the words they studied.
Course Details

Subject: English
Course Name: ELA RED SUMMIT

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

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

**LANGUAGE SKILLS**

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

Course Length: Two Semesters
Course Outline: LITERATURE

Comprehension Strategies
Course Details

Subject: English
Course Name: ELA YELLOW SUMMIT

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

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

LANGUAGE SKILLS

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

LITERATURE

Students analyze, compare, and creatively respond to a variety of works. The emphasis is on classic works, including tales of Robin Hood and St. George; selections from Don Quixote and Shakespeare’s The Tempest and A Midsummer Night’s Dream; "Rip Van Winkle" and "The Legend of Sleepy Hollow"; and Sherlock Holmes mysteries. Students read works of nonfiction, as well as novels (selected from a long list of such classics as Pippi Longstocking, Call It Courage, and The Lion, the Witch, and the Wardrobe).
ELEMENTARY COURSES (K-5)

Middle School Courses (6-8) (/middle-school-courses.html)
High School Courses (9-12) (/high-school-courses.html)

Download Elementary Course List

Course Details

**Subject**  
History

**Course Name**  
HISTORY 1 SUMMIT

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

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

**Course Outline**

**Unit 1: Getting Around This Great Big World**

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

**Unit 2: Early Civilizations**

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

**Unit 3: The Rise of Ancient Empires**

- Become familiar with the historical origins of Judaism.
- Learn more about civilization in Mesopotamia.
HISTORY 2 SUMMIT

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

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

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

Unit 1: Getting Around This Great Big World
- Practice with simple maps and globes to reinforce geographic awareness.
- Begin to understand the work of historians and archaeologists.

Unit 2: Ancient Rome
- Locate Rome on a map.
- Learn about Rome’s mythical and historic origins.
- Explore life in Rome and Roman gods, goddesses, and myths.

Unit 3: From Caesar to Augustus
- Understand the significance of the Roman republic.
 ELEMENTARY COURSES (K-5)

Middle School Courses (6-8) (/middle-school-courses.html)
High School Courses (9-12) (/high-school-courses.html)

Download Elementary Course List

Course Details

Subject: History
Course Name: HISTORY 3 SUMMIT
Course Description: Continuing their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, third grade students will:

- Explore the Renaissance, and meet Petrarch, da Vinci, Michelangelo, Gutenberg, Galileo, and more.
- Journey through the Age of Exploration with Dias, da Gama, Magellan, and more.
- Get to know the Maya, Aztecs, and Incas.
- Visit civilizations in India, Africa, China, and Japan.
- Explore Jamestown, Plymouth, and the thirteen colonies in Colonial America.
- Learn about the American Revolution.

Unit 1: Where Do We Go from Here?

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

Unit 2: Background to the Renaissance

- Define “Renaissance” as rebirth, referring to a rebirth of interest in the classical civilizations of Greece and Rome.
- Describe Greece and Rome as civilizations that valued learning, reason, and human striving and potential.
- Characterize the Middle Ages as a dangerous time and an Age of Faith.
- Identify Christianity as Europe’s dominant faith.
Concluding their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, fourth grade students turn to the study of the modern world. They will:

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

**Course Outline**

**Unit 1: Finding Your Way Around the World**

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

**Unit 2: Introducing the Modern World: The Scientific Revolution**

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

The kindergarten History program teaches basics of world geography with the seven continents. Students will:

- Explore the Great Barrier Reef in Australia, the frozen expanses of Antarctica, and the grasslands and rain forests of Africa.
- Learn what it is like to climb the Andes and ride with the gauchos.
- Become familiar with the landmarks, people, and stories of many countries in Europe and Asia, as well as North America, including Canada and Mexico.
- Learn about American History through biographies of famous figures, from Christopher Columbus and the Pilgrims to Thomas Jefferson and Sacagawea, from Harriet Tubman and Susan B. Anthony to Abraham Lincoln and Theodore Roosevelt, from Thomas Edison and the Wright brothers to Cesar Chavez and Martin Luther King, Jr.

### Course Outline

**Unit 1: Our World**

- Develop basic geographic awareness of the continents, major oceans, and directions.
- Learn to use a simple globe and map.

**Unit 2: Australia: The Land Down Under**

- Locate and explore Australia, and become familiar with its land, people, and wildlife.

**Unit 3: Europe: Many Countries, Many Stories**

- Locate and explore Europe, and become familiar with its countries, people, traditions, monuments, and stories.

**Unit 4: Asia: The Asian Adventure**

- Locate and explore Asia and become familiar with its land, wildlife, people, cities, monuments, and stories.
ELEMENTARY COURSES (K-5)

Middle School Courses (6-8) (/middle-school-courses.html)
High School Courses (9-12) (/high-school-courses.html)

Download Elementary Course List

Course Details

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

Course Length: Two Semesters

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

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

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

Unit 4: Body
Course Details

Subject: World Languages
Course Name: INTERMEDIATE FRENCH II

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

Course Length: Two Semesters
Prerequisite: Intermediate French Level 1
Course Outline:

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

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

Unit 3: Family
- Can do Statements: 1. I can say or write something about the members of my family and ask about someone’s family. 2. I can list my family members, their ages, their relationships
Course Details

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

Course Length: Two Semesters

Course Outline:

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

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

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

Unit 4: Adjectives/Feelings
- Can do Statements: 1. I can talk about how I feel. 2. I can describe myself. 3. I can recognize different adjectives.
Elementary Courses (K-5)

Middle School Courses (6-8) (/middle-school-courses.html)

High School Courses (9-12) (/high-school-courses.html)

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Course Details

Subject: World Languages

Course Name: INTERMEDIATE SPANISH II

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

Course Length: Two Semesters

Prerequisite: Intermediate Spanish Level 1

Course Outline:

Unit 1: Greetings and Introductions

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

- Authentic Story: The Vain Little Mouse

Unit 2: Family and Friends

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

- Authentic Story: The Flea

Unit 3: Hobbies and Interests
Elementary Courses (K-5)

Course Details

Subject: Math
Course Name: MATH+ BLUE SUMMIT

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

Course Outline

Semester 1

Unit 1: Shapes and Sorting
This unit focuses on describing, sorting, and classifying objects according to attributes or features. Students investigate the attributes of geometric shapes, such as circles, triangles, squares, and rectangles. They also use everyday objects, such as beads.
Course Details

Subject: Math
Course Name: MATH+ PURPLE SUMMIT

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

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

Course Outline: SEMESTER 1
Course Details

Subject: Math
Course Name: MATH+ RED SUMMIT

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

Course Outline: SEMESTER 1

Unit 1: Numerical Expressions
Students learn to evaluate expressions with one or more set of grouping symbols by following the correct order of operations. Students expand this understanding to be able to insert grouping symbols into an expression, translate an expression from words into symbols, and translate an expression from symbols into words.

- Using Grouping Symbols (Parts A–D)
- Exploring Numerical Expressions (Parts A–C)
- Big Ideas: Mini-Project

Unit 2: Multi-digit Whole Number Multiplication and Division
Students develop an understanding of powers of 10, and use that understanding as they become more fluent in using the standard algorithm for multiplication of multi-digit numbers. Students expand knowledge of division to include problems with two-digit divisors, first with models and then using the standard algorithm.
ELEMENTARY COURSES (K-5)

Middle School Courses (6-8) (/middle-school-courses.html)
High School Courses (9-12) (/high-school-courses.html)

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Course Details

Subject: Math
Course Name: MATH 4 SUMMIT
Course Description: Math 4 Summit is designed to support true depth of knowledge required by today’s standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 4 includes the tools and technology that students need to succeed in a blended learning environment. Summit Math 4 focuses on expanding understanding of operations with whole numbers, developing a greater understanding of fractions, discovering decimals and their relationship to fractions, and exploring geometric figures.
Course Length: Two Semesters

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ELEMENTARY COURSES (K-5)

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Course Details

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<thead>
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<th>Subject</th>
<th>Math</th>
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<tbody>
<tr>
<td>Course Name</td>
<td>MATH 5 SUMMIT</td>
</tr>
<tr>
<td>Course Description</td>
<td>Math 5 Summit is designed to support true depth of knowledge required by today's standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 5 includes the tools and technology that students need to succeed in a blended learning environment. Summit Math 5 focuses on expanding understanding of operations with fractions, developing a greater fluency with operations with multi-digit numbers, expanding understanding of decimals, and learning to perform operations with decimals, learning about the coordinate plane, and exploring volume.</td>
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<tr>
<td>Course Length</td>
<td>Two Semesters</td>
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ELEMENTARY COURSES (K-5)

Middle School Courses (6-8) (/middle-school-courses.html)
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Download Elementary Course List

Course Details

Subject: Math
Course Name: MATH+ GREEN SUMMIT

Course Description: This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in Grade 1 extends their work with place value to numbers through 100, emphasizing fluency of addition and subtraction facts, and focusing on number sentences and problem solving with addition and subtraction. Students begin work with money, telling time, ordering events, and measuring length, weight, and capacity with non-standard units. Students identify attributes of geometric figures and also extend their work with patterns and data, including representing and comparing data.

Course Outline

SEMESTER 1

Unit 1: Read, Write, Count, and Compare Numbers
This unit focuses on counting, comparing, and ordering numbers. Students explore reading and writing whole numbers, which prepares them to later add and subtract
ELEMENTARY COURSES (K-5)

Middle School Courses (6-8) (/middle-school-courses.html)
High School Courses (9-12) (/high-school-courses.html)

Download Elementary Course List

Course Details

Subject Math
Course Name MATH+ ORANGE SUMMIT

Course Description
This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in Grade 2 focuses primarily on number concepts, place value, and addition and subtraction of numbers through 1,000. Special emphasis is given to problem solving, inverse operations, properties of operations, decomposition of numbers, and mental math. Students study money, time, and measurement; geometric figures; analyzing and displaying data with new representations; and determining the range and mode of data. Early concepts about multiplication, division, and fractions are introduced.

Course Outline

SEMESTER 1

Unit 1: Numbers Through 500
In this unit, students investigate three different ways to represent numbers: concrete models, numerals, and number words. Students use models to build numbers through
ELEMENARY COURSES (K-5)

Middle School Courses (6-8) (/middle-school-courses.html)
High School Courses (9-12) (/high-school-courses.html)

Download Elementary Course List

Course Details

Subject: Math
Course Name: MATH+ YELLOW SUMMIT

Course Description: Math+ Yellow Summit is designed to support true depth of knowledge required by today’s standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Math + Yellow Summit includes the tools and technology that students need to succeed in a blended learning environment. Math + Yellow Summit focuses on expanding understanding of operations with whole numbers, developing a greater understanding of fractions, discovering decimals and their relationship to fractions, and exploring geometric figures.

Course Outline: SEMESTER 1

Unit 1: Whole Number Sense

Students learn to compare numbers using multiplication and division and to solve problems with multiplicative comparisons. Students expand their understanding of patterns, and apply this understanding to learning about multiples and factors. Students
ELEMENTARY COURSES (K-5)

Middle School Courses (6-8) (/middle-school-courses.html)
High School Courses (9-12) (/high-school-courses.html)

Download Elementary Course List

Course Details

**Subject**  
Science

**Course Name**  
SCIENCE 1 SUMMIT

**Course Description**  
Students learn to perform experiments and record observations, and understand how scientists see the natural world. They germinate seeds to observe plant growth, and make a weathervane. Students will explore topics such as:

- **Matter**—states of matter; mixtures and solutions
- **Weather**—cloud formation; the water cycle
- **Animal Classification and Adaptation**—insects; amphibians and reptiles; birds; mammals
- **Habitats**—forests, deserts, rain forests, grasslands, and more; naturalist John Muir and conservation
- **Oceans**—waves and currents; coasts; coral reefs and kelp forests; oceanographer Jacques Cousteau
- **Plants**—germination, functions of roots, stems, flowers, chlorophyll, and more
- **Human Body**—major systems; Elizabeth Blackwell, the first woman doctor
- **Light**—how light travels; reflections; inventor Thomas Edison

**Course Outline**  
Acting Like a Scientist
Learn how to use tools and equipment to measure distance in centimeters, mass in grams, volume in milliliters, and temperature in degrees Celsius.
Follow steps in the scientific process.
Compile data in tables, draw graphs, and interpret results.

**Matterland**
Identify matter as a solid, liquid, or gas.
Explain the properties of each type of matter.
Learn about the relative motion of molecules in each state.
Demonstrate that matter can change states by heating or cooling.
Become familiar with mixtures, solutions, and surface tension.
**Course Details**

**Subject**  
Science

**Course Name**  
SCIENCE 3 SUMMIT

**Course Description**  
Students learn to observe and analyze through hands-on experiments, and gain further insight into how scientists understand our world. They observe and chart the phases of the moon, determine the properties of insulators and conductors, and make a three-dimensional model of a bone. Students will explore topics such as:

- **Weather**—air pressure; precipitation; clouds; humidity; fronts; forecasting
- **Vertebrates**—features of fish, amphibians, reptiles, birds, and mammals
- **Ecosystems**—climate zones; tundra, forests, desert, grasslands, freshwater, and marine ecosystems
- **Matter**—phase changes; volume; mass; atoms; physical and chemical changes
- **Human Body**—the musculoskeletal system; the skin
- **Energy**—forms of energy; transfer of energy; conductors and insulators; renewable and nonrenewable energy resources
- **Light**—light as energy; the spectrum; how the eye works
- **Astronomy**—phases of the moon; eclipses; the solar system; stars and constellations; the Milky Way

**Course Outline**  

**Weather**
Identify forms of precipitation (rain, snow, sleet, and hail) and explain how they form. Use appropriate tools to measure and record weather conditions, including air temperature, wind direction, wind speed, humidity, and pressure. Explain that air masses meet at fronts and that most weather changes occur along fronts. Explain how air moves in cold and warm fronts, and identify common weather patterns associated with each. Identify humidity as the amount of water vapor in the air. Identify common weather patterns associated with changes in air pressure. Recognize that meteorologists rely on data collected from various resources, such as weather...
ELEMENTARY COURSES (K-5)

Course Details

Subject: Science
Course Name: SCIENCE 4 SUMMIT

Course Description: Students develop scientific reasoning and perform hands on experiments in Earth, Life, and Physical Sciences. They construct an electromagnet, identify minerals according to their properties, use chromatography to separate liquids, and assemble food webs. Students will explore topics such as:

- The Interdependence of Life—producers, consumers, and decomposers; food webs
- Animal and Plant Interactions—populations; competition; predators and prey; symbiosis; animal behavior
- Invertebrates—sponges; worms; mollusks; arthropods; echinoderms
- Chemistry—mixtures vs. solutions; distillation, evaporation, and chromatography
- Forces and Fluids—pressure; forces in flight; density; buoyancy
- Human Body—nervous system (senses, reflexes, nerves, and brain); endocrine system (hormones, glands, growth, and digestion)
- Electricity and Magnetism—charges; magnets; static electricity; currents and circuits; electromagnetism
- Rocks and Minerals—Earth’s interior; crystals; minerals; rock cycle; plate tectonics; volcanoes, earthquakes
- The Fossil Record and the History of Life—types of fossils; the Paleozoic, Mesozoic, and Cenozoic eras

Course Outline: Ecosystems: Interdependence of Life
Explain that ecosystems are characterized by both their living and nonliving parts.
Explain that an environment is the nonliving part of an ecosystem.
Describe some ways in which organisms are dependent on each other for survival, including the need for food, pollination, and seed dispersal.
Recognize that all organisms need some source of energy to stay alive.
Explain that, in all environments, organisms are constantly growing, reproducing, dying, and decaying.
Explain that certain organisms, such as insects, fungi, and bacteria, depend on dead plants and
Elementary Courses (K-5)

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Download Elementary Course List

Course Details

Subject: Science

Course Name: SCIENCE 5 SUMMIT

Course Description: Students perform experiments, develop scientific reasoning, and recognize science in the world around them. They build a model of a watershed, test how cell membranes function, track a hurricane, and analyze the effects gravity. Students will explore topics such as:

- Water Resources—water pollution; conservation; aquifers; watersheds; wetlands
- The World’s Oceans—properties of ocean water; currents, waves, and tides; the ocean floor; marine organisms
- Earth’s Atmosphere—layers; weather patterns, maps, and forecasts; fronts; El Niño; and the greenhouse effect
- Forces of Motion—types of pushes or pulls; position and speed; inertia; energy as a measure of work; gravity and motion
- Chemistry—structure of atoms; elements and compounds; the Periodic Table; chemical reactions; acids and bases
- Cells and Cell Processes—structure; membrane function; respiration and photosynthesis; growth cycles; genes and DNA
- Taxonomy of Plants and Animals—levels of classification; plants, animals, monerans, viruses, protists, and fungi
- Animal Physiology—circulatory, respiratory, digestive, excretory, and immune systems

Course Outline

Water Resources
Identify the various sources of water, its uses, and different ways to conserve it.
Identify the typical steps that water treatment plants go through to purify drinking water.
Describe how both natural processes and human activities affect water quality in watersheds.
Differentiate between point source pollution and nonpoint source pollution, and identify some ways by which they can both be reduced.
Identify and describe the different parts of a watershed.
Interpret a topographic map to identify the boundaries of a watershed.
Science

SCIENCE K SUMMIT

Kindergarten students begin to develop observation skills as they learn about the five senses, the earth’s composition, and the basic needs of plants and animals. Students will explore topics such as:

- **My Body**—the five senses; major organs and systems
- **Plants and Animals**—needs and habitats; conservationist Jane Goodall
- **Measurement**—size, height, length, weight, capacity, and temperature
- **Matter**—solid, liquid, and gas
- **The Seasonal Cycle**—changing weather in the seasons
- **Our Earth**—geographical features; taking care of the earth; environmentalist Rachel Carson
- **Motion**—pushes and pulls; magnets
- **Astronomy**—Earth, sun, moon, and stars; exploring space; astronauts Neil Armstrong and Sally Ride

**Observing My World**

Recognize that a scientist observes, and that all people, whether they are scientists or not, are born with senses to observe the world.

Name the five senses and the sensing organs associated with each.

Observe and describe the properties of common objects using your five senses and the appropriate sensory descriptors, such as loud, soft, high, low, sweet, sour, smooth, and rough.

Compare and sort common objects by one physical attribute, such as size, shape, or color.

**My Body**

Identify and compare external features of the human body.

Name some things that all people have in common and some things that are different.

Explain that your skeleton holds you up and give you shape.

Demonstrate how muscles move your joints and limbs.

Explain that the heart pumps blood throughout the entire body.

Explain that the brain controls the body and allows you to think and remember.
SHINE ON MUSIC, GRADES 3-5

Get ready to travel the world through music as students explore and build foundational music skills with Spotlight on Music. This hands-on music course offers a variety of learning activities that include singing, dancing, virtual instruments, listening maps, authentic sound recordings with famous past and present artists, a player that allows students to customize key signatures, tempo, and lyrical highlighting, and playing the recorder. Six units in the course are organized into three sections: Spotlight on Concepts, Spotlight on Music Reading, and Spotlight on Celebrations. Students learn about these musical elements: duration, pitch, design, tone color, expressive qualities and cultural context, while exploring music from all over the world. Students also learn to read music and explore beat, meter, rhythm, melody, harmony, tonality, texture, form, tone color, dynamics, tempo, articulation, style, and music background. Students apply the music skills they are learning while performing seasonal and celebratory songs.
ELEMENTARY COURSES (K-5)

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Download Elementary Course List

Course Details

Subject: Music
Course Name: SPOTLIGHT ON MUSIC, GRADES K-2
Course Description: Explore and build foundational music skills with Spotlight on Music. This course offers a variety of learning activities that include singing, dancing, virtual instruments, listening maps, and authentic sound recordings. Music comes to life in the course through six units that are organized into three sections: Spotlight on Concepts, Spotlight on Music Reading, and Spotlight on Celebrations. Students learn about these musical elements: duration, pitch, design, tone color, expressive qualities, and cultural context. Students explore music from around the world while also exploring beat, meter, rhythm, melody, harmony, texture, form, tone color, dynamics, tempo, style, and music background. Students also have the opportunity to perform seasonal and celebratory songs.

NEED MORE INFO?
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Call us at 866.968.7512, chat, or fill out this form for more information.
WELCOME TO ONLINE LEARNING

Families begin the school year with a Welcome to Online Learning course. The course provides an overview of each curriculum area so students and Learning Coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of the course, students will be fully prepared to begin their lessons in the online school.

Lesson 1: Welcome to Your Online School
Lesson 2: Tour Your Online School
Lesson 3: How to Be Successful
Lesson 4: Tips and Tricks

NEED MORE INFO?
WE'RE HERE TO ANSWER YOUR QUESTIONS.

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Insight PA Cyber Charter School

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Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: AGR020-DYN INTRODUCTION TO FORESTRY & NATURAL RESOURCES

Course Description: Forests and other natural resources play an important role in our world, from providing lumber and paper products to providing habitat for birds and animals. In the Introduction to Forestry and Natural Resources course, you’ll learn more about forest ecology, management, and conservation. You’ll explore topics such as environmental policy, land use, water resources, and wildlife management. Finally, you’ll learn more about forestry related careers and important issues facing forestry professionals today.

Course Length: One Semester

Course Outline:
What Is Forestry?
- Describe the historical and economic significance of forestry.
- Illustrate tree anatomy and growth.
- Discuss photosynthesis and respiration.
- Analyze and interpret soil survey data.

All about Ecosystems
- Describe silviculture.
- Define watershed management.
- Compare forests and woodlands.
- Identify wildlife population management practices.
- Apply multiuse principles to forests and other lands.

Measuring and Monitoring the Forest
- Measure trees and forest volume.
- Estimate timber growth and yield.
HIGH SCHOOL COURSES (9-12)

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Download High School Course List

Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: AGR110-PBL AGribusiness

Course Description: This course is a Project Based Learning course (PBL). This course is designed to introduce students to the management concepts needed to manage an agricultural related business in today’s competitive market. Students will maintain and use financial records, practice communication skills, learn economic principles and sales in agriculture. By completing this course students will have gained an understanding of the business principles used in the agriculture industry from production to retail.

Course Length: One Semester

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HIGH SCHOOL COURSES (9-12)

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Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: AGR111-DYN GENERAL AGRISCIENCE

Course Description: Science and technology are revolutionizing many areas of our lives, and agriculture is no exception! From aquaculture to genetic engineering, agriscience is finding new ways to better produce and manage plants, from the field to the garden. In this course, you’ll build on your existing knowledge of plant science and delve deeper into important areas such as soil science and weed management. You’ll learn more about horticulture and plant science trends from creating hybrid species to growing edible plants in unlikely places.

Course Length: One Semester

Course Outline:

Introduction to Horticulture and Plant Science

- Define horticulture.
- Identify different types of horticulture.
- Recognize key trends and technology relevant for plant scientists.
- Understand the basics of workplace safety for horticulturalists.

Identifying and Classifying Plants

- Classify an unidentified plant to a basic group and begin the process of identifying it.
- Explain plant taxonomy and how we scientifically group, classify, and name plants.
- Understand how different types of plants live and grow over their lifetime.
- Recognize key structural differences between different types of plants.

Plant Growth, Propagation and Development
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Course Details

Subject
Career Readiness Education (CRE) Electives

Course Name
AGR215-PBL FOOD PRODUCTION I

Course Description
This course is a Project Based Learning course (PBL). This course explores the foundations of the food industry, from nutrition and chemistry to processing and safety, and delves into some of the most pressing foodborne issues of our day. Discussions of current topics and trends center on genetically engineered foods, environmental concerns and sustainability, food needs of the world, the impacts of food on health, and more. Content also correlates with National Agricultural Education Standards and FFA Career Development Events (CDEs) to prepare students for meaningful careers in the critically important agriscience industry.

Course Length
One Semester

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Course Details

Subject Additional Electives
Course Name ART010 SUMMIT FINE ART (ELECTIVE)

Course Description This course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

Course Length Two Semesters
Prerequisite HST103: World History (or equivalent) is recommended as a prerequisite or co-requisite, but not required

Course Outline SEMESTER ONE

Unit 1: Understanding Art
Students look closely at how artists use the building blocks or “elements” of art such as line, color, and texture. They analyze how artists organize these elements of art using design principles, such as unity, pattern, and emphasis. Then students explore works of art from various approaches, including historical, critical, and aesthetic. They learn that we group works of art and architecture with similar characteristics into periods, civilizations, and styles. Students answer questions like, “Does art have to be beautiful to be good?” and “Can functional objects be works of art?”

- Elements of Art
- Principles of Design
- Virtual Field Trip: Elements and Principles
- Sketchbook
- Approaches to Art: Art History
ARTO20 SUMMIT MUSIC APPRECIATION (ELECTIVE)

This course introduces students to the history, theory, and genres of music. The first semester covers basic music theory concepts as well as early musical forms, classical music, patriotic and nationalistic music, and twentieth-century music. The second semester presents modern traditions, including American jazz, gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world.

To comply with certain state standards for the arts, a student “performance practicum” is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrumental skills. Parents or guardians will be required to present their student’s proposed practicum to the student’s teacher for approval, and validate their student’s regular participation in the chosen performance practicum.

Two Semesters

SEMESTER ONE

Unit 1: Introduction to Music Appreciation
Students develop an understanding of basic music vocabulary and apply it to Beethoven’s Symphony no. 5. They learn the different branches of musicology, including ethnomusicology and music theory, identify the musical skills and knowledge they already have, and set their personal performance and listening goals for the course.
HIGH SCHOOL COURSES (9-12)

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Course Details

Subject: Art
Course Name: ARTO40 SUMMIT ART APPRECIATION

Course Description: This one-semester course will introduce learners to the various forms of the visual arts, such as painting, sculpture, film, and more. Students will learn how to look at a work of art, identify and compare key characteristics in artworks, and understand the role art has played throughout history. Through hands-on activities, virtual museum tours, discussion, and research, learners will develop an overall appreciation for the art they encounter in their daily lives.

Course Length: One Semester
Course Outline:

Unit 1: Introduction
- What is Art?
- Museums
- Analyzing Art
- Unit Exam

Unit 2: Technical Aspects of Art
- Formal Elements
- Principals of Design
- Style
- Unit Exam

Unit 3: 2D Art
- Drawing
ART500-CEN AP® ART HISTORY

AP® Art History is two semesters long with 180 days of instruction. Each lesson is designed as a 45-minute block of learning time. Every unit is planned to represent at least one of the 10 content areas required by the College Board. A pacing guide is provided to instructors to explain which works of art should be included in each unit, with some flexibility allowed. Students explore a wide range of art, from the earliest works made by prehistoric ancestors in caves to the soaring cathedrals of the Gothic era and beyond. As they study painting, sculpture, architecture, and other artwork across cultures, students acquire tools for careful observation and analysis of visual expression. This course provides opportunities for students to practice new visual vocabulary and concepts through engaging discussions, relevant research, and reports about museum experiences. Course learning objectives and enduring understanding statements that support the three big ideas for AP Art History are integrated into each unit. Instructional activities build student skills to ensure that they master the essential knowledge statements. Students will build on these foundations as they explore works of art, scholarly resources, primary and secondary source documents, videos, museums, and virtual museum visits.

Two Semesters

There are no specific prerequisites for this AP® Art History course. Interested students who have demonstrated success in humanities courses, such as history and literature, or in studio art courses are encouraged to participate.

SEMESTER 1

CONTENT AREA 1: Global Prehistory, 30,000–500 B.C.E.

- What Is Art History?
- Chapter 1: Art of the Stone Age
What comes to mind when you think of marketing? Does a favorite commercial jingle begin to play in your head? Or do you recall the irritating phone call from a company trying to sell you software you already have? No matter what your feelings are about it, there’s no denying the sheer magnitude of the marketing industry. Every year companies spend $200 billion promoting their products and services—and that’s in the United States alone! Experts estimate that by the time you turn 65, you will have seen nearly 2 million TV commercials, not to mention radio ads, billboards, and online advertisements. You’re familiar with what it’s like on the receiving end of a company’s marketing efforts, but what’s it like on the other side? In this Advertising and Sales Promotions course, you’ll learn how marketing campaigns, ads, and commercials are conceived and brought to life. You’ll meet some of the creative men and women who produce those memorable ads and commercials. And you’ll discover career opportunities in the field to help you decide if a job in this exciting, fast-paced industry is in your future!

**Introduction to Advertising**

- Distinguish among marketing and advertising terms.
- Categorize business activities, such as production, management, and finance, and describe how these activities relate to marketing.
- Describe the history of the advertising industry and its relation to today’s marketplace.
- Discuss laws regulating the marketing and advertising industries.
HIGH SCHOOL COURSES (9-12)

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Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: BUS020-DYN INTRODUCTION TO RESTAURANT MANAGEMENT

Course Description: Have you always dreamed of running your own restaurant? Maybe you want to manage a restaurant for a famous chef. What goes on beyond the dining room in a restaurant can determine whether a restaurant is a wild success or a dismal failure. In Restaurant Management, you’ll learn the responsibilities of running a restaurant—from ordering supplies to hiring and firing employees. This course covers the different types of restaurants; managing kitchen and wait staff; food safety and hygiene; customer relations; marketing; using a point-of-sale system; scheduling employees; and dealing with difficult guests. Restaurant Management will prepare you for a steady career, whether you plan to buy a fast food franchise, operate a casual sit-down restaurant, or oversee a fine-dining establishment.

Course Length: One Semester

Course Outline: Restaurant Management: What You Need to Know
- Identify different types of restaurants.
- Recognize the importance of customer needs.
- Manage and support staff.
- Track expenses and profit.

How Restaurants Work
- Identify the different roles in the front of house.
- Recognize job responsibilities in the kitchen.
- Understand how the point-of-sale system works.
- Explore how the restaurant manager functions in this hierarchy.
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Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: BUS026-CEN BUSINESS INFORMATION MANAGEMENT I

Course Description: This course is designed to enable students to develop information management skills that can be used in careers in business organizations. The course covers in depth computing technologies such as working with documents, spreadsheets, presentations, databases, e-mail, and scheduling software. In addition, the course covers important essential skills such as written communication, verbal communication, problem solving, teamwork, and professionalism.

Course Length: Two Semesters

Course Outline:
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Unit 7: PowerPoint 3 Reusing a Presentation and Adding Media and Animation
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Unit 9: Excel 2 Formulas, Functions, and Formatting
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Download High School Course List

Course Details

Subject: Math

Course Name: BUSO30 SUMMIT PERSONAL FINANCE (ELECTIVE)

Course Description: In this introductory finance course, students learn basic principles of economics and best practices for managing their own finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. Students are inspired by experiences of finance professionals and stories of everyday people and the choices they make to manage their money.

Course Length: Two Semesters

Course Outline:

SEMESTER 1

Unit 1: Course Overview
Students learn the computer requirements and other basic information for the course. They set up files and folders, install the course software, and learn to use zip utilities. They also learn to identify sources of trustworthy information, the definition of plagiarism, and how to properly cite information.

- Start the Course
- Set Up Your Computer
- Set Up a Browser and Install 7-Zip
- Find and Complete Coursework

Unit 2: Economic Basics
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

**Course Details**

**Subject**  
Additional Electives

**Course Name**  
BUS032 SUMMIT INTRODUCTORY FINANCE

**Course Description**  
Understanding financial management concepts is an important life skill. From credit to insurance to taxes, it is imperative that students understand the consequences of their choices. Wisely managing their money, students become citizens that are more responsible. A thorough understanding of financial concepts, with practical application through activities and projects, will enable students to leave this course with applicable, useful skills for life. This course surveys the basic personal financial needs of most individuals and emphasizes the basics of budgeting, saving, checking, investments, credit, the wise use of insurance, and paying and preparing income tax returns. After high school, students face a world filled with possibilities, and the more knowledge they can acquire, the higher the probability that their financial future will be secure. Students taking this course will learn to better prepare for their financial futures.

**Course Length**  
One Semester

**Course Outline**

**Unit 1: Developing a Sound Financial Life**

- Developing a Sound Financial Life
- The Road to Financial Security
- Today is Tomorrow’s Foundation

**Unit 2: Understanding Credit**

- Understanding Credit
- Debt, Online Banking, and Identity Theft
- Managing Credit & Short Term Debt
- Long Term Debt
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
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Download High School Course List

Course Details

**Subject**
Career Readiness Education (CRE) Electives

**Course Name**
BUS045-PBL ENTREPRENEURSHIP I

**Course Description**
This course is a Project Based Learning course (PBL). In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to develop new business ideas, attract investors, market their business, and manage expenses.

**Course Length**
One Semester

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HIGH SCHOOL COURSES (9-12)

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Download High School Course List

Course Details

**Subject**
Career Readiness Education (CRE) Electives

**Course Name**
BUS055 ENTREPRENEURSHIP II

**Course Description**
Students build on the business concepts they learned in Entrepreneurship I. Students continue to explore the different functions of business, while refining their technology and communication skills in speaking, writing, networking, negotiating, and listening. The purpose of this course is to prepare students to launch a small business venture.

**Course Length**
One Semester

**Prerequisite**
BUS045 Entrepreneurship I

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Elementary Courses (k–5) (/elementary-school-courses.html)
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Download High School Course List

Course Details

Subject Career Readiness Education (CRE) Electives
Course Name BUS055-PBL ENTREPRENEURSHIP II

Course Description This course is a Project Based Learning course (PBL). Students build on the business concepts they learned in Entrepreneurship I. Students continue to explore the different functions of business, while refining their technology and communication skills in speaking, writing, networking, negotiating, and listening. The purpose of this course is to prepare students to launch a small business venture.

Course Length One Semester
Prerequisite BUS045 Entrepreneurship I

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HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
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<tr>
<td>Course Name</td>
<td>BUS062-CEN MARKETING 2</td>
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Course Description

This is the second semester of a two semester marketing course. This course continues presenting marketing as a set of skills and knowledge combined with economics, finance, and career planning to create strategic plans. Students learn the foundations and functions needed to successfully market goods, services, and ideas to consumers. Professional development, customer service, and social media are presented as keys to students’ success. While students study business, economics, selling, human relations, communications, logistics, promotion, product planning, and pricing, they also see marketing as a career choice.

Course Length

One Semester

Prerequisite

None

Course Distribution

- Acquire foundational knowledge of channel management to understand its role in marketing.
- Manage channel activities to minimize costs and to determine distribution strategies.
- Develop channel-management strategies to minimize costs.
- Assess channel-management strategies to improve their effectiveness.

Determine the Best Price

- Understand concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
- Employ pricing strategies to set prices for marketing services.
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: BUS062-CEN MARKETING 2

Course Description:
This is the second semester of a two-semester marketing course. This course continues presenting marketing as a set of skills and knowledge combined with economics, finance, and career planning to create strategic plans. Students learn the foundations and functions needed to successfully market goods, services, and ideas to consumers. Professional development, customer service, and social media are presented as keys to students’ success. While students study business, economics, selling, human relations, communications, logistics, promotion, product planning, and pricing, they also see marketing as a career choice.

Course Length: One Semester
Prerequisite: None

Course Outline:
- Acquire foundational knowledge of channel management to understand its role in marketing.
- Manage channel activities to minimize costs and to determine distribution strategies.
- Develop channel-management strategies to minimize costs.
- Assess channel-management strategies to improve their effectiveness.

Determine the Best Price:
- Understand concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value.
- Employ pricing strategies to set prices for marketing services.
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
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Download High School Course List

Course Details
Subject: Career Readiness Education (CRE) Electives
Course Name: BUS065-PBL MARKETING 1

Course Description: This course is a Project Based Learning course (PBL). Students find out what it takes to market a product or service in today’s fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Course Length: One Semester
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

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<tr>
<td>Course Name</td>
<td>BUS075 MARKETING 2</td>
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<tr>
<td>Course Description</td>
<td>Students build on the skills and concepts learned in Marketing 1 to develop a basic understanding of marketing principles and techniques. The course encourages students to think like an entrepreneur and begin preparing for a career in business and marketing. By the end of the course, students will understand what it takes to start a small business venture.</td>
</tr>
<tr>
<td>Course Length</td>
<td>One Semester</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>BUS065 Marketing 1</td>
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HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
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Download High School Course List

Course Details

Subject Career Readiness Education (CRE) Electives
Course Name BUS075-PBL MARKETING 2

Course Description This course is a Project Based Learning course (PBL). Students build on the skills and concepts learned in Marketing 1 to develop a basic understanding of marketing principles and techniques. The course encourages students to think like an entrepreneur and begin preparing for a career in business and marketing. By the end of the course, students will be understand what it takes to start a small business venture.

Course Length One Semester
Prerequisite BUS065 Marketing 1

NEED MORE INFO?
HIGH SCHOOL COURSES (9-12)

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Download High School Course List

Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: BUS090–DYN SPORTS AND ENTERTAINMENT MARKETING

Course Description: Students who have wished to play sports professionally or who have dreamed of becoming an agent for a celebrity entertainer have an interest in sports and entertainment marketing. Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well—including a lot more glitz and glamour! In this course, students have the opportunity to explore basic marketing principles and delve deeper into the multibillion-dollar sports and entertainment marketing industry. Students learn how professional athletes, sports teams, and well-known entertainers are marketed as commodities and how some of them become billionaires as a result. For students who have ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, this course introduces the fundamentals of such a career.

Course Length: One Semester

Course Outline:
Unit 1: Basic Principles of Marketing
Unit 2: Introduction to Sports & Entertainment Marketing
Unit 3: Principles of Effective Sports & Entertainment Marketing in the 21st Century
Unit 4: Diversity and Demographics
Unit 5: Event Marketing
Midterm
Unit 6: Product Marketing
Unit 7: Sponsorships and Endorsements
Unit 8: Finances
Unit 9: Careers in Sports & Entertainment Marketing
Unit 10: Societal and Cultural Influences
Final Exam
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k–5) (/elementary-school-courses.html)
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Download High School Course List

Course Details

Subject
Career Readiness Education (CRE) Electives

Course Name
BUS111-CEN GENERAL ACCOUNTING 1

Course Description
This is the first semester of a two semester course. The course teaches accounting while placing emphasis on conceptual understanding and financial statement analysis to encourage students to apply accounting concepts to real-world situations and make informed business decisions. Topics include transactions and methods of accounting for both service and merchandising businesses.

Course Length
One Semester

Course Outline
Starting a Proprietorship: Changes that Affect the Accounting Equation

• Describe the different users of accounting information.
• Prepare a net worth statement and explain its purpose.
• Classify accounts as assets, liabilities, or owner’s equity and demonstrate their relationship in the accounting equation.
• Analyze the effects of transactions on the accounting equation.
• Distinguish between cash and on-account transactions.
• Compare and contrast the types of transactions that increase and decrease owner’s equity.
• Explain the difference between expenses and liabilities.

Analyzing Transactions into Debit and Credit Parts

• Show the relationship between the accounting equation and a T account.
• Identify the debit and credit side, the increase and decrease side, and the balance side of various accounts.
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

**Subject**
Career Readiness Education (CRE) Electives

**Course Name**
BUS111-CEN GENERAL ACCOUNTING 1

**Course Description**
This is the first semester of a two semester course. The course teaches accounting while placing emphasis on conceptual understanding and financial statement analysis to encourage students to apply accounting concepts to real-world situations and make informed business decisions. Topics include transactions and methods of accounting for both service and merchandising businesses.

**Course Length**
One Semester

**Course Outline**

1. Starting a Proprietorship: Changes that Affect the Accounting Equation
   - Describe the different users of accounting information.
   - Prepare a net worth statement and explain its purpose.
   - Classify accounts as assets, liabilities, or owner’s equity and demonstrate their relationship in the accounting equation.
   - Analyze the effects of transactions on the accounting equation.
   - Distinguish between cash and on-account transactions.
   - Compare and contrast the types of transactions that increase and decrease owner’s equity.
   - Explain the difference between expenses and liabilities.

2. Analyzing Transactions into Debit and Credit Parts
   - Show the relationship between the accounting equation and a T account.
   - Identify the debit and credit side, the increase and decrease side, and the balance side of various accounts.
HIGH SCHOOL COURSES (9-12)

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Download High School Course List

Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: BUS065 MARKETING 1

Course Description: Students find out what it takes to market a product or service in today’s fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Course Length: One Semester
Prerequisite: None

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Download High School Course List

Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: CAR010-DYN BUSINESS AND HEALTHCARE EXPLORATIONS

Course Description:
In this course students explore basic concepts in the broad areas of business and healthcare, as well as career options in each area.

Business: How do business ideas become businesses? How are products marketed? How do you know if a business is making or losing money? These are among the questions that students explore in the business portion of this course. In addition to studying concepts of entrepreneurship, accounting and marketing, students explore these concepts on scales that range from a single person to nations.

Healthcare: Will we ever find a cure for cancer? What treatments are best for conditions like diabetes and asthma? How are illnesses like meningitis, tuberculosis, and measles identified and diagnosed? Health sciences provide the answers to questions such as these. This course introduces students to the various disciplines within the health sciences, including toxicology, clinical medicine, and biotechnology. Students explore the importance of diagnostics and research in the identification and treatment of diseases.

Course Length: One Semester

Course Outline:
Business: Unit One: Families and the Economy
Business: Unit Two: Our Economic World
Business: Unit Three: Introduction to Global Commerce
Business: Unit Four: Basic Principles of Marketing
Business: Unit Five: Product Marketing
Business: Unit Six: Entrepreneurship
Business: Unit Seven: Career Exploration Project
Business: Final Exam
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

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Course Details

Subject Career Readiness Education (CRE) Electives
Course Name CAR017-PBL BUSINESS AND MARKETING EXPLORATIONS

Course Description This course is a Project Based Learning course (PBL). This course is designed as an exploration of the business career pathways. Students will get an introduction to business careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of business and marketing, as well as career options in each area. Students study the concepts of marketing, financial management, and human resource management, in addition to other common business related functions. Students complete projects to develop a deeper understanding of the roles these business functions play.

Course Length One Semester
Prerequisite None
High School Courses (9-12)

Elementary Courses (K-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: CAR019 HEALTHCARE EXPLORATIONS

Course Description: This course is designed as an exploration of the healthcare career pathways. Students will get an introduction to healthcare careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of healthcare, as well as career options in each area. Students study the concepts of disease prevention, personal health management, and social work, in addition to other common health related functions. Students complete projects to develop a deeper understanding of the roles these healthcare functions play.

Course Length: One Semester
Prerequisite: None

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Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: CAR020 IT AND MANUFACTURING EXPLORATIONS

Course Description: This first half of the course provides a comprehensive introduction to the essentials of Web design, from planning page layouts to publishing a complete site to the Web. Students learn how to use HTML to design their own Web pages. The course covers basic HTML tags for formatting text, as well as more advanced tags. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools.

The second half of the course has an introduction to engineering, computer-aided drafting using SpectraCAD, and introduction to advanced manufacturing.

Course Length: One Semester

Course Outline:

Unit 1: Course Overview

Students learn the purpose of a WYSIWYG Web editor, create a folder for a website, and open a new webpage. They learn how to navigate in KompoZer, view the code in Source view, add and format text, resize and optimize images, and test and publish websites.

- Set Up Your Computer
- Set Up a Browser and Zip Files
- Download Resources and Zip Assignments

Unit 2: Planning and Organizing
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
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<tr>
<td>Course Name</td>
<td>CAR025-PBL MANUFACTURING EXPLORATIONS</td>
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Course Description

This course is a Project Based Learning course (PBL). This course is designed as an exploration of the manufacturing career pathways. Students will get an introduction to manufacturing careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of manufacturing, as well as career options in each area. Students study the concepts of personal safety, machine maintenance, and computer-aided drafting, in addition to other common manufacturing related functions. Students complete projects to develop a deeper understanding of the roles these manufacturing functions play.

Course Length

One Semester

Prerequisite

None
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k–5) (/elementary-school-courses.html)
Middle School Courses (6–8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: CAR031 ENGINEERING EXPLORATIONS

Course Description: This course guides students through an investigation of engineering careers. Students are introduced to the basics of engineering, learn how to turn problems into ideas, and develop a basic understanding of civil, mechanical, chemical, and biological engineering.

Course Length: One Semester
Prerequisite: None

Course Outline: Development and Understanding of Engineering
- Distinguish the differences between science, technology, and engineering.
- Understand and use technical terms.
- Discuss important technological developments from the past.
- Identify the various technological ages and the rate of current development.
- Discuss some of the ethical concerns around technology.

Making Problems into Ideas
- Discuss open and closed systems.
- Identify how technological systems interact to achieve goals.
- Find technological solutions through problem solving.
- Design and maintain a computation engineering notebook.

From Sketches to Products
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
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Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: CAR045 AGRICULTURE EXPLORATIONS

Course Description:
This course is designed as an exploration of the agriculture career pathways. Students will get an introduction to agriculture careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of agribusiness and agriscience, as well as career options in each area. Students study the concepts of horticulture, natural resources, and livestock production, in addition to other common agriculture related functions. Students complete projects to develop a deeper understanding of the roles these agricultural functions play.

Course Length: One Semester
Prerequisite: None

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</table>

This course is a Project Based Learning course (PBL). This course is designed as an exploration of the agriculture career pathways. Students will get an introduction to agriculture careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of agribusiness and agriscience, as well as career options in each area. Students study the concepts of horticulture, natural resources, and livestock production, in addition to other common agriculture related functions. Students complete projects to develop a deeper understanding of the roles these agricultural functions play.

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Elementary Courses (k-5) (/elementary-school-courses.html)
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Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: CAR095 IT EXPLORATIONS

Course Description: This course is designed as an exploration of the information technology career pathways. Students will get an introduction to information technology careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of information technology, as well as career options in each area. Students study the concepts of networking information support, web and digital communications, and programming and software development.

Course Length: One Semester
Prerequisite: None

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HIGH SCHOOL COURSES (9-12)

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Course Details

Subject Career Readiness Education (CRE) Electives
Course Name CAR095-PBL IT EXPLORATIONS

Course Description
This course is a Project Based Learning course (PBL). This course is designed as an exploration of the information technology career pathways. Students will get an introduction to information technology careers so that they can better assess which pathway to pursue. In this course students explore basic concepts in the broad areas of information technology, as well as career options in each area. Students study the concepts of networking information support, web and digital communications, and programming and software development.

Course Length One Semester
Prerequisite None
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Additional Electives
Course Name: CAR100 SUMMIT CAREER PLANNING

Course Description: Students use an informative interactive process to explore career and life options in this one-semester elective. They begin with a thorough examination of their own interests, aptitudes, achievements, and personality styles. Instructional material then helps them match job market information, interview techniques, training requirements, and educational paths to potential careers that suit their strengths and personal priorities. Successfully completing this course gives students the ability to identify and describe their personal interests, aptitudes, and lifestyle goals; locate and evaluate information about different careers; identify the skills and knowledge needed for careers of interest and how to obtain them; and create an entrepreneurial business plan.

Course Length: One Semester
Prerequisite: None

Course Outline:

Unit 1: Knowing the Plan
- Knowing the Plan
- Why Plan My Career?
- How Do I Plan?
- Exam Preparation

Unit 2: Getting to Know Yourself?
- Getting to Know Yourself
- What Do I Like to Do?
- What Kind of Worker Am I?
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
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Download High School Course List

Course Details

**Subject** | English
---|---
**Course Name** | ENG001 ENGLISH FOUNDATIONS I (REMEDICATION)

**Course Description**

Students build and reinforce foundational reading, writing, and basic academic skills typically found in third through fifth grade for which they have not achieved mastery. Through carefully paced, guided instruction and graduated reading levels, students improve reading comprehension and strategies, focusing on literacy development at the critical stage between decoding and making meaning from text. Instruction and practice in writing skills help students develop their composition skills in a variety of formats. If needed, students can continue their remediation of reading and writing skills with English Foundations II.

**Course Length** | Two Semesters
**Prerequisite** | Teacher/school counselor recommendation

**Course Outline**

**SEMIER ONE**

Unit 1: Introduction to the Course
Students begin with a diagnostic to find out what they know, and then are given an introduction to the course.

- Course Overview
- Overview of Course Structure

Unit 2: Identifying the Main Idea
Students begin with a diagnostic to find out what they know. Then they review how to identify the main idea and learn about homonyms.

- Main Idea/Introduction
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
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Download High School Course List

Course Details

**Subject**  
English

**Course Name**  
ENG010 JOURNALISM (ELECTIVE)

**Course Description**  
Students are introduced to the historical importance of journalism in America. They study the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications.

**Course Length**  
One Semester

**Course Outline**

**Unit 1: News Then and Now**

Students learn about the function of an independent press in a free society; review important people and events in journalistic history; and learn new technologies that affect how news is disseminated. They explore career opportunities in journalism and the required training or education for those careers.

- Course Introduction
- Students will write a summary about the events of the last year using attribution, quotations, and paraphrases.
- The Value of News—Then and Now
- Medium and Message

**Unit 2: Ethics and the Law**
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: English
Course Name: ENGO11 ENGLISH FOUNDATIONS II (REMEDICATION)

Course Description: Students build and reinforce foundational reading, writing, and basic academic skills typically found in third through fifth grade for which they have not achieved mastery. Struggling readers develop mastery in reading comprehension, vocabulary building, study skills, and media literacy. Students build confidence in writing fundamentals by focusing on composition in a variety of formats, grammar, style, and media literacy.

Course Length: Two Semesters
Prerequisite: Teacher/school counselor recommendation; ENGO01: English Foundations I is not required

Course Outline

Unit 1: More Basic Concepts
- Main Ideas
- Verb Tense
- Noun Usage
- Root Words
- Sequencing and Classifying
- Capitalization
- Parallelism
- Pronunciation and Syllables
- Writing Complete Sentences
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)

Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject English

Course Name ENG020 SUMMIT PUBLIC SPEAKING (ELECTIVE)

Course Description

Students are introduced to public speaking as an important component of their academic, work, and social lives. They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety.

Course Length One Semester

Course Outline

Unit 1: The What and Why of Public Speaking

Students view and analyze a speech of introduction; study active listening and effective feedback; and learn the fundamental presentation techniques: eye contact, volume, and pacing. They practice breathing and stretching exercises that help manage nervousness, then prepare and deliver a brief speech of introduction and give and respond to feedback.

- Course Introduction
- Public Speaking in Daily Life
- The Elements of Public Speaking
- Effective Listening
- The Speaker–Listener Connection
HIGH SCHOOL COURSES (9-12)

Elementary Courses (K-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: English
Course Name: ENGO30 SUMMIT CREATIVE WRITING (ELECTIVE)

Course Description: In this course, students explore a range of creative writing genres, including fiction, poetry, creative nonfiction, drama, and multimedia writing. They study examples of classic and contemporary selections, apply what they learn to their own writing, and develop proficiency in the writing process. They learn to evaluate the writings of others and apply evaluation criteria to their own work. By the end of the course, students will have created a well-developed portfolio of finished written works.

Course Length: Two Semesters
Course Outline

SEMMESTER ONE

Unit 1: Introduction to Creative Writing
- Ideas and Imagination
- The Writing Process, Part 1
- The Writing Process, Part 2
- The Writing Process, Part 3

Unit 2: Fiction Writing
- Exploring Fiction
- Elements of Fiction, Part 1
- Elements of Fiction, Part 2
- Writing Fiction
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: English
Course Name: ENG040 SUMMIT GRAMMAR AND COMPOSITION

Course Description: In the course, students will consider the themes of personal identity and coming of age as they engage in writing assignments designed to provide basic writing practice. Students will read several short literary pieces. Instruction will focus on ideas, organization, sentence fluency and conventions.

Course Length: Two Semesters
Prerequisite: None
Course Outline:

Unit 1: Introduction
- 1.1: Introduction
- 1.2: Course Design
- 1.3: Discussion
- 1.4: Diagnostic Assignment
- 1.5: Audience and Purpose
- 1.6: Reflection

Unit 2: Ideas
- 2.1: Ideas
- 2.2: Having Something to Say!
- 2.3: Looking at Student Writing Samples
- 2.4: Thinking Skills/Logic
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: English
Course Name: ENG106 SUMMIT ENGLISH 9 (CREDIT RECOVERY)

Course Description: The Summit English 9 Credit Recovery course is a flexible online course designed for students who need to retake the course, catch up to classmates, or earn the credits necessary to graduate on-time. The course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to Grade 9. Examples of works studied include “The Black Cat,” “Ain’t I a Woman?” “Nothing Gold Can Stay,” and the novel The Alchemist. Students also learn about the formal writing process as they write a literary analysis essay.

Course Length: Two Semesters
Prerequisite: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline:
- **Semester 1**
  - Unit 1: Structure
  - Unit 2: Point of View
  - Unit 3: Viewpoint and Purpose
  - Unit 4: Characterization and Theme
  - Unit 5: Characters, Element of Surprise, and Plot
  - Unit 6: Tone, Voice, and Humor in Nonfiction
  - Unit 7: Archetypes, Allusions, and Sources
  - Unit 8: Grammar – Phrases
  - Unit 9: Grammar – Clauses
  - Unit 10: Short Story
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

**Subject**
English

**Course Name**
ENG108 SUMMIT ENGLISH 9

**Course Description**
This Summit English 9 course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to grade 9. Throughout the course, students practice narrative, informational, and argument writing. Students also develop and deliver presentations and participate in discussions with their peers.

**Course Length**
Two Semesters

**Prerequisite**
Literary Analysis and Composition (Grade 8), or equivalent

**Course Outline**

**SEMESTER 1**
- Unit 1: Narrative Techniques and Structure
- Unit 2: Development of Theme
- Unit 3: Characters and Effects
- Unit 4: Authors’ Techniques and Tools
- Unit 5: The Way to Rainy Mountain
- Unit 6: Medium and Message

**SEMESTER 2**
- Unit 1: Arguments and Speeches
- Unit 2: The Power of Language
- Unit 3: A Midsummer Night’s Dream
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: English
Course Name: ENG109 SUMMIT ENGLISH 9 HONORS

Course Description: The Summit English 9 Honors course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to grade 9. Throughout the course, students practice narrative, informational, and argument writing. Students also develop and deliver presentations, and participate in discussions with their peers. This course includes all the topics in ENG108 as well as several extension activities. Each semester also includes an independent honors project.

Course Length: Two Semesters
Prerequisite: Literary Analysis and Composition (Grade 8) (or equivalent)

Course Outline:

SEMESTER 1
- Unit 1: Narrative Techniques and Structure
- Unit 2: Development of Theme
- Unit 3: Characters and Effects
- Unit 4: Authors’ Techniques and Tools
- Unit 5: The Way to Rainy Mountain
- Unit 6: Medium and Message
- Unit 7: Honors Project: Descriptive Essay

SEMESTER 2
High School Courses (9-12)

Course Details

Subject: English
Course Name: ENG206 SUMMIT ENGLISH 10 (CREDIT RECOVERY)

Course Description: The Summit English 10 Credit Recovery course is a flexible online course designed for students who need to retake the course, catch up to classmates, or earn the credits necessary to graduate on-time. The course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to Grade 10. Examples of works studied include “The Pit and the Pendulum,” poems by Lord Byron and Ezra Pound, Nixon’s resignation speech, and the memoir Night. Students also learn about the formal writing process as they write a literary analysis essay.

Course Length: Two Semesters
Prerequisite: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline:

Semester 1
- Unit 1: Author’s Craft
- Unit 2: Narrative Techniques
- Unit 3: Theme and Characterization
- Unit 4: Characters
- Unit 5: How Important Ideas Are Expressed
- Unit 6: Medium and Message
- Unit 7: Grammar
- Unit 8: Grammar and Language
- Unit 9: Personal Narrative
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k–5) (/elementary-school-courses.html)
Middle School Courses (6–8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: English
Course Name: ENG208 SUMMIT ENGLISH 10

Course Description: The Summit English 10 course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to grade 10. Throughout the course, students practice narrative, informational, and argument writing. Students also develop and deliver presentations and participate in discussions with their peers.

Course Length: Two Semesters
Prerequisite: Literary Analysis and Composition I (or equivalent)

Course Outline

SEMMESTER 1
- Unit 1: Narrative Techniques and Structure
- Unit 2: Theme and Characters
- Unit 3: How Important Ideas Are Expressed
- Unit 4: Medium and Message
- Unit 5: The Power of Language
- Unit 6: Night

SEMMESTER 2
- Unit 1: Literature with a Purpose
- Unit 2: Symbols and Imagery
- Unit 3: Cry, the Beloved Country
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: English
Course Name: ENG209 SUMMIT ENGLISH 10 HONORS

Course Description: The Summit English 10 Honors course includes engaging and interactive instruction about reading, writing, speaking and listening, and language, with a focus on exploring a wide variety of genres and their elements. Students learn how to carefully read, interpret, and analyze literature and nonfiction works of cultural or historical significance appropriate to Grade 10. Throughout the course, students practice narrative, informative, and argument writing. Students also develop and deliver presentations, and participate in discussions with their peers.

This course includes all the topics in Summit English 10, as well as an independent honors project in each semester.

Course Length: Two Semesters
Prerequisite: Literary Analysis and Composition I (or equivalent)
Course Outline:

**SEMESTER 1**
- Unit 1: Narrative Techniques and Structure
- Unit 2: Theme and Characters
- Unit 3: How Important Ideas Are Expressed
- Unit 4: Medium and Message
- Unit 5: The Power of Language
- Unit 6: Night
- Unit 7: Honors Project: Literary Analysis Essay

**SEMESTER 2**
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: English
Course Name: ENG303 SUMMIT AMERICAN LITERATURE

Course Description: In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

Course Length: Two Semesters
Prerequisite: Literary Analysis and Composition II (or equivalent)
Course Outline: I. LITERATURE

Readings include:

Novels
Students will read The Great Gatsby by F. Scott Fitzgerald and one of the following:

- The Old Man and the Sea by Ernest Hemingway
- The Red Badge of Courage by Stephen Crane
- A Lesson Before Dying by Ernest Gaines
- The House on Mango Street by Sandra Cisneros

Drama
- The Glass Menagerie by Tennessee Williams
HIGH SCHOOL COURSES (9-12)

Course Details

Subject: English
Course Name: ENG306 SUMMIT AMERICAN LITERATURE (CREDIT RECOVERY)

Course Description: In this course, students read and analyze works of American literature from colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Diagnostic tests assess students’ current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two Semesters

Prerequisite: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline:

I. LITERATURE
Readings include:

Novels

Students will read The Great Gatsby by F. Scott Fitzgerald and one of the following:

- The Old Man and the Sea by Ernest Hemingway
- The Red Badge of Courage by Stephen Crane
- A Lesson Before Dying by Ernest Gaines
- The House on Mango Street by Sandra Cisneros

Drama
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k–5) (/elementary-school-courses.html)
Middle School Courses (6–8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: English
Course Name: ENG403 SUMMIT BRITISH AND WORLD LITERATURE

Course Description: Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choice. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course Length: Two Semesters

Prerequisite: ENG303: American Literature (or equivalent)

Course Outline

Readings include:

Novels
- Pride and Prejudice by Jane Austen
- Hard Times by Charles Dickens
- 1984 by George Orwell
- Nectar in a Sieve by Kamala Markandaya
- Siddhartha by Herman Hesse

Drama
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: English
Course Name: ENG404 SUMMIT HONORS BRITISH AND WORLD LITERATURE

Course Description: Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students work independently on many of their analyses and engage in creative collaboration with their peers. Students also practice test-taking skills for standardized assessments in critical reading and writing.

Course Length: Two Semesters
Prerequisite: ENG204 Honors Literary Analysis and Composition II (or equivalent) or ENG304 Honors American Literature (or equivalent), and teacher/school counselor recommendation

Course Outline: Readings include:
Novels
Students will read two of the following:

- Pride and Prejudice by Jane Austen
- Hard Times by Charles Dickens
- 1984 by George Orwell
- Nectar in a Sieve by Kamala Markandaya
- Siddhartha by Herman Hesse

Drama
## Course Details

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<th>Subject</th>
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<tr>
<td><strong>Course Name</strong></td>
<td>ENG406 SUMMIT BRITISH AND WORLD LITERATURE (CREDIT RECOVERY)</td>
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### Course Description

This course engages students in selections from British and world literature from the ancient world through modern times. They practice analytical writing and have opportunities for creative expression. Students also practice critical reading and writing test-taking skills. Diagnostic tests assess students’ current knowledge and generate individualized study plans, so students can focus on topics that need review.

### Course Length

Two Semesters

### Prerequisite

Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

### Course Outline

**I. LITERATURE**

Readings include:

**Novels**

Students will read two of the following:

- Pride and Prejudice by Jane Austen
- Hard Times by Charles Dickens
- 1984 by George Orwell
- Nectar in a Sieve by Kamala Markandaya
- Siddhartha by Herman Hesse

**Drama**
**Course Details**

**Subject**
English

**Course Name**
ENG500 AP® ENGLISH LANGUAGE AND COMPOSITION

**Course Description**
Students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn composition style and process, starting with exploration, planning, and writing. This continues with editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. In this equivalent of an introductory college-level survey class, students prepare for the AP Exam and for further study in communications, creative writing, journalism, literature, and composition.

**Course Length**
Two Semesters

**Prerequisite**
Success in ENG204: Honors Literary Analysis and Composition II (or equivalent) or ENG304: Honors American Literature (or equivalent), and teacher/school counselor recommendation
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Additional Electives
Course Name: ENG510 AP® ENGLISH LITERATURE AND COMPOSITION

Course Description: In this course, the equivalent of an introductory college-level survey class, students are immersed in novels, plays, poems, and short stories from various periods. Students read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and discussions. The course places special emphasis on reading comprehension, structural and critical analyses of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.

Course Length: Two Semesters
Prerequisite: Success in ENG204: Honors Literary Analysis and Composition II (or equivalent) or ENG304: Honors American Literature (or equivalent), and teacher/school counselor recommendation
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k–5) (/elementary-school-courses.html)
Middle School Courses (6–8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject
Career Readiness Education (CRE) Electives

Course Name
HLT040–DYN BIOTECHNOLOGY: UNLOCK NATURE’S SECRETS

Course Description
Can we bring back extinct species? Will the cures for cancer, malaria, and other diseases come from the combination of natural materials and new technologies? How is science changing the foods we eat? Welcome to the world of biotechnology! In this course, you will explore the history of biotechnology, including early attempts at food preservation, the development of antibiotics, and changes to food crops around the world. You’ll also learn more about some of the challenges of biotechnology, such as the growth of antibiotic resistant bacteria and questions about the safety of commercially produced genetically modified organisms (GMOs). Finally, you’ll research new biotechnologies and how they are changing the world we live in.

Biotechnology Basics
- Recognize different types of cells.
- Categorize organisms.
- Define taxonomy and scientific naming of organisms.
- Explain the basics of evolutionary theory.

The Beginning of Biotechnology
- Explain the differences between Paleolithic and Neolithic.
- Describe how humans domesticated plants and animals.
- Categorize the regional variances in agriculture and domestication.
- Summarize the changes that occurred as humans domesticated plants and animals.

Food Preservation and Fermentation Technology
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: HLT551-CEN SPORTS MEDICINE 1
Course Description: This course introduces students to essential skills in sports medicine, including fitness assessment, conditioning, emergency preparedness, injury management, therapeutic modalities, nutrition, and ethical and legal considerations. Students explore careers in fitness instruction, athletic training, exercise physiology, sports management, and physical therapy.

Course Outline

Careers in Sports Medicine
- Sports Medicine: The Circle of Care
- Other Related Careers

Legal Considerations and Administration
- Record Keeping
- Legal Responsibilities

Medical Conditions
- Medical Conditions Affecting Athletes

Emergency Preparedness and Assessment
- Emergencies Are Inevitable
- The Primary Survey

Infection Control and Blood-Borne Pathogens
- The Chain of Infections
- The Risks

Vital Signs Assessment
- The Vital Signs
HIGH SCHOOL COURSES (9-12)

Elementary Courses (K-5) (/elementary-school-courses.html)
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Download High School Course List

Course Details

Subject History
Course Name HST010 ANTHROPOLOGY (ELECTIVE)

Course Description
This course presents a behavioral science that focuses on the study of humanity and culture. The course covers the foundations of the five main branches of anthropology including physical, social, linguistic, archeological, and cultural. You are provided the opportunity to apply your observational skills to the real-life study of cultures in the United States and around the world.

Course Length One Semester
Prerequisite HST103: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

Course Outline
Unit 1: Introduction to Anthropology
The focus of the lessons in this unit is to introduce the subject of anthropology to students. The students develop a wide range of knowledge skills that can be applied to all branches of anthropology.

- Overview of Anthropology
- Discuss: Getting to Know You
- Branches of Anthropology
- Categories of Knowledge
- The Social Sciences
- History of Anthropology
- Anthropological Research

Unit 2: Physical Anthropology
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST020 PSYCHOLOGY (ELECTIVE)

In this one-semester course, students investigate why human beings think and act the way they do. This is an introductory course that broadly covers several areas of psychology. Instructional material presents theories and current research for students to critically evaluate and understand. Each unit introduces terminology, theories, and research that are critical to the understanding of psychology and includes tutorials and interactive exercises. Students learn how to define and use key psychology terms and how to apply psychological principles to their own lives. Unit topics include: Methods of Study, Biological Basis for Behavior, Learning and Memory, Development and Individual Differences, and Psychological Disorders.

Course Length: One Semester
Prerequisite: None

Course Outline

Unit 1: History: Methods of Study
Students are introduced to some of the history of psychology and learn about theories, research methods, and ethical concerns.

- What is Psychology?
- Early Attempts to Understand Behavior
- First Psychology Laboratory
- Theories and Approaches
- Research Methods and Ethical Concerns

Unit 2: Biological Basis of Behavior
Students learn how the brain and the nervous system affect behavior.

- How the Brain is Studied
- The Brain
- The Neuron and the Nervous System
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST030 SUMMIT ECONOMICS (ELECTIVE)

Course Description: Students are introduced to the basics of economic principles, and they will learn the importance of understanding different economic systems. They will also investigate how to think like an economist. Students will explore different economic systems, including the American free enterprise system, and they will analyze and interpret data to understand the laws of supply and demand. Students will also be presented with economic applications in today's world. From economics in the world of business, money, banking, and finance, students will see how economics is applied both domestically and globally. Students will also study how the government is involved in establishing economic stability in the American free enterprise system as well as the how the U.S. economy has a global impact.

Course Length: One Semester
Prerequisite: None
Course Outline:

Unit 1: Foundations of Economics and the Problem of Scarcity
- Thinking Like an Economist
- Scarcity and the Factors of Production
- Decision Making
- Production Possibilities Graphs

Unit 2: Economic Systems
- Answering Economic Questions and Prioritizing Economic Goals
- Free Market Economy
- Centrally Planned or Command Economy
HIGH SCHOOL COURSES (9-12)

Elementary Courses (K-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject History
Course Name HST040 SUMMIT CIVICS (ELECTIVE)

Course Description Civics is the study of citizenship and government. This one-semester course provides students with a basic understanding of civic life, politics, and government, and a short history of government’s foundation and development in this country. Students learn how power and responsibility are shared and limited by government, the impact American politics has on world affairs, the place of law in the American constitutional system, and which rights the American government guarantees its citizens. Students also examine how the world is organized politically and how civic participation in the American political system compares to that in other societies around the world today.

Course Length One Semester
Prerequisite None
Course Outline

Unit 1: Civic Life, Politics, and Government
Students are introduced to the concepts of government, politics, and civic life. They examine why government and politics are necessary, and what purposes government should serve. They learn the essential characteristics of limited and unlimited government, the nature and purposes of constitutions, and alternative ways of organizing constitutional governments.

Unit 2: The Foundations of the American Political System, Part 1
Students learn about the American idea of constitutional government, the ideals behind the Declaration of Independence, the purpose of the Articles of Confederation, and the creation of the Constitution and the Bill of Rights.

Unit 3: The Foundations of the American Political System, Part 2
Course Details

Subject: History

Course Name: HST060-DYN SOCIOLOGY I: THE STUDY OF HUMAN RELATIONSHIPS (ELECTIVE)

Course Description: The world is becoming more complex. How do your beliefs, values, and behavior affect the people around you and the world in which you live? Students examine social problems in the increasingly connected world, and learn how human relationships can strongly influence and impact their lives. Exciting online video journeys to an array of areas in the sociological world are an important component of this relevant and engaging course.

Course Length: One Semester

Prerequisite: None

Course Outline:
- Unit 1: An invitation to the World of Sociology
- Unit 2: Our Culture
- Unit 3: Socialization
- Unit 4: Social Structure and Group Behavior
- Sociology I Midterm Exam
- Unit 5: Deviance and Crime
- Unit 6: Social Stratification and Class
- Unit 7: Inequalities of Race and Ethnicity
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k–5) (/elementary-school-courses.html)
Middle School Courses (6–8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST061–DYN SOCIOLOGY II: YOUR SOCIAL LIFE (ELECTIVE)

Course Description: Sociology is the study of people, social life, and society. By developing a “sociological imagination,” students examine how society itself shapes human action and beliefs—and how in turn these factors reshape society itself. Fascinating online video journeys inform students and motivate them to seek more knowledge on their own.

Course Length: One Semester
Prerequisite: Sociology I: The Study of Human Relationships
Course Outline:

Unit 1: Marriage and Family
Unit 2: Religion and Education
Unit 3: The Economy and Politics
Unit 4: Sport and Entertainment
Sociology II Midterm Exam
Unit 5: Population and Environment
Unit 6: Cities and Urban Life
Unit 7: Collective Behavior and Social Movements
Unit 8: Social Change
**Course Details**

**Subject**
History

**Course Name**
HST103 SUMMIT WORLD HISTORY

**Course Description**
In this comprehensive survey of world history from prehistoric to modern times, students focus in-depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement *World History: Our Human Story*, a textbook written and published by K12. Students are challenged to consider topics in-depth as they analyze primary sources and maps, create timelines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history.

**Course Length**
Two Semesters

**Prerequisite**
Middle School American History A, World History A or World History B (or equivalents)

**Course Outline**

**Unit 1: Civilization Begins**
The human story begins in the distant past, long before written language. Many details of our earliest history remain unknown. But tantalizing clues buried in the earth have helped shape a fascinating tale. The earliest people lived by hunting animals and gathering wild food. After the discovery of farming, they settled down. They built towns, which grew into cities. And they faced difficult questions. Who would perform important tasks, like growing crops and building canals? Who would be in charge? How should society organize itself? And how will people remember their own history? The answers, as well as brand-new questions, arose with the world’s first civilizations.
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject History
Course Name HST104 SUMMIT WORLD HISTORY HONORS

Course Description
In this challenging survey of world history from prehistoric to modern times, students focus in-depth on the developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement World History: Our Human Story, a textbook written and published by K12. Students are challenged to consider topics in-depth as they analyze primary sources and maps, create time lines, and complete other projects—practicing advanced historical thinking and writing skills as they explore the broad themes and big ideas of human history. Students complete an independent honors project each semester.

Course Length Two Semesters
Prerequisite Middle School American History A, World History A or World History B (or equivalents)

Course Outline
Unit 1: Civilization Begins
The human story begins in the distant past, long before written language. Many details of our earliest history remain unknown. But tantalizing clues buried in the earth have helped shape a fascinating tale. The earliest people lived by hunting animals and gathering wild food. After the discovery of farming, they settled down. They built towns, which grew into cities. And they faced difficult
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject History
Course Name HST106: SUMMIT WORLD HISTORY (CREDIT RECOVERY)

Course Description
In this survey of world history from prehistoric to modern times, students focus on the key developments and events that have shaped civilization across time. The course is organized chronologically and, within broad eras, regionally. Lessons address developments in religion, philosophy, the arts, science and technology, and political history. The course also introduces geography concepts and skills within the context of the historical narrative. Online lessons and assessments complement World History: Our Human Story, a textbook written and published by K12. Students analyze primary sources and maps, create timelines, and complete other projects—practicing historical thinking and writing skills as they explore the broad themes and big ideas of human history. Diagnostic tests assess students’ current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length Two Semesters
Prerequisite Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation
Course Outline

SEMESTER 1

Unit 1: Civilization Begins
The human story begins in the distant past, long before written language. Many details of our earliest history remain unknown. But tantalizing clues buried in the earth have helped shape a fascinating tale. The earliest people lived by hunting animals and gathering wild food. After the discovery of farming, they settled down. They built towns, which grew into cities. And they faced difficult
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k–5) (/elementary-school-courses.html)
Middle School Courses (6–8) (/middle-school-courses.html)

Course Details

Subject History
Course Name HST203: SUMMIT MODERN WORLD STUDIES

Course Description In this comprehensive course, students follow the history of the world from approximately 1870 to the present. They begin with a study of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice sophisticated skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course Length Two Semesters
Prerequisite Middle School Intermediate World History A and B (or equivalents)
Course Outline

Unit 1: Setting the Stage—Before 1850
The modern world owes a great deal to earlier peoples and ideas. Concepts of democracy, a belief in the worth of the individual, rule by the people—all developed over the course of many centuries. To prepare for a study of the modern world, students begin with a look back to ancient Greece and Rome, to the legacy of Judeo-Christian thought, and to the growth of democratic ideals in England. Students enter the modern world with a brief review of democratic revolutions and the Industrial Revolution.

• Semester Introduction
## Course Details

<table>
<thead>
<tr>
<th>Subject</th>
<th>History</th>
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<tbody>
<tr>
<td>Course Name</td>
<td>HST204 SUMMIT MODERN WORLD STUDIES HONORS</td>
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<tr>
<th>Description</th>
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<tr>
<td>In this advanced course, students investigate the history of the world from approximately 1870 to the present. They begin with an analysis of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students undertake an in-depth examination of both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore advanced topics in physical and human geography, and investigate issues of concern in the contemporary world. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting research. Students complete independent projects each semester.</td>
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<tr>
<th>Course Length</th>
<th>Two Semesters</th>
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<th>Prerequisite</th>
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<tr>
<td>Middle School Intermediate World History A and B (or equivalents); success in previous social studies course; and teacher/school counselor recommendation</td>
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<th>Course Outline</th>
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**SEMESTER ONE**

**Unit 1: Setting the Stage—Before 1850**

The modern world owes a great deal to earlier peoples and ideas. Concepts of democracy, a belief in the worth of the individual, rule by the people—all were developed over the course of many centuries. To prepare for a study of the modern world, students begin with a look back to ancient Greece and Rome, to the legacy of Judeo-Christian thought, and to the growth of democratic ideals in England. Students enter the modern world with a brief review of democratic revolutions and the Industrial Revolution.
Course Details

Subject: History
Course Name: HST206 SUMMIT MODERN WORLD STUDIES (CREDIT RECOVERY)

Course Description:
In this course, students follow the history of the world, from approximately 1870 to the present. They begin with a study of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the problems and accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice sophisticated skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, writing assignments, and conducting independent research. Diagnostic tests assess students’ current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two Semesters
Prerequisite: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline: Unit 1: Setting the Stage—Before 1850

The modern world owes a great deal to earlier peoples and ideas. Concepts of democracy, a belief in the worth of the individual, rule by the people—all of these developed over the course of many centuries. To prepare for a study of the modern world, students begin with a look back to ancient Greece and Rome, to the legacy of Judeo-Christian thought, and to the growth of democratic ideals in England. Students enter the modern world with a brief review of democratic revolutions and the Industrial Revolution.
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST213 SUMMIT GEOGRAPHY AND WORLD CULTURES

Course Description:
This course examines a broad range of geographical perspectives covering all of the major regions of the world. Students clearly see the similarities and differences among the regions as they explore the locations and physical characteristics, including absolute and relative location, climate, and significant geographical features. They look at each region from cultural, economic, and political perspectives, and closely examine the human impact on each region. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review. Audio readings and vocabulary lists in English and Spanish support reading comprehension.

Course Length: Two Semesters
Course Outline:

Unit 1: Introduction to Geography
Students are introduced to the basics of geography.

- What is Geography?
- Locating Our Place in Space
- Physical Attributes of Earth’s Landscape
- Human Impact
- Careers in Geography

Unit 2: North America
HST216 SUMMIT GEOGRAPHY (CREDIT RECOVERY)

This course examines a broad range of geographical perspectives covering all of the major regions of the world. Students clearly see the similarities and differences among the regions as they explore the locations and physical characteristics, including absolute and relative location, climate, and significant geographical features. They look at each region from cultural, economic, and political perspectives, and closely examine the human impact on each region. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review. Audio readings and vocabulary lists in English and Spanish support reading comprehension.

Course Details

Subject: Additional Electives
Course Name: HST216 SUMMIT GEOGRAPHY (CREDIT RECOVERY)

Course Description: This course examines a broad range of geographical perspectives covering all of the major regions of the world. Students clearly see the similarities and differences among the regions as they explore the locations and physical characteristics, including absolute and relative location, climate, and significant geographical features. They look at each region from cultural, economic, and political perspectives, and closely examine the human impact on each region. Students take diagnostic tests that assess their current knowledge and generate individualized study plans, so students can focus on topics that need review. Audio readings and vocabulary lists in English and Spanish support reading comprehension.

Course Length: Two Semesters
Prerequisite: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation.

Course Outline:

Unit 1: Introduction to Geography
Students are introduced to the basics of geography.

- Introduction to Geography
- Welcome to Geography
- Locating Our Place in Space
- Physical Attributes of Earth’s Landscape
- Human Impact
- Careers in Geography
HIGH SCHOOL COURSES (9-12)

Elementary Courses (K-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST222 SUMMIT CONTEMPORARY WORLD ISSUES (ELECTIVE)

Course Description:
In this course, students will compare the geography, governments, economies, and cultures of the world. Emphasis will be placed on learning about the civics, politics, economics, structures, processes and policies of the United States and then comparing them with those of the international community. Students will use what they know and learn about the United States and the world to analyze current events and contemporary issues. Reasoning and research skills will be applied to the content throughout the course.

Course Length: Two Semesters
Prerequisite: None
Course Outline:

Unit 1: Introduction to Contemporary World Issues
- Section A – 9/11
- Identifying World Issues
- Globalization

Unit 2: Democracy and Government in Modern America
- Our Very Freedom: Principles of Modern American Thought
- Government in America
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k–5) (/elementary-school-courses.html)
Middle School Courses (6–8) (/middle-school-courses.html)

Download High School Course List

Course Details
Subject History
Course Name HST303 SUMMIT U.S. HISTORY

Course Description
This course is a full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K12’s The American Odyssey: A History of the United States. Online lessons help students organize their study, explore topics in-depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

Course Length
Two Semesters

Prerequisite
HST103: World History or HST203: Modern World Studies (or equivalents)

Course Outline
SEASON ONE
Unit 1: American Beginnings
Students explore the diversity of the first Americans and the land they inhabited. They trace the rise of European nations and the Age of Exploration after centuries of strife, read an entry from Columbus’s log, and learn of the decimation of the Native American population after Europeans arrived. They see the extent of the Spanish empire in the Americas and read of the hardships in Jamestown. The unit then turns to the founding and maturing of England’s thirteen American colonies.

- Semester Introduction
- Discuss: Getting to Know You
- Peopling the Americas
- First Americans
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST304 SUMMIT U.S. HISTORY HONORS

Course Description:
This course is a challenging full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K12’s The American Odyssey: A History of the United States. Online lessons help students organize their study, explore topics in-depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

Course Length: Two Semesters
Prerequisite: HST103: World History or HST104: Honors World History, or HST204 (or equivalents); and teacher/school counselor recommendation

Course Outline:

SEMESTER ONE
Unit 1: American Beginnings
Students explore the diversity of the first Americans and the land they inhabited. They trace the rise of European nations and the Age of Exploration after centuries of strife, read an entry from Columbus’s log, and learn of the decimation of the Native American population after Europeans arrived. They see the extent of the Spanish empire in the Americas and read of the hardships in Jamestown. The unit then turns to the founding and maturing of England’s thirteen American colonies.

- Semester Introduction
- Peopling the Americas
- First Americans
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k–5) (/elementary-school-courses.html)
Middle School Courses (6–8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject History
Course Name HST306 SUMMIT U.S. HISTORY (CREDIT RECOVERY)

Course Description This course provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing written assignments, and conducting independent research. Diagnostic tests assess students’ current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length Two Semesters
Prerequisite HST103: World History or HST203: Modern World Studies (or equivalents)

SEMESTER ONE

Unit 1: American Beginnings
Students explore the diversity of the first Americans and the land they inhabited. They trace the rise of European nations and the Age of Exploration after centuries of strife, read an entry from Columbus’s log, and learn of the decimation of the Native American population after Europeans arrived. They see the extent of the Spanish empire in the Americas and read of the hardships in Jamestown. The unit then turns to the founding and maturing of England’s thirteen American colonies.

- Semester Introduction
- Peopling the Americas
- First Americans
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k–5) (/elementary-school-courses.html)
Middle School Courses (6–8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject          History
Course Name      HST313 SUMMIT MODERN U.S. HISTORY

Course Description
This course is a full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K12’s The American Odyssey: A History of the United States. Online lessons help students organize study, explore topics in-depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research.

Course Length      Two Semesters
Prerequisite       Middle School American History A and American History B (or equivalents)

Course Outline

SEMESTER ONE

Unit 1: Founding a Nation
Students review the origins of the United States from the founding of the English colonies through the increased tensions and Enlightenment thought that led to the American Revolution. They explore the issues the new nation faced in forming a government and reinforce their knowledge of how the American system of government works under the United States Constitution.

- Semester Introduction
- Discuss: Getting to Know You
- The New England Colonies
- The Middle and Southern Colonies
- New Ideas
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k–5) (/elementary-school-courses.html)
Middle School Courses (6–8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST314 SUMMIT MODERN U.S. HISTORY HONORS

Course Description: This course is a challenging full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K12’s *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in-depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

Course Length: Two Semesters
Prerequisite: Middle School American History A and American History B (or equivalents); and teacher/school counselor recommendation

Course Outline

**SEMESTER ONE**

Unit 1: Founding a Nation
Students review the origins of the United States from the founding of the English colonies through the increased tensions and Enlightenment thought that led to the American Revolution. They explore the issues the new nation faced in forming a government and reinforce their knowledge of how the American system of government works under the United States Constitution.

- Semester Introduction
- The New England Colonies
- The Middle and Southern Colonies
- New Ideas
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST316 SUMMIT MODERN U.S. HISTORY (CREDIT RECOVERY)

Course Description: This course provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Online lessons help students organize study, explore topics in-depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing written assignments, and conducting independent research. Diagnostic tests assess students’ current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: Two Semesters

Prerequisite: K12 Middle School American History A and American History B (or equivalents)

Course Outline:

**SEMESTER ONE**

Unit 1: Founding a Nation
Students review the origins of the United States from the founding of the English colonies through the increased tensions and Enlightenment thought that led to the American Revolution. They explore the issues the new nation faced in forming a government, and reinforce their knowledge of how the American system of government works under the United States Constitution.

- Semester Introduction
- The New England Colonies
- The Middle and Southern Colonies
- New Ideas
- The Road to Revolution
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST403 SUMMIT U.S. GOVERNMENT AND POLITICS

Course Description: This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest groups, the media, and the Supreme Court, and discuss their own views on current political issues.

Course Length: One Semester
Prerequisite: HST303: U.S. History (or equivalent) is recommended, but not required

Course Outline: Unit 1: Principles of Government

Students identify the purposes of government and evaluate theories about its origins. They compare and contrast power and authority, describe types of government, and learn the basic ideas of American democracy.

- The Purposes and Origins of Government
- Power and Government
- Types of Government

Unit 2: Constitutional Underpinnings
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST406 SUMMIT U.S. GOVERNMENT AND POLITICS (CREDIT RECOVERY)

Course Description:
This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country, and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest groups, the media, and the Supreme Court. They discuss their own views on current political issues. Diagnostic tests assess students' current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: One Semester

Prerequisite: HST303: U.S. History (or equivalent) is recommended but not required

Course Outline:
Unit 1: Principles of Government
Students identify the purposes of government, and evaluate theories about its origins. They compare and contrast power and authority, describe types of government, and learn the basic ideas of American democracy.

- The Purposes and Origins of Government
- Power and Government
- Types of Government

Unit 2: Constitutional Underpinnings
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST413 SUMMIT U.S. AND GLOBAL ECONOMICS

Course Description: In this course on economic principles, students explore choices they face as producers, consumers, investors, and taxpayers. Students apply what they learn to real-world simulation problems. Topics of study include markets from historic and contemporary perspectives; supply and demand; theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; money (what it is, how it evolved, the role of banks, investment houses, and the Federal Reserve); Keynesian economics; how capitalism functions, focusing on productivity, wages, investment, and growth; issues of capitalism such as unemployment, inflation, and the national debt; and a survey of markets in such areas as China, Europe, and the Middle East.

Course Length: One Semester
Prerequisite: HST403: U.S. Government and Politics (or equivalent) is recommended, but not required

Course Outline:
Unit 1: The Game of Economics
Economics has a lot in common with games—they both have players and rules, and involve decisions, actions, and goals. This unit introduces students to the game of economics.

- What Is Economics Anyway?
- Different Ways to Play
- Dollars and Sense
- Technology and Economics

Unit 2: The Players
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST416 SUMMIT ECONOMICS (CREDIT RECOVERY)

Course Description: Students are introduced to the basics of economic principles, and they will learn the importance of understanding different economic systems. They will also investigate how to think like an economist. Students will explore different economic systems, including the American Free Enterprise System, and they will analyze and interpret data to understand the laws of supply and demand. Students will also be presented with economic applications in today’s world. From economics in the world of business, money, banking, and finance, students will see how economics is applied both domestically and globally. Students will also study how the government is involved in establishing economic stability in the American Free Enterprise System, as well as how the U.S. economy has a global impact. Diagnostic tests assess students’ current knowledge and generate individualized study plans, so students can focus on topics that need review.

Course Length: One Semester
Prerequisite: None

Course Outline:

Unit 1: Introduction to the Course
- Course Introduction
- Getting Started
- Research Project

Unit 2: Foundations of Economics and the Problem of Scarcity
- Thinking Like an Economist
- Scarcity and the Factors of Production
- Decision Making
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

**Subject**  
History

**Course Name**  
HST500 AP® U.S. HISTORY

**Course Description**  
Students explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students are asked to master not only the wide array of factual information necessary to do well on the AP Exam, but also to practice skills of critical analysis of historical information and documents. Students read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture. The content aligns to the sequence of topics recommended by the College Board and to widely used textbooks. The course prepares students for the AP Exam.

**Course Length**  
Two Semesters

**Prerequisite**  
Success in previous history course; and teacher/school counselor recommendation

**Course Outline**  
Unit 1: Foundations of U.S. History (1492–1763)

Students practice critical thinking, identify historians’ biases, and read original documents critically. They look at European nations in the late 15th century and their struggle for power in the Americas, the development of the English colonies in North America, and the effects of those colonies on native people. They look at the colonies’ assertion of their own right to self-governance. The content in this unit maps to the following sections of the College Board’s AP topic outline: Transatlantic Encounters and Colonial Beginnings; Colonial North America; The American Revolutionary Era.

- Introducing AP U.S. History
- Colonial Development
- Governing the Colonies
HIGH SCHOOL COURSES (9-12)

Elementary Courses (K-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST510: AP® U.S. GOVERNMENT AND POLITICS

Course Description:
This course is the equivalent of an introductory college-level course. Students explore the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students gain the analytical perspective necessary to evaluate political data, hypotheses, concepts, opinions, and processes and learn how to gather data about political behavior and develop their own theoretical analysis of American politics. Students also build the skills they need to examine general propositions about government and politics, and to analyze specific relationships between political, social, and economic institutions. Students prepare for the AP Exam and for further study in political science, law, education, business, and history.

Course Length: One Semester

Prerequisite: HST304: Honors U.S. History (or equivalent); and teacher/school counselor recommendation

Course Outline: Unit 1: Foundations of American Government

This unit introduces the study of American politics, presents three important ways of looking at the American political system, and examines the constitutional foundations and federal framework of American politics. Students see how the political institutions that make up our system (interest groups, political parties, and Congress) are shaped. In the College Board’s topic outline, the content in this unit maps to Constitutional Underpinnings of United States Government (Considerations that influenced the formulation and adoption of the Constitution; Separation of powers; Federalism; Theories of democratic government).

- Politics in a Democracy
- Constitutional Foundations
Course Details

Subject History
Course Name HST520 AP® MACROECONOMICS

Course Description This course is the equivalent of an introductory college-level course. Students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. Students also examine how individuals and institutions are influenced by employment rates, government spending, inflation, taxes, and production. Students prepare for the AP Exam and for further study in business, political science, and history.

Course Length One Semester
Prerequisite MTH309: Summit Algebra 2 Honors (or equivalent); and teacher/school counselor recommendation

Course Outline
Ten Principles of Economics
Thinking Like an Economist
Interdependence and the Gains from Trade
The Market Forces of Supply and Demand
Earnings and Discrimination
Measuring a Nation’s Income
Measuring the Cost of Living
Production and Growth
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject History
Course Name HST530 AP® MICROECONOMICS

Course Description This course is the equivalent of an introductory college-level course. Students explore the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students learn why the same product can cost different amounts at different stores, in different cities, and at different times. Students also learn to spot patterns in economic behavior and learn how to use those patterns to explain buyer and seller behavior under various conditions. Lessons promote an understanding of the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in the economy. Students prepare for the AP Exam and for further study in business, history, and political science.

Course Length One Semester
Prerequisite MTH309: Summit Algebra 2 Honors (or equivalent); and teacher/school counselor recommendation

Course Outline

Thinking Like an Economist
Interdependence and the Gains from Trade
The Market Forces of Supply and Demand
Elasticity and Its Application
Supply Demand and Government Policies
Consumers Producers and the Efficiency of Markets
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: History
Course Name: HST540 AP® PSYCHOLOGY
Course Description: This course is the equivalent of an introductory college-level course. Students receive an overview of current psychological research methods and theories. They explore the therapies used by professional counselors and clinical psychologists, and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They study core psychological concepts, such as the brain and sensory functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Students prepare for the AP Exam and for further studies in psychology and life sciences.
Course Length: One Semester
Prerequisite: Success in SCI204: Summit Biology Honors(or equivalent); and teacher/school counselor recommendation

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HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
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Course Details

Subject: History
Course Name: HST560 AP® WORLD HISTORY

Course Description: This course spans the Neolithic Age to the present in a rigorous academic format organized by chronological periods and viewed through fundamental concepts and course themes. Students analyze the causes and processes of continuity and change across historical periods. Themes include human-environment interaction, cultures, expansion and conflict, political and social structures, and economic systems. In addition to mastering historical content, students cultivate historical thinking skills that involve crafting arguments based on evidence, identifying causation, comparing and supplying context for events and phenomenon, and developing historical interpretation. Students prepare for the AP® World History exam.

Course Length: Two Semesters
Prerequisite: Success in previous history course; and teacher/school counselor recommendation
HIGH SCHOOL COURSES (9-12)

Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: LAW050-DYN PRINCIPLES OF PUBLIC SERVICE: TO SERVE & PROTECT

Course Description: Have you ever wondered who decides where to put roads? Or makes sure that someone answers the phone when you call 911? Or determines that a new drug is safe for the public? These tasks and many more are part of public service, a field that focuses on building healthy societies. Public service includes many different types of careers, but they all have in common the goal of working for others. This course will explore some of the most common career paths in public service. Working for the public also comes with a very specific set of expectations since protecting society is such an important mission. So if you want to work for the greater good, there is probably a public service career for you!

Course Length: One Semester

Course Outline:

- Analyze economic, political, and social trends likely to affect an agency or department.
- Discuss the need to infuse understanding of vision, missions, and goals into all departmental activities.
- Define the concept of risk management.
- Learn how to seek a variety of input from all stakeholders.
- Assess the effect of probable changes on the public.

The Business of Government

- Maintain financial records.
- Prepare and administer budgets.
HIGH SCHOOL COURSES (9-12)

Elementary Courses (K-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Career Readiness Education (CRE) Electives
Course Name: MFG220-PBL MANUFACTURING SYSTEMS

Course Description: This course is a Project Based Learning course (PBL). In this course, students will develop skills in automated systems; developing basic robot programs; CAM (Computer Aided Manufacturing w/SpectraCAM Milling), and the CAD/CAM process of developing CNC milling programs. Students will work virtually with fluid power (pneumatics), as used in manufacturing systems; hand tools; and be introduced to QC (quality control) and skills measurement.

Course Length: One Semester
Prerequisite: None

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HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Math
Course Name: MTH001: MATH FOUNDATIONS I (REMEDICATION)

Course Description: Students build and reinforce foundational math skills typically found in third through fifth grade for which they have not achieved mastery. They progress through carefully paced, guided instruction and engaging interactive practice. If needed, students can move on to Math Foundations II (addressing skills typically found in sixth through eighth grade) to further develop the computational skills and conceptual understanding needed to undertake high school math courses with confidence.

Course Length: Two Semesters
Prerequisite: Teacher/school counselor recommendation

Course Outline

SEMESTER ONE

Unit 1: Understanding Numbers
Students begin with a diagnostic to find out what they know. Then they learn about basic odd and even numbers, including solving by grouping, regrouping, word problems, identifying un-needed information, skip counting, and mental math.

- Addition and Subtraction With Regrouping
- Understanding Numbers
- Ordering Numbers
- Fact Families
- Using Mental Math
- Choosing the Operation
- Adding Numbers Horizontally

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Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

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Course Details

Subject: Math
Course Name: MTH011 MATH FOUNDATIONS II (REMEDICATION)

Course Description: Students build and reinforce foundational math skills typically found in sixth through eighth grade, achieving the computational skills and conceptual understanding needed to undertake high school math courses with confidence. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. This course is appropriate for use as remediation at the high school level or as a bridge to high school.

Course Length: Two Semesters
Prerequisite: Teacher/school counselor recommendation; MTH001: Math Foundations I is not required

Course Outline

Unit 1: Numbers and Operations
Students begin with a diagnostic to find out what they know. Then they learn about rounding numbers, order of operations, square numbers and square roots, five step thinking plan to solving word problems, multiplication properties, division, factoring, comparing fractions, addition/subtraction of fractions, and multiplication/division of fractions.

- Number Sense: Rounding, Estimating, and Range
- Number Operations
- Number Sense: Squares and Square Root
- Problem Solving: The 5-Step Plan
- Problem Solving: Application
- Multiplication: Properties
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject                   Math
Course Name               MTH107 SUMMIT DEVELOPMENTAL ALGEBRA

Course Description
This is the first course in a two-year algebra sequence that concludes with Continuing Algebra. In this course, students begin to explore the tools and principles of algebra. Students learn to identify the structure and properties of the real number system; complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; and solve systems of linear equations. Sophisticated virtual manipulatives and online graphing tools help students visualize algebraic relationships. Developmental Algebra covers fewer topics than a one-year algebra course, providing students with more time to learn and practice key concepts and skills. After completing Developmental Algebra, students will be prepared to take Continuing Algebra.

Course Length              Two Semesters
Prerequisite               MTH113: Pre-Algebra (or equivalent)
Course Outline            SEMESTER 1

Unit 1: Algebra Basics, Part 1
The English word algebra and the Spanish word algebrista both come from the Arabic word al-jabr, which means “restoration.” A barber in medieval times often called himself an algebrista. The algebrista also was a bonesetter who restored or fixed bones. Mathematicians today use algebra to solve problems.

• Semester Introduction
• Foundations
• Foundations Wrap-Up
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject Math
Course Name MTH113 PRE-ALGEBRA

Course Description
In this course, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. Lessons provide demonstrations of key concepts as well as interactive problems with contextual feedback. A textbook supplements the online material.

Course Length Two Semesters
Prerequisite Middle School Fundamentals of Geometry and Algebra (or equivalent)
Note Students who have already succeeded in Middle School PreAlgebra or Intermediate Mathematics C should not enroll in this course.

Course Outline

SEMIESTER ONE
Unit 1: The Basics
Let’s start at the very beginning; it’s a very good place to start. Just as you need to know basic grammar and vocabulary as you begin to learn any language, you need to know some basic building blocks as you begin to learn algebra.

• Semester Introduction
• Order of Operations
• Variable Expressions
• Writing Expressions for Word Phrases
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject Math
Course Name MTH126 SUMMIT ALGEBRA I (CREDIT RECOVERY)

Course Description The Algebra 1 Credit Recovery course leads students from their proficiency and understanding of numbers and operations into the mathematics of algebraic thinking. Building on pre-algebra skills developed in middle school, students deepen their understanding of linear expressions and equations, linear inequalities, and coordinate graphing. They then explore and learn about the function concept, radical expressions, exponential expressions and functions, quadratic functions, systems of equations, factoring and roots of equations, and basic statistical analysis.

Course Length Two Semesters
Prerequisite Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline

SEMESTER 1

Unit 1: Expressions and Problem Solving
Unit 2: One-Variable Linear Equations
Unit 3: One-Variable Linear Inequalities
Unit 4: Two-Variable Linear Equations
Unit 5: Two-Variable Linear Inequalities
Unit 6: Introduction to Functions
Unit 7: Special Functions
Unit 8: Radical Expressions
Unit 9: Exponential Equations
Unit 10: Exponential Functions
Unit 11: Sequences

SEMESTER 2
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject Math
Course Name MTH128 SUMMIT ALGEBRA 1

Course Description The Summit Algebra 1 course is intended to formalize and extend the mathematics that students learned in the middle grades. Because it is built to follow revised middle school math courses, the course covers slightly different ground than previous versions of algebra. In this course, students deepen their understanding of linear and exponential relationships by contrasting them with each other. Students also apply linear models to data that exhibit a linear trend. The course also covers analyzing, solving, and using quadratic functions.

Course Length Two Semesters
Course Outline

SEMMERER 1

• Unit 1: Expressions and Problem Solving
• Unit 2: 1-Variable Linear Equations and Inequalities
• Unit 3: 2-Variable Linear Equations and Inequalities
• Unit 4: Working with Functions
• Unit 5: Radicals and Exponents
• Unit 6: Exponential Functions
• Unit 7: Sequences and Modeling with Functions

SEMMERER 2

• Unit 1: Systems of Equations
• Unit 2: Polynomials
• Unit 3: Quadratic Equations
SUCCESS in Algebra 1 depends on a student’s proficiency in concepts presented in prior courses, and the ability to integrate new concepts with that prior knowledge. The Bridge to Algebra 1 course incorporates all the necessary prerequisite skills required for student success. The course assesses students on these prerequisite skills before presenting related Algebra 1 concepts. Success on these assessments indicates preparedness for the next step in algebraic conceptual thinking. Lack of success on these assessments initiates a review of prerequisite concepts. These carefully planned reviews are “bridges” to Algebra 1. By design, only those bridges determined to be appropriate for the individual student are released within the student’s course sequence, providing a personalized path. Each Algebra 1 unit includes two or three bridges of prerequisite concepts and skills. Each bridge strings together two levels of prerequisite content. The first level draws from concepts addressed in grades 7 and 8, and the second level digs even further back into foundational skills to draw from grades 7 and 6 content. Upon completion of a bridge, the associated new Algebra 1 concepts are presented. The bridges provide students with an opportunity to improve skills and increase the likelihood of success in Algebra 1. They aid in solidifying the connections that complete the puzzle of how mathematical topics are related.

The Bridge to Algebra 1 course offers the same instructional content as K12’s Algebra 1 course offers, helping students to formalize and extend the mathematics they have learned in the middle grades and revisited in bridges content. Students deepen their understanding of linear and exponential relationships by contrasting them with each other. Students also apply linear models to data that exhibit a linear trend. The course also covers analyzing, solving, and using quadratic functions.

**Course Details**

**Subject**
Math

**Course Name**
MTH129 BRIDGE TO ALGEBRA 1

**Course Description**

Success in Algebra 1 depends on a student’s proficiency in concepts presented in prior courses, and the ability to integrate new concepts with that prior knowledge. The Bridge to Algebra 1 course incorporates all the necessary prerequisite skills required for student success. The course assesses students on these prerequisite skills before presenting related Algebra 1 concepts. Success on these assessments indicates preparedness for the next step in algebraic conceptual thinking. Lack of success on these assessments initiates a review of prerequisite concepts. These carefully planned reviews are “bridges” to Algebra 1. By design, only those bridges determined to be appropriate for the individual student are released within the student’s course sequence, providing a personalized path. Each Algebra 1 unit includes two or three bridges of prerequisite concepts and skills. Each bridge strings together two levels of prerequisite content. The first level draws from concepts addressed in grades 7 and 8, and the second level digs even further back into foundational skills to draw from grades 7 and 6 content. Upon completion of a bridge, the associated new Algebra 1 concepts are presented. The bridges provide students with an opportunity to improve skills and increase the likelihood of success in Algebra 1. They aid in solidifying the connections that complete the puzzle of how mathematical topics are related.

The Bridge to Algebra 1 course offers the same instructional content as K12’s Algebra 1 course offers, helping students to formalize and extend the mathematics they have learned in the middle grades and revisited in bridges content. Students deepen their understanding of linear and exponential relationships by contrasting them with each other. Students also apply linear models to data that exhibit a linear trend. The course also covers analyzing, solving, and using quadratic functions.

**Course Length**
Two Semesters

**Prerequisite**
School recommendation: Suggested that students have taken Summit Math Grade 8 or equivalent
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject Math
Course Name MTH129 SUMMIT ALGEBRA 1 HONORS

Course Description K12’s Summit Algebra 1 course is intended to formalize and extend the mathematics that students learned in the middle grades. Because it is built to follow revised middle school math courses, the course covers slightly different ground than previous versions of Algebra. In this course, students deepen their understanding of linear and exponential relationships by contrasting them with each other. Students also apply linear models to data that exhibit a linear trend. The course also covers analyzing, solving, and using quadratic functions.

Course Length Two Semesters
Course Outline

**SEMESTER 1**

- Unit 1: Expressions and Problem Solving
- Unit 2: 1-Variable Linear Equations and Inequalities
- Unit 3: 2-Variable Linear Equations and Inequalities
- Unit 4: Working with Functions
- Unit 5: Radicals and Exponents
- Unit 6: Exponential Functions
- Unit 7: Sequences and Modeling with Functions
- Unit 8: Honors Project: Car Depreciation

**SEMESTER 2**

- Unit 1: Systems of Equations
- Unit 2: Polynomials
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Math
Course Name: MTH146 SUMMIT INTEGRATED MATHEMATICS I (CREDIT RECOVERY)

Course Description: This first-year credit recovery high school integrated math course focuses on linear and simple exponential models. The course contrasts linear behavior with exponential behavior, and uses both linear and simple exponential equations as models. Students learn about and work extensively with functions—analyzing function properties and behavior, creating and transforming functions, and applying functions to various continuous and discrete situations. The statistics in the course cover both univariate and bivariate data. For univariate data, students learn about measures of center and spread. For bivariate data, they learn about correlation and fitting data to a line. The topics in geometry include transformations, reasoning, congruence, construction, and analytic geometry. Students take diagnostic tests at regular intervals to assess their current knowledge of fundamental content.

Course Length: Two Semesters
Prerequisite: Student previously took MTH148: Summit Integrated Mathematics I or its equivalent but did not receive credit; teacher/school counselor recommendation

Course Outline

Unit 1: Expressions and Problem Solving
This unit focuses on variables and algebraic expressions. Students practice translating real-world situations into mathematical expressions and equations, and use units to understand problems. In addition, students learn how the structure of a mathematical expression explains the relationships between the quantities in the real-world context it models.

- Semester 1 Introduction
- Foundations for Unit 1
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Math
Course Name: MTH148 SUMMIT INTEGRATED MATHEMATICS I

Course Description: This first-year high school integrated math course focuses on linear and simple exponential models. The course contrasts linear behavior with exponential behavior and uses both linear and simple exponential equations as models. Students learn about and work extensively with functions—analyzing function properties and behavior, creating and transforming functions, and applying functions to various continuous and discrete situations. The statistics in the course cover both univariate and bivariate data. For univariate data, students learn about measures of center and spread. For bivariate data, they learn about correlation and fitting data to a line. The topics in geometry include transformations, reasoning, congruence, construction, and analytic geometry.

Course Length: Two Semesters
Prerequisite: K12 Intermediate Mathematics C or MTH113: Pre-Algebra (or equivalent)

Course Outline

SEMIESTER ONE
Unit 1: Expressions and Problem Solving
This unit focuses on variables and measurement. Students practice translating real-world situations into mathematical expressions and equations, and they use units to understand problems. In addition, students look at what the structure of a mathematical expression can say about the relationships between quantities in a real-world context it models.

- Semester 1 Introduction
- Foundations for Unit 1
- Expressions
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k–5) (/elementary-school-courses.html)
Middle School Courses (6–8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject Math
Course Name MTH206 SUMMIT GEOMETRY CREDIT RECOVERY

Course Description
The Geometry course combines mathematical reasoning and proof with an extension of students’ algebraic development in geometric contexts. The course focuses primarily on two-dimensional shapes in the Euclidean plane. Starting with segments and angles, students develop understanding of and work through problems and proofs involving congruence, similarity, parallel and perpendicular lines, quadrilaterals, and circles. Toward the end of the course, time is also spent extending the treatment of triangles into basic trigonometry concepts and providing students with a detailed taste of analytic geometry by developing and using the equation of a circle in the coordinate plane.

Course Length Two Semesters
Prerequisite Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline

SEMESTER 1
Unit 1: Basic Tools
Unit 2: Transformations
Unit 3: Reasoning and Proof
Unit 4: Vertical Angles and Corresponding Parts
Unit 5: Congruent Figures
Unit 6: Perimeter and Area
Unit 7: Equations of Parallel and Perpendicular Lines
Unit 8: Parallel Line and Triangle Properties
Unit 9: Triangle and Quadrilateral Properties
Unit 10: Similarity
HIGH SCHOOL COURSES (9-12)

Elementary Courses (K-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Math
Course Name: MTH207 SUMMIT CONTINUING ALGEBRA

Course Description: This is the second course in a two-year algebra sequence. In this course, students build on what they learned in Developmental Algebra to complete their knowledge of all topics associated with a deep understanding of Algebra I. They learn about relations and functions, radicals and radical expressions, polynomials and their graphs, factoring expressions and using factoring to solve equations, solving quadratics, rational expressions, and logic and reasoning.

Course Length: Two Semesters
Prerequisite: MTH107: Developmental Algebra (or equivalent)

Course Outline:

Unit 1: Relations and Functions, Part 1
A solar cell is a little machine that takes in solar energy and puts out electricity. A mathematical function is a machine that takes in a number as an input and produces another number as an output. There are many kinds of functions. Some have graphs that look like lines, while others have graphs that curve like a parabola. Functions can take other forms as well. Not every function has a graph that looks like a line or a parabola. Not every function has an equation. The important thing to remember is that if you put any valid input into a function, you will get a single result out of it.

- Semester Introduction
- Foundations
- Foundations Wrap-Up
- Relations
- Relations Wrap-Up
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Math
Course Name: MTH208 SUMMIT GEOMETRY

Course Description: This Summit Geometry course builds on the geometry covered in middle school to explore more complex geometric situations and deepen students’ ability to explain geometric relationships, moving toward formal mathematical arguments. Specific topics include similarity and congruence, analytic geometry, circles, the Pythagorean theorem, right triangle trigonometry, analysis of three-dimensional objects, conic sections, and geometric modeling.

Course Length: Two Semesters
Prerequisite: Algebra 1 (or equivalent)

Course Outline

SEMERESTER 1
- Unit 1: Basic Tools and Transformations
- Unit 2: Reasoning and Proof
- Unit 3: Congruence and Constructions
- Unit 4: Analytic Geometry
- Unit 5: Line and Triangle Relationships
- Unit 6: Similarity

SEMERESTER 2
- Unit 1: Triangle Similarity
- Unit 2: Area and Volume
- Unit 3: Circles
- Unit 4: Right Triangle Trigonometry
Success in Geometry depends on a student’s proficiency in concepts presented in prior courses, and the ability to integrate new concepts with that prior knowledge. The Bridge to Geometry course incorporates all the necessary prerequisite skills required for student success. The course assesses students on these prerequisite skills before presenting related Geometry concepts. Success on these assessments indicates preparedness for the next step in algebraic conceptual thinking. Lack of success on these assessments initiates a review of prerequisite concepts. These carefully planned reviews are “bridges” to Geometry. By design, only those bridges determined to be appropriate for the individual student are released within the student’s course sequence, providing a personalized path. Each Geometry unit includes two or three bridges of prerequisite concepts and skills. Each bridge strings together two levels of prerequisite content. The first level draws from concepts addressed in grades 7 and 8, and the second level digs even further back into foundational skills to draw from grades 7 and 6 content. Upon completion of a bridge, the associated new Geometry concepts are presented. The bridges provide students with an opportunity to improve skills and increase the likelihood of success in Geometry. They aid in solidifying the connections that complete the puzzle of how mathematical topics are related.

The Bridge to Geometry course offers the same instructional content as K12’s Geometry course offers. This course builds on the geometry covered in middle school to explore more complex geometric situations and deepen students’ ability to explain geometric relationships, moving toward formal mathematical arguments. Specific topics include similarity and congruence, analytic geometry, circles, the Pythagorean theorem, right triangle trigonometry, analysis of three-dimensional objects, conic sections, and geometric modeling.

Course Details

Subject: Math
Course Name: MTH209 BRIDGE TO GEOMETRY

Course Description: Success in Geometry depends on a student’s proficiency in concepts presented in prior courses, and the ability to integrate new concepts with that prior knowledge. The Bridge to Geometry course incorporates all the necessary prerequisite skills required for student success. The course assesses students on these prerequisite skills before presenting related Geometry concepts. Success on these assessments indicates preparedness for the next step in algebraic conceptual thinking. Lack of success on these assessments initiates a review of prerequisite concepts. These carefully planned reviews are “bridges” to Geometry. By design, only those bridges determined to be appropriate for the individual student are released within the student’s course sequence, providing a personalized path. Each Geometry unit includes two or three bridges of prerequisite concepts and skills. Each bridge strings together two levels of prerequisite content. The first level draws from concepts addressed in grades 7 and 8, and the second level digs even further back into foundational skills to draw from grades 7 and 6 content. Upon completion of a bridge, the associated new Geometry concepts are presented. The bridges provide students with an opportunity to improve skills and increase the likelihood of success in Geometry. They aid in solidifying the connections that complete the puzzle of how mathematical topics are related.

Course Length: Two Semesters
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Math
Course Name: MTH209 SUMMIT GEOMETRY HONORS

Course Description: This Summit Geometry Honors course builds on the geometry covered in middle school to explore more complex geometric situations and deepen students’ ability to explain geometric relationships, moving toward formal mathematical arguments. Specific topics include similarity and congruence, analytic geometry, circles, the Pythagorean theorem, right triangle trigonometry, analysis of three-dimensional objects, conic sections, and geometric modeling. This course includes all the topics in MTH208 as well as several extension activities. Each semester also includes an independent honors project.

Course Length: Two Semesters
Prerequisite: Algebra 1 (or equivalent)

Course Outline

SEMESTER 1
- Unit 1: Basic Tools and Transformations
- Unit 2: Reasoning and Proof
- Unit 3: Congruence and Constructions
- Unit 4: Analytic Geometry
- Unit 5: Line and Triangle Relationships
- Unit 6: Similarity
- Unit 7: Honors Project: Tessellation Project

SEMESTER 2
- Unit 1: Triangle Similarity
MTH246 SUMMIT INTEGRATED MATHEMATICS II (CREDIT RECOVERY)

This credit recovery math course focuses on extending the number system to include irrational and complex numbers as well as computation with quadratic polynomials. The course continues with quadratic expressions, equations, and functions, including making comparisons to their linear and exponential counterparts, covered in MTH148: Integrated Mathematics I. The course also introduces conditional probability as a way to make better decisions when given limited information. Geometry topics include similarity, right triangle trigonometry, and volume. Students use the tools of analytic geometry, synthesizing algebra and geometry concepts, to describe circles and parabolas in the coordinate plane. Because the course is designed specifically for credit recovery, the content is appropriately grouped into smaller topics to increase retention and expand opportunities for assessment. Students take diagnostic tests at regular intervals to assess their current knowledge of fundamental content.

Two Semesters

MTH148: Summit Integrated Mathematics I and student previously took MTH248: Summit Integrated Mathematics II or its equivalent but did not receive credit; teacher/school counselor recommendation

Unit 1: Polynomials

As with real numbers, operations can be performed on polynomials. In this unit, students learn how to perform operations on polynomials and explore the closure of polynomials before learning several methods for factoring polynomials. Lastly, students use factoring to find roots of a polynomial equation.
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)

Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Math

Course Name: MTH248 SUMMIT INTEGRATED MATHEMATICS II

Course Description: Integrated Mathematics II is a second-year high school math course. It introduces students to polynomials, including the factoring of polynomials, before moving onto quadratics equations and quadratic functions. Students expand on their knowledge of sequences in learning about series. The course also covers probability, including conditional probability. There are many geometry topics in the course, including transversals, quadrilaterals, similarity, volume, and circles. Students solve problems using right triangle trigonometry and special right triangles, and use the tools of analytic geometry to describe circles and parabolas in the coordinate plane.

Course Length: Two Semesters

Prerequisite: MTH148: Summit Integrated Mathematics I (or equivalent)

Course Outline:

Unit 1: Polynomials

As with real numbers, operations can be performed on polynomials. In this unit, students learn how to perform operations on polynomials and explore the closure of polynomials before learning several methods for factoring polynomials. Lastly, students use factoring to find roots of a polynomial equation.

- Semester 1 Introduction
- Foundations for Unit 1
- Overview of Polynomials
HIGH SCHOOL COURSES (9-12)

Elementary Courses (k-5) (/elementary-school-courses.html)
Middle School Courses (6-8) (/middle-school-courses.html)

Download High School Course List

Course Details

Subject: Math
Course Name: MTH306 SUMMIT ALGEBRA 2 (CREDIT RECOVERY)

Course Description: The Algebra 2 course builds on the mathematical proficiency and reasoning skills developed in Algebra 1 and Geometry to lead students into advanced algebraic work. The course emphasizes the concept of functions throughout. Sandwiched between short forays into probability and statistics is a thorough treatment of linear, quadratic, higher-degree polynomial, exponential, logarithmic, and trigonometric functions, with emphasis on analysis, problem solving, and graphing. Toward the end of the course, an introduction to sequences and series is presented in preparation for future work in mathematics.

Course Length: Two Semesters
Prerequisite: Student previously took the course or its equivalent but did not receive credit; and teacher/school counselor recommendation

Course Outline

**SEMESTER 1**

Unit 1: Probability Distributions
Unit 2: Data Gathering and Analysis
Unit 3: Systems of Linear Equations
Unit 4: Systems of Linear Inequalities
Unit 5: Radical Expressions
Unit 6: Complex Numbers
Unit 7: Polynomials and Factoring
Unit 8: Solving Polynomial Equations
Unit 9: Polynomial Functions
Unit 10: Rational Expressions

**SEMESTER 2**